

Self-Study Design

Queens College

Table of Contents

- I. Institutional Overview 1
 - Brief History..... 1
 - Programs of Study..... 2
 - Faculty Profile..... 2
 - Student Population 3
 - Student Achievement 3
 - Economic Mobility and Student Success 4
 - Recent Developments and Challenges Facing the Institution..... 5
 - Mission, Values, and Strategic Goals..... 10
 - Queens College Strategic Plan 2021-26..... 12
 - CUNY Strategic Roadmap 2023-2030..... 13
 - Plan Implementation 13
- II. Institutional Priorities to be Addressed in the Self-Study..... 15
 - Institutional Priority 1 15
 - Institutional Priority 2 16
 - Institutional Priority 3 16
 - Institutional Priority Mapping..... 17
- III. Intended Outcomes of the Self-Study 19
- IV. Self-Study Approach 21
- V. Organizational Structure of the Steering Committee and Working Groups 22
 - Executive Steering Committee..... 22
 - Steering Committee..... 22
 - Communication 23
 - Working Groups..... 23
 - Charge to All Working Groups 24
 - Standard I: Mission and Goals 25
 - Standard II: Ethics and Integrity 25
 - Standard III: Design and Delivery of the Student Learning Experience..... 26

Standard IV: Support of the Student Experience	26
Standard V: Educational Effectiveness Assessment	27
Standard VI: Planning, Resources, and Institutional Improvement	27
Standard VII: Governance, Leadership, and Administration	28
Operational Excellence Team	28
VI. Guidelines for Reporting	30
VII. Organization of the Final Self-Study Report.....	32
VIII. Self-Study Timeline	33
IX. Communication Plan	35
X. Evaluation Team Profile	36
Team Chair:.....	36
Team Members:.....	36
Top and Signature Programs:	36
Peer, Aspirant, and Competitor Institutions:	37
XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics	38
Verification of Annual Institutional Update (AIU) Indicators and Metrics.....	38
Use of AIU Indicators and Metrics in Self-Study	39
XII. Evidence Inventory Strategy	40

I. Institutional Overview

Brief History

Queens College was founded in 1937 as "The College of the Future," an independent public institution serving the Borough of Queens. It was established on the vision of people like Mayor Fiorella LaGuardia; Judge Charles Colden, who lobbied for a public college in the borough; and the College's first president, Paul Klapper, who noted on the first day of classes, on October 11, 1937, that "We are the pioneers of a new institution. We have no history to look back to, but we can look forward to progress."

As part of The City University of New York, the College's roots can be traced back to 1847 with the founding of the Free Academy. Its mission then, as it is now, was one of access, to "educate the whole people". The Free Academy later became City College, and together with its branches, Hunter College, Brooklyn College, and Queens College, would form the senior colleges of The City University of New York. When Governor Nelson A. Rockefeller signed CUNY into law in 1961, he declared education was democracy's "lifeblood." Queens College was one of the inaugural colleges of CUNY.

Queens College has always been dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means. Civic engagement and service to the community has also been an ongoing commitment. President Klapper adopted the motto that is still in use today, "*Discimus ut Serviamus*," which translates to "We learn so that we may serve." These themes resonate throughout Queens College's history, from its long history of educating teachers and other education professionals, to the involvement of Queens College's faculty, staff, and students in the Civil Rights movement, to its current mission, values and strategic goals, and in the priorities identified for this Self-Study.

Indeed, Queens College has much to be proud of. We are an engine of intergenerational socio-economic mobility, ranking among the top 1% of colleges nation-wide responsible for lifting students, their families, and their communities out of poverty. One third of our students are immigrants, and another third are the children of immigrants. Speaking 96 languages and hailing from 133 nations, Queens College students reflect the astonishing diversity of the borough we serve: Queens, "the World's Borough." Our 80-acre campus provides a collegiate experience on a commuter campus, with landscaped green spaces, state-of-the-art sports facilities and Division II athletics, a museum, and world-class performing arts venues—which together are more consistent with a private liberal arts college than an affordable, urban, minority-serving public institution. Notable alumni provide vocal testament to the value of a Queens College education, resonating far beyond our primarily local recruitment catchment area. Among these are actors Fran Drescher, Ray Romano, and Jerry Seinfeld; musicians Carole King and Paul Simon; novelist Susan Isaacs; television personality Joy Behar; Olympic athletes Gail Marquis (basketball), Marjorie Larney (javelin), and Paralympian Nicky Nieves (volleyball); and more alums than any other CUNY college to serve in the U.S. House of Representatives. Last but certainly not least, Queens College has acclaimed faculty whose research and creative contributions rival those of top research institutions and who bring great national and international renown to Queens College and to CUNY as a whole. As an indicator of this, 13 Queens College faculty hold CUNY Distinguished Professorships, the highest faculty distinction awarded by The City University of New York, placing Queens College third among the 25 CUNY colleges on this measure of faculty excellence.

Queens College seeks to prepare students to serve as innovative leaders in a diverse world that they will make more equitable and inclusive. The College accomplishes this by offering a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to teaching and expanding the frontiers of knowledge.

Students also can take advantage of the College's numerous opportunities to study abroad and to intern with leading companies and top researchers. Queens College students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources.

Programs of Study

The College offers over 200 undergraduate degree programs, over 100 master's degrees, 64 advanced certificate programs, and 27 accelerated master's programs which allow students to begin graduate studies while completing their baccalaureate. The College has four academic schools: Arts and Humanities, Education, Mathematics and the Natural Sciences, and Social Sciences. Each school is divided into academic departments and programs, each with its own chair/director and the faculty members who teach within it.

The School of Arts and Humanities which encompasses the Queens College School of the Arts, includes the departments of Art; Classical, Middle Eastern, and Asian Languages and Cultures; Comparative Literature; Drama, Theatre, and Dance; English; European Languages and Literatures; Hispanic Languages and Literatures; Library; Linguistics and Communication Disorders; Media Studies; Aaron Copland School of Music; and Honors in the Humanities.

The School of Education includes the departments of Elementary and Early Childhood Education; Educational and Community Programs; and Secondary Education and Youth Services, which includes the TIME 2000 honors program in secondary education mathematics.

The School of Mathematics and Natural Sciences includes the departments of Biology; Chemistry and Biochemistry; Computer Science; Family, Nutrition, and Exercise Sciences; Mathematics; Physics; Psychology; School of Earth and Environmental Sciences; and Honors in the Mathematical and Natural Sciences.

The School of Social Sciences, which encompasses the Queens College School of Business, includes the departments of Accounting and Information Systems; Anthropology; Economics; History; Philosophy; Political Science; Sociology; Urban Studies; Graduate School of Library and Information Studies; and Honors in the Social Sciences.

In addition to the four established academic schools, President Wu inaugurated the Queens College **School of Business** and the **School of the Arts**, both in 2021. A search for the founding Dean of the School of Business will launch in the fall of 2024, while leadership for the School of the Arts is transitioning from a joint effort of the three department Chairs to a full-time Associate Dean in 2025.

The College also offers many interdisciplinary programs in areas such as Africana Studies, Jewish Studies, Greek and Byzantine Studies, Latin American and Latino Studies, and Women and Gender Studies. The College is home to many centers and institutes which focus their work on various pressing social issues facing the local communities, students, faculty and the many ethnic and religious groups of the Queens area. These include the Asian American/Asian Research Institute, John D. Calandra Italian American Institute, the Barry Commoner Center for Health and the Environment (formerly the Center for the Biology of Natural Systems), the Center for Byzantine and Modern Greek Studies, the Center for Jewish Studies, and The Center for Ethnic, Racial and Religious Understanding.

Faculty Profile

As of Fall 2023, Queens College had an outstanding faculty of 621 full-time and 750 part-time teachers and scholars. 75% hold a doctorate. They have been the recipients of numerous fellowships and research grants,

including prestigious Guggenheim and Fulbright awards. There are currently thirteen Distinguished Professors on the Queens College faculty; appointed by CUNY to the highest rank in the system, they are known for their superior research, scholarship, and teaching. They have held the title of Distinguished Professor in fields as diverse as biology, chemistry and biochemistry, economics, English, earth and environmental sciences, history, Italian American studies, mathematics, physics, psychology, sociology, and urban studies.

Student Population

As of January 2024, over 15,700 students attend Queens College, about 85% undergraduate and 15% graduate students. They represent a vibrant mix of cultures, providing an extraordinary educational environment for all. Of the students who provided information about their family background (those completing the FAFSA), 48% reported being the first generation in their families to attend college. 40% are underrepresented minorities and a third report that their native language is other than English. 42% of the degree-seeking undergraduate students who applied for financial aid in AY24 had an Expected Family Contribution (EFC) of \$0. Almost half are Pell grant recipients. Queens College is designated both a Hispanic Serving Institute and an Asian American and Native American Pacific Islander Serving Institution and is the recipient of federal institutional grant funding from Titles III and V.

About three quarters of undergraduates attend full time, and over 80% are under age 25. 76% are from the Borough of Queens, while the remainder hail primarily from Long Island, immediately to the east of Queens. 32% are Asian American, 29% Hispanic, 20% White and 9.5% Black. 51% of undergraduates were women. 36% are transfer students. Computer Science is currently the most popular major, followed by Psychology, Biology and Accounting. 70% of graduate students are female. Most graduate students attend part time, and the average age is 29. The largest program is Library Science, followed by TESOL and Special Education.

Student Achievement

Recent Queens College graduates have won fellowships, scholarships, and assistantships for study at many leading graduate schools, including Harvard, Yale, Columbia, Duke, Sarah Lawrence, MIT, the University of Cambridge, Imperial College, London, and SOAS, University of London. Several of our students have received prestigious awards for graduate or undergraduate study, including Salk Fellowships, Marshall Scholarships, Goldwater Scholarships, NSF awards, Beinecke Scholarships, a Truman Scholarship, a Clark Foundation Fellowship, a National Security Education Program (NSEP) Boren Scholarship, a Rangel Scholarship, Benjamin A. Gilman Scholarships, and a remarkably high number of Fulbright Grants.

Queens has historically had retention rates for full-time first-time freshman in the range of 80 to 85%. That figure has fallen since the pandemic. The most recent figure available, for 2021, was 77%. The most recent four-year graduation rate, for the 2018 entering class, was 33%, and the six-year rate was 53% for the class which entered in 2016.

Retention Rates		
Year (Fall)	Cohort Count	One-Year Retention for Full-time First-time Freshmen
2015	1536	84.3%
2016	1453	83.8%
2017	1639	84.3%
2018	1936	81.9%
2019	2246	83.3%
2020	2192	79.5%
2021	2041	77.2%

Source: <https://public.tableau.com/app/profile/oira.cuny/viz/StudentDataBook/Enrollment>

Graduation Rates						
Year	Full-time First-time Freshmen			Transfer Students		
	Cohort Count	4-Year Graduation Rates	6-Year Graduation Rates	Cohort Count	4-Year Graduation Rates	6-Year Graduation Rates
2010	1471	30.7%	60.0%	1460	56.2%	62.0%
2011	1419	29.4%	53.8%	1523	53.5%	59.4%
2012	1427	29.9%	56.8%	1582	54.1%	59.7%
2013	1350	27.4%	56.3%	1641	52.0%	58.7%
2014	1514	25.7%	53.4%	1889	50.3%	58.2%
2015	1536	27.9%	55.2%	1925	51.3%	59.6%
2016	1453	29.7%	56.3%	2004	50.8%	58.7%
2017	1639	37.0%		1967	51.3%	
2018	1936	32.6%		1646	57.0%	

Source: <https://public.tableau.com/app/profile/oira.cuny/viz/StudentDataBook/Enrollment>

Economic Mobility and Student Success

As mentioned previously, Queens College is one of the top institutions in the nation in enhancing graduates' economic mobility. In 2018, the Chronicle of Higher Education ranked QC in the top 1% of all colleges, public and private, for moving students into the middle class or higher, and was listed 11th among the top 20 four-year public colleges. The ranking was based on a study by Stanford economist Raj Chetty, which looked at how well colleges helped students whose parents were in the bottom 20 percent of income levels reach the top 20 percent for individual earnings (<https://www.nber.org/papers/w23618>). More recently, in 2022, College Net ranked QC 7th in the country in terms of social mobility (<https://www1.cuny.edu/mu/forum/2022/11/09/eleven-cuny-colleges-ranked-for-promoting-students-social-mobility/>).

Queens College is also proud of the fact that our students graduate with little debt, thanks to our affordable tuition and federal and state support for eligible students via Pell, and the New York Excelsior Scholarship and Tuition Assistance Program. But those programs largely support full-time students, and there are limits on eligibility. For us to continue these accomplishments, and to spread the success to more students, we need to find ways for students to graduate in a timely manner, allowing them to enter the workforce or graduate school sooner, and avoid accumulating debt. For that reason, in 2017, under former President Félix Matos Rodríguez,

Queens College established the “QC in 4” graduation guarantee, the only such program within CUNY. All first-time full-time freshmen are automatically enrolled and are guided to choose their coursework wisely in order to graduate in four years. 68% of our students remain in the “QC in 4” program until their fourth year and participation in this program results in a 10% increase in the four-year graduation rate for these students. Combined with our wide variety of accelerated master’s programs, students can get a head start on graduate studies, and save money on their graduate tuition.

QC in 4 Data						
	2017		2018		2019	
	QC in 4	Not QC in 4	QC in 4	Not QC in 4	QC in 4	Not QC in 4
Student Count	1,463	176	1,807	129	2,138	108
Retention Rate - 1 Yr	85.50%	74.40%	82.6%	71.30%	83.9%	70.40%
Retention Rate - 2 Yr	75.40%	63.10%	72.1%	57.40%	70.7%	57.40%
Graduation Rate - 3 Yr	4.00%	10.20%	3.80%	7.80%	4.20%	13.00%
Graduation Rate - 4 Yr	38.10%	29.00%	33.4%	25.60%	34.0%	27.80%
% QC in 4 as of Last Term	43.00%	0.60%	45.9%	0.80%	68.0%	3.70%
Latest GPA >= 2.00	88.30%	82.40%	86.3%	80.60%	87.0%	80.60%

Source: <https://tableau.qc.cuny.edu/#/views/QCIn4-ProfileofFreshmen/QC4Metrics?iid=1>

Recent Developments and Challenges Facing the Institution

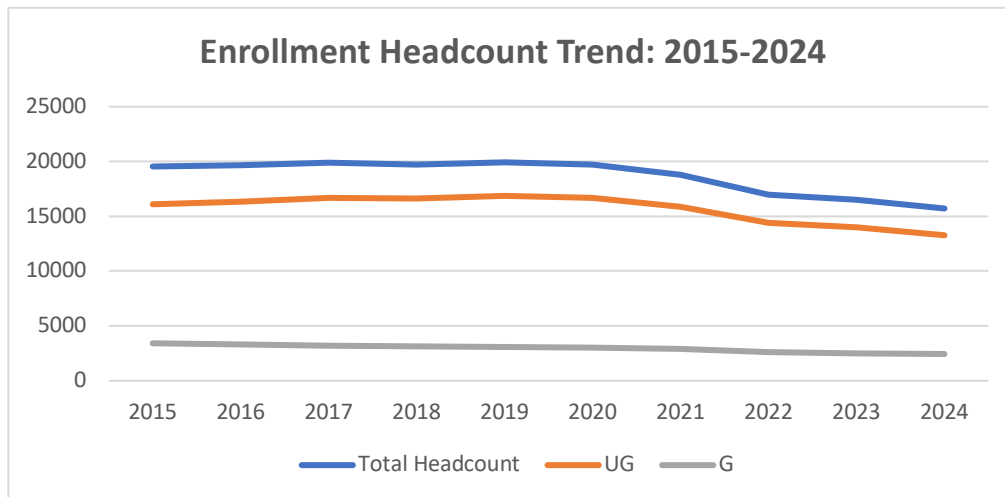
Leadership Transition

Queens College has experienced significant leadership transitions in the last few years. Following the appointment of former President Félix Matos Rodríguez as Chancellor of the CUNY System, President Frank H. Wu was appointed in 2020, the first Asian American to lead QC, and one of the first two Asian/Asian American presidents in the system. In 2022, the long-time Provost retired, and a Provost search is currently underway. Queens College has also experienced the “Great Resignation” seen in much of the United States economy, with key staff retiring or resigning to take other positions (Chief Operating Officer, Vice President for Enrollment Management, Registrar, Dean of Institutional Effectiveness, and numerous professional staff in the Library, Human Resources, and Institutional Technology, among others). Replacing them, training new personnel, and retaining existing staff presents a significant challenge for the institution.

Enrollment

Queens College is currently experiencing significant enrollment challenges. As the chart below displays, Queens College grew just under 20,000 students and maintained that enrollment throughout the 2010s. We have been aware for some time that given the expected demographic transition, and the projections for declining high school enrollment in the Northeast, New York State, and especially in New York City public schools (which saw a 13% drop in graduates from 2017—2022), Queens College would likely face declining enrollments and increased competition. This was exacerbated by the COVID-19 pandemic. Since reaching a peak of 19,923 in 2019, enrollments both at the graduate and undergraduate level have declined by close to 20%, with the largest

drop occurring from 2021 to 2022. As of this writing, fall 2024 enrollments show an increase of 1% from the previous year's headcount. This mirrors the experience of most of the senior colleges in the CUNY system (baccalaureate and/or master's level). The CUNY community colleges, which experienced extremely sharp declines in enrollment during COVID, show an increase in enrollment of 6% from 2023 to 2024 as of this writing.



* Fall semester finalized headcount

The COVID-19 pandemic has presented serious challenges to the US education system at all levels and raised concerns about student disengagement and learning disruption. Anecdotally, instructors report experiencing this in their classrooms after the period of remote instruction during the pandemic's height. Although it is too soon to tell the long-term impact, one leading indicator is the one-year retention rate for first time freshmen, which has declined from 83% in 2019 to 78.2% in 2023. Clearly, additional detailed research will be needed to determine the causes of this decline and the pandemic's long-term impact on retention, graduation rates, and student success.

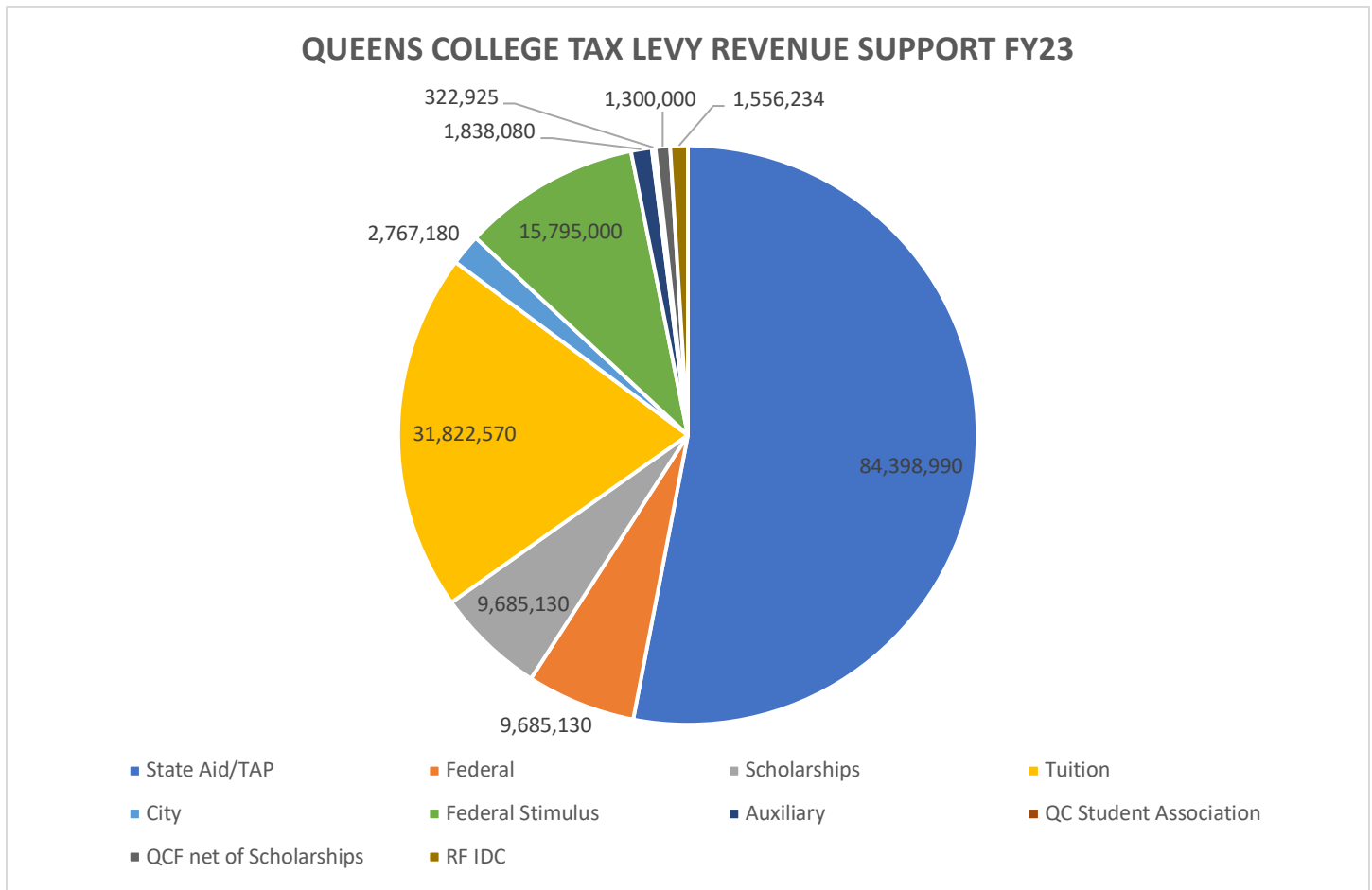
In the short term, Queens College is taking several measures to increase enrollment and enhance retention. In 2023, President Wu assembled a cross-college enrollment enhancement team, led by the Vice President for Student Affairs and Enrollment Management Jennifer Jarvis, and comprised of department chairs, deans, and professional staff in Enrollment Management, Student Affairs, and Communications and Marketing. This group meets regularly to develop strategies for increasing enrollment, including enhancing in-person presence of faculty and department chairs at student recruitment events, targeted outreach to students who have stopped-out, and moving up our admission decision timeline by several months. With respect to retention, Interim Provost Price has spearheaded several initiatives, including enhancing adoption and utilization of EAB-Navigate tool's communications, campaign, and early warning functions; enhancing testing and placement in English and Math; strengthening academic advising; and intentional outreach and collaboration with our community college feeder schools.

Finances

In 1979, the CUNY Financing and Governing act was enacted by the governor and legislature. The State of New York assumed fiscal responsibility for the senior colleges of CUNY while maintaining a unified system of higher education in New York City. CUNY still operates under that statute today.

New York State provides funding for the CUNY senior colleges using line-item appropriations. Funding comes from state aid and tuition revenue. Colleges receive an initial allocation of their annual budgets at the beginning of the academic year; subsequent allocations are made during the year to adjust for revenue collections and to disburse additional funds consistent with campus financial plans. The senior college allocation starts with the base budget for each college and is followed by the allocation of various lump sum appropriations. Additional allocations for specific initiatives are added throughout the year. Items that are paid for centrally—fringe benefits, building rentals, and student financial aid—are not allocated to the colleges but expended centrally on their behalf.

CUNY senior colleges are primarily supported by tax levy funds. The chart below breaks down the funding sources for Queens College’s FY23 tax levy support.



Public tax levy funds are supplemented by fundraising efforts led by the Queens College Office of Institutional Advancement and Alumni Affairs. As the table below displays, fundraising revenues fluctuate from year to year, impacted positively by large gifts (2017, 2018) and negatively by events such as the COVID-19 pandemic (2021). The office holds numerous gatherings across the country where Queens College alumni reside: the greater New York City area, New Jersey, Connecticut, Philadelphia, Boston, Washington D.C., South Florida, San Francisco, and Southern California. Notable Queens College alumni are engaged and cultivated by The Office of Institutional Advancement and Alumni Affairs and the President via invitations to speak at commencement and other events, the annual QC Gala, honorary degrees, the President’s Medal, and other forms of recognition and personal interaction. In the academic units, department Chairs are encouraged to

maintain substantive and regular contact with alumni, and Deans attend intensive professional development for academic leaders offered by the Council for Advancement and Support of Education (CASE).

Queens College’s endowment stands at approximately \$62M. Funds are utilized for student scholarships and paid internships, program support, emergency funding, and faculty support. The Queens College Foundation manages fundraising revenues, both in the form of philanthropic gifts and non-research grants. Founded in 1980 with the goal of maintaining separation between state-budgeted funds and private and corporate contributions, the Queens College Foundation is a not-for-profit educational foundation chartered by the Department of Education of the State of New York and recognized as a federally tax-exempt organization. The Queens College Foundation Board oversees the Queens College Foundation and is comprised of Queens College alumni and donors who are appointed for renewable three-year terms. The QCF Board meets quarterly.

Annual Fundraising Revenues (\$000s)	
FY14	9,622
FY15	7,625
FY16	8,006
FY17	12,642
FY18	17,948
FY19	8,362
FY20	11,916
FY21	6,808
FY22	12,984
FY23	9,485

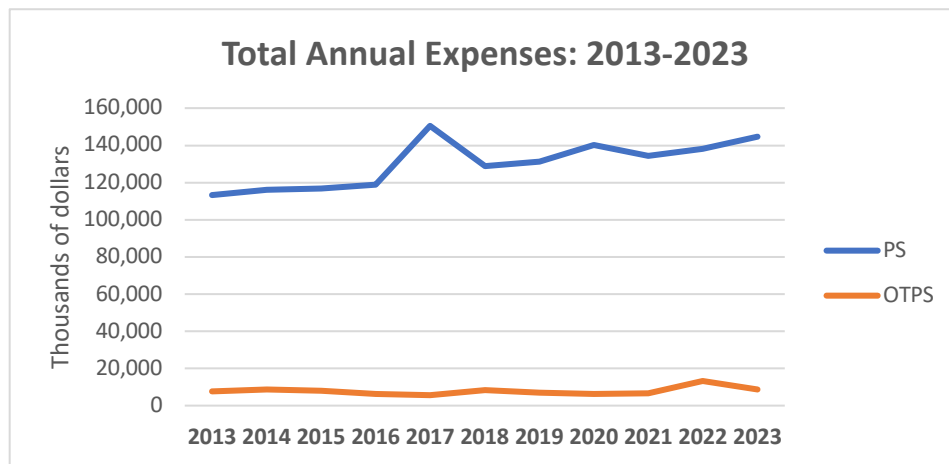
Source: Queens College Office of Institutional Advancement and Alumni Affairs

Queens College faculty are awarded significant external grant funding for their scholarly research endeavors. The table below displays the annual research expenditures of Queens College. As with other institutions, the research enterprise at Queens College stalled during the pandemic, when access to field sites, archives, and conference travel was restricted, and this is reflected in FY21. Indirect cost recoveries are allocated to CUNY-wide annual research support contributions (e.g., the centralized Institutional Review Board), and the remainder is distributed across the college, from the Provost (funds used for new faculty start-up), to the Dean, department, and principal investigator (PI).

Annual Research Expenditures (\$000s)	
FY14	30,133
FY15	28,907
FY16	28,483
FY17	26,948
FY18	28,087
FY19	28,880
FY20	25,551
FY21	23,549
FY22	26,374
FY23	31,484

Source: CUNY Research Foundation

Queens College is facing budgetary stringency, and those pressures have increased recently. The composition of the student body altered significantly in the early 21st century, with a mix of fewer graduate students and more undergraduates, with negative consequences for the financial model. This had already put stress on the budget. The recent enrollment declines, and CUNY-wide and statewide financial challenges have increased those stresses. Like most institutions of higher education in the public sector, Queens College devotes most of its budget to instruction and has little flexibility to adapt in the short term. As the chart below displays, most of our expenses (94.3% in FY23) consist of payroll.



Note: 2017 was a contract settlement year, resulting in increased salary expenses and a one-time retroactive payout in 2017

Financial pressures have made it difficult to replace and retain key faculty and staff personnel. The College faced hiring freezes during the pandemic, and again in 2023, in February and December, which led to a 20% reduction in adjunct hiring in Fall 2023 compared to the previous year, long-term staff and administrative vacancies, and non-renewal of several substitute faculty appointments in early 2024. Though these decisions were painful for our community, they have allowed Queens College to make significant strides in addressing our structural deficit.

Current Events

Finally, like many US colleges and universities, global events have had a significant effect on campus and raise questions about the purpose of higher education and our ideals: supporting freedom of expression and academic freedom and the role of colleges and universities in serving as advocates and providing public fora for all sides of contentious issues. Our country feels increasingly divided, and this affects the College, from the Black Lives Matter protests, electoral unrest, and more recently, the conflict in the Middle East that has led to ongoing campus protests at QC in the Fall of 2023 and Spring of 2024. The COVID-19 pandemic has also significantly impacted the campus, as it has so many others. Being forced to pivot abruptly to online learning was deeply disruptive, and the echoes of that persist. Decreased retention, learning loss, and mental health issues are all problems that faculty and staff must address.

The College and the larger community around it are extremely diverse. In many ways this is an asset, because when different constituencies interact and see one another's point of view, conflict becomes less likely. However, the campus mirrors the political and cultural divisions in our country. Ensuring that societal conflicts do not spill over is a difficult task. The College must continue to provide all students with a sense of safety and belonging, and emphasize not only academic skills, but social skills, persistence and resilience, communication skills, and teach students to advocate for themselves, individually and socially, as learners, and as proponents for change.

Mission, Values, and Strategic Goals

Shortly after President Frank H. Wu became the President of Queens College in 2020, he began a year-long process of engaging the QC community. This culminated in the implementation of the QC Strategic Plan in 2021. This was a wide-ranging, evidence-based inclusive process, with input from every part of QC's constituencies, students, faculty, staff, alumni and the local community at more than 72 town halls. As part of this effort, the QC mission statement was updated and refined, reflecting the College's ongoing commitment to access for students from all backgrounds, to service and civic engagement, and to a liberal arts education, exploring what that means in the 21st century, particularly in light of the challenging climate for public higher education and the environmental factors that the College must consider. For the first time, Queens College explicitly defined its core values, and those guided the process of adopting the five pillars of the strategic plan. The goal of this process was a college community invested in the plan, enhanced progress on the College's strategic goals, and ultimately greater student success.

Under the direction of the Interim Provost and Senior Vice President for Academic Affairs Patricia Price, all Director-level and executives under Academic Affairs met for an inaugural, day-long annual retreat in the summer of 2023 and again in 2024. At that retreat, a collaborative exercise engaged all present in drafting a mission statement for Academic Affairs. This was subsequently refined and shared with all faculty for their feedback in the fall of 2023. Faculty input was incorporated, and the final Academic Affairs mission statement was posted on the Provost's website. Other units within the College, academic departments as well as academic support and student support offices, are currently engaging in developing new or updating existing mission statements.

Mission

The mission of Queens College is to prepare students to serve as innovative leaders in a diverse world that they make more equitable and inclusive. We do this by recognizing every student's potential and facilitating opportunities to achieve it. We guide students to determine their desired paths forward that are in service to the ways they define their community or communities. We prepare undergraduate and graduate students through rigorous academics and provide support so that students can complete their courses of study and find the right path after graduation. We take an aspirational yet practical approach to liberal arts and professional education: engaging students in learning, knowledge creation, and cocurricular activities that broaden their minds while giving them tangible skills to succeed in careers and life.

Values

Service and civic engagement. “We Learn So That We May Serve” is our motto. We educate all students to lead lives of service and civic engagement in their careers and communities. We seek to model that aspiration through our service as faculty members, staff, administrators, and as an organization.

Diversity, equity, and inclusion (DEI). We affirm our college and society benefit when we consistently and intentionally strive to become more diverse, equitable, and inclusive in how we think, treat each other, and function.

Well-rounded education. We want our students to be curious, resilient, and adaptable once they leave Queens College. No matter the degree program, we engage students in continued development at both the undergraduate and graduate level of core communication and analytic skills, including reading, writing, math, and logic, while advancing their understanding of theory and practice within their academic disciplines. We encourage minors and interdisciplinary double majors. We recognize that the more well-rounded the education we offer, the more career options, marketable skills, and often higher pay our students will have. This enhances their abilities to make conditions better for their communities.

Culture of mutual support. When faculty, staff, alumni, and students work in unison around our shared interest for the advancement of all students, everyone thrives. We value systems and tools that enable us to collectively help students succeed. Building a culture where everyone works together to guide and support one another brings obvious benefits to students. Being connected to faculty, staff, and students encourages more alumni to feel part of the QC community. Faculty and staff also gain greater support and connections by joining in a network with students and alumni who see them as champions collaborating to change lives.

Innovative leadership. We view leadership as a mindset and practice, not a status or title. We practice leadership at the College, and as members of many diverse communities with which Queens College and its students, faculty, and staff identify. We believe in changing notions of who can be a leader, from a select few to everyone. We recognize practicing leadership is a unique process for each individual and celebrate everyone's version of leadership.

Connecting scholarship and creativity with the student experience. We value the many contributions our great scholars and researchers make in the world. We recognize engaging in knowledge creation efforts makes faculty better teachers. Our distinctive approach connects back to students. By emphasizing student engagement in knowledge creation—in the classroom, in the lab, and in the community—we offer students multiple benefits, from better learning outcomes to exposure to potential careers they might not otherwise experience.

Queens College Strategic Plan 2021-26

The following five goals were established for the 2021—2026 Queens College Strategic Plan.

Curriculum: An integrated, interdisciplinary, experiential academic foundation

Diverse students, undergraduate and graduate, come to QC for the promise of a high-quality, well-rounded education that will help them develop the skills and knowledge to achieve success in our ever-changing world. Mechanisms and resources must support faculty and administrators working collectively and collaboratively toward curriculum renewal and innovation to ensure QC can deliver on that promise over the long term.

Diversity, Equity, and Inclusion: A more diverse, equitable, and inclusive culture at QC

QC strives to reflect the great diversity that exists in the Borough of Queens in New York City. QC has a higher proportion of student ethnic diversity than many colleges, currently enrolling a student population that speaks 79 languages and hails from 140 countries. For its increased enrollment of Latinx and Asian students in recent years, QC is designated a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI). Despite this diverse profile, students, faculty, and staff have spoken out about the need for systemic change to tackle lack of representation, racism, and other biases that impact our community. This goal calls upon the entire campus community to participate in culture renovation, an effort to make QC a place where everyone feels welcome, understood, supported, and protected.

Faculty Scholarship and Creativity: Interconnected with teaching, learning, and student success

At QC, we believe our scholarly and creative identity has everything to do with student learning, student success, and teaching excellence. Over the next five years, QC will shape that identity even more clearly.

This plan supports expanded engagement of students in scholarship, creativity, and research, providing distinctive learning opportunities for students who might not otherwise have access. Faculty across disciplines will receive support to integrate scholarship, creativity, and research into their curricular and pedagogical practice. Intentional networks will connect QC scholars, researchers, and students with wider-world community stakeholders. With QC's scholarship and creative identity more clearly defined, QC will celebrate knowledge generation and dissemination for the great impact it can have on students and the world.

Fiscal Sustainability: Mission and values-aligned

Our goal is to center mission and values in all fiscal decision-making processes. Recognizing our diverse community, we aspire to minimize harm and maximize equitable treatment and outcomes.

Queens College is committing to making financial decisions that support and extend equitable opportunities to the most marginalized populations on campus. The criteria and processes for resource allocation should be transparent, inclusive, and evidence based. We envision the creation of values-aligned, revenue-generating marketing mechanisms as well as increased use of data and assessment to guide the allocation of resources.

Student Success and Student Life: A community of care in support of student success

We believe it takes a whole community to successfully recruit, retain, educate, graduate, and guide students as they transition into QC alumni.

We actively take steps to help students upon arrival and ensure that they are engaged and thriving throughout their educational experience at QC. We create opportunities for all students to engage in natural cohorts that exist, by major, co-curricular experience, and beyond.

Building a community where student success becomes our collective responsibility requires both a mindset shift and tangible support for faculty and staff.

CUNY Strategic Roadmap 2023—2030

As part of The City University of New York system, Queens College is also guided by CUNY’s strategic goals. Beginning in 2021, Chancellor Matos Rodríguez convened a group from across the University, which reviewed strategic plans and self-studies from the entire system. They identified six thematic areas, the first four of which are echoed in QC’s mission, values, and goals: creating a student-centered, equity-driven university, catalyzing upward mobility, nurturing and renewing the academic core, reimagining University finance and infrastructure, and two that concern CUNY as a whole, designing a convergent research and innovation ecosystem and promoting university integration while still supporting college differentiation. This led to the adoption of the CUNY Strategic Roadmap, 2023—2030, CUNY Lifting NY. By 2030, CUNY seeks to transform itself into the nation’s premier student-focused urban university system. This includes expanding access, improving student success, academic quality and scholarly excellence, engaging with communities, and enhancing outcomes beyond graduation.

The CUNY strategic plan has four goals:

Access: Be a national leader in providing access to higher education for diverse populations of students

Increasing access means expanding CUNY’s impact as an engine of social and economic mobility; this requires improving affordability but also removing barriers to entry by offering programs in multiple modalities and formats, and designing programs that meet the needs of diverse communities.

Student Success: Improve our ability to boost student outcomes and eliminate academic equity gaps with innovative curriculum and support for our world-class staff and faculty

Enhancing student success requires data-informed best practices for supporting diverse populations to advance academic excellence and innovative pedagogy and professional development to assist faculty and staff in developing these. It also means creating connections between academic disciplines, workforce skills, and employment outcomes. Finally, it means ensuring that students’ holistic needs are met so that they can thrive in the university.

Community: Advance our community through comprehensive research, engagement, and service

Engagement with the community, both locally and globally, expands the frontiers of knowledge and culture, ensures the cutting-edge research conducted in CUNY aids the community, and creates opportunities for students during and after their time at CUNY. Community partnerships facilitate collaborative work that amplifies CUNY’s effectiveness and impact.

Modernization: Modernize the CUNY system

The educational, political, demographic and fiscal landscapes have changed substantially since CUNY was founded. This was especially brought home during the COVID-19 crisis. CUNY will re-evaluate all aspects of the system and the workforce to achieve its mission, including a review of programs, policies, processes, and technologies and exploration of cross-campus collaborations, both academically and operationally.

Plan Implementation

All cabinet members have been asked to prepare Annual Action Plans (AAPs) to formulate goals for their areas, explaining how the goals support both the QC Strategic Plan and the CUNY Strategic Roadmap. Additionally, any large budget and/or hiring requests must explain how the expenditure/hire advances the QC Strategic Plan. Units under the aegis of Academic Affairs submit annual reports on their division, discussing steps taken to

implement the QC Strategic Plan and setting goals for the coming year that articulate to it, among other items. Over the course of the coming year (AY25), the intention is to incorporate the entirety of the College's divisions into a common annual goal setting and reporting structure that ties directly to Queens College and CUNY strategic goals and performance metrics. CUNY will shortly be distributing Key Performance Indicators (KPIs) and targets to each campus in the four key areas of the CUNY Strategic Roadmap, and the campuses will be asked to prioritize and report on their plans. The QC SP will be re-examined for any revisions needed to fit within the larger framework of the CUNY Strategic Roadmap. The analysis and reflection that will take place during the Middle States Self-Study will also assist us in evaluating our strategic goals and our progress in meeting them.

II. Institutional Priorities to be Addressed in the Self-Study

The following institutional priorities derive from the 2021—2026 Queens College Strategic Plan, which articulates five broad strategic goals, and the CUNY 2023—2030 Strategic Roadmap and its four goals. To prepare for the Middle States review, President Wu and the Middle States Steering Committee examined these objectives, and from them derived the priorities for our Middle States Self-Study:

Priority 1: Examine our strengths and weaknesses in providing a solid foundation for teaching, learning, and scholarship.

Priority 2: Reflect on our motto, *Discimus ut Serviamos* (We Learn so that We May Serve), and how it guides Queens College today.

Priority 3: Explore opportunities to align and cultivate our resources—programming, enrollment, human capital, budgetary, space allocation, among others—to be responsive to a changing landscape.

These institutional priorities were established and then further developed via a consultative and iterative process with institutional stakeholders and with our MSCHE VP Liaison. Initially, the priorities were drafted by the members of the Executive Steering Committee. We sought early feedback from President Wu and then-MSCHE VP Liaison Bonfiglio. The priorities were further refined within the Working Groups during their first meeting on February 14, 2024, and in a subsequent meeting of the Executive Steering Committee on February 15, 2024. Priorities were further strengthened pursuant to the feedback of our current MSCHE VP Liaison, Ryan Hartnett. The priorities derive from and support our strategic goals, support our mission, and advance our goal to prepare students to serve as innovative leaders in a diverse world that they make more equitable and inclusive. The specific priorities are discussed in detail below.

Institutional Priority 1

Priority 1: Examine our strengths and weaknesses in the provision of a solid foundation for teaching, learning, and scholarship.

QC has long prided itself on offering an education that draws on our faculty’s scholarship and offers students the opportunity to learn cutting edge skills in the classroom, while also engaging in knowledge creation and cocurricular activities outside the classroom. This is reflected in many parts of the QC Strategic Plan: curriculum (goal 1), faculty scholarship and creativity (goal 3), student success and student life (goal 5), and Goals 1–3 of the CUNY Roadmap. In practice, teaching, learning and scholarship are inextricably linked. In this self-study, we seek to focus on the academic enterprise as the core of our business, to identify where we shine and where we struggle, and to make it one of the primary focuses of our self-study. Furthermore, given the recent changes and challenges it has undergone, the College must re-examine the academic enterprise and its functioning, to better serve our students and equip them for success. Three areas that illustrate where our effort will be placed are 1) enhancing professionally-focused academic programs, through strengthening

existing programs such as the newly-launched School of Business and developing new academic programming in areas of student and employer demand in areas such as data science and data analytics; 2) focusing our academic offerings more closely on high-demand programs in order to better utilize our limited human and financial resources; and 3) address course sections with variable student outcomes collaboratively with the academic leadership, in order to narrow outcomes gaps and better serve all Queens College students.

Institutional Priority 2

Priority 2: Reflect on our motto, *Discimus ut Serviamos* (We Learn so that We May Serve), and how it guides Queens College today.

The motto, “we learn that we may serve” is fundamental to Queens College’s identity. As noted in the Institutional Overview, our motto dates from the first Queens College president and as such is in its eighth decade of use. *Discimus ut Serviamos* has provided an enduring foundation for our identity and is reflected in our Strategic Plan goals, particularly serving an increasing diverse community (Goal 2, DEI) and creating a community that fully supports the needs of students (Goal 5, Student Success). Given its centrality to Queens College’s purpose, it is striking that we have until now not engaged in intentional reflection upon our motto. Although the motto was adopted before the foundation of CUNY, it is relevant to CUNY’s goals, especially those around student success and community engagement. However, as times change, so too will the deployment of our motto in practice. With all that has happened in the world since our last institutional reaccreditation, we wish to reflect on our motto and how it guides our work today.

Institutional Priority 3

Priority 3: Explore opportunities to align and cultivate our resources—programming, enrollment, human capital, budgetary, space allocation, among others—to be responsive to a changing landscape.

Like all institutions of higher education, Queens College—indeed, the CUNY system—finds itself challenged by declining enrollments and general skepticism concerning the value of higher education. As an urban, minority-serving, public institution, Queens College inhabits a subsector of higher education that has struggled with declines in its traditional funding streams. Deferred maintenance just shy of \$400M (\$140M of which is currently in active projects), decreased academic and non-academic staffing exacerbated by an attrition-based deficit reduction strategy in FY24 and FY25, and a sprawling academic program inventory of 389 approved programs are just some of the challenges that Queens College must grapple with as we simultaneously identify efficiencies, generate new revenue streams, and build relationships to ensure the optimal allocation of our scarce resources, nimbleness in a challenging ecosystem, and provision of a stable resource base for the future. As is laid out in the Strategic Plan, in an era of diminished resources, it is critical to ensure that our mission and values guide our decision making, and that our goal of supporting student success is paramount. It has become increasingly clear that government support for higher education is under stress and given the economic circumstances of many of our students, we cannot turn solely to tuition revenue, nor would that be consistent with our mission. This priority has two parts, both critical, to better align scarce resources and to ensure that our mission guides that alignment, and to cultivate resources and to enhance sources of revenue beyond tuition. The priority is related to our strategic goal 4, fiscal sustainability, implying not only increasing resources, but realigning them in accordance with our mission and values, as well as the CUNY goal of modernization of the system and its components.

Institutional Priority Mapping

In the tables below, we show the mapping of the three priorities for this self-study to the mission and values statements of the College and to its five broad strategic goals. The final table maps these priorities to the Middle States Standards for Accreditation and shows how we envisage the self-study, not only serving to demonstrate our compliance with those standards, but to assist us in addressing the three institutional priorities and using them to advance the College’s strategic goals.

Alignment with Queens College’s Mission and Values

	Mission Statement and Values Components					
	Service and Civic Engagement	DEI	Well Rounded Education	Culture of Mutual Support	Innovative Leadership	Connecting Scholarship with the Student Experience
Examination of Academic Foundation			X	X		X
Finding Meaning in Our Motto	X	X			X	
Alignment and Cultivation of Resources		X	X	X		X

Alignment with the Queens College Strategic Plan Goals

	QC Strategic Plan Goals				
	Curriculum	DEI	Scholarship	Fiscal Sustainability	Student Success
Examination of Academic Foundation	X		X		X
Finding Meaning in Our Motto		X			X
Alignment and Cultivation of Resources				X	

Alignment with the CUNY Strategic Roadmap Map Goals

	CUNY Strategic Roadmap Goals			
	Access	Student Success	Community Engagement	Modernization
Examination of Academic Foundation	X	X	X	
Finding Meaning in Our Motto		X	X	
Alignment and Cultivation of Resources				X

Alignment with the Standards for Accreditation (Fourteenth Edition).

	Middle States Standard						
	I. Mission and Goals	II. Ethics and Integrity	III. Student Learning Experience	IV. Support of the Student Experience	V. Assessment of Educational Effectiveness	VI. Planning, Resources, and Institutional Improvement	VII. Governance, Leadership and Administration
Examination of Academic Foundation	X	X	X	X	X	X	
Finding Meaning in Our Motto	X	X			X		X
Alignment and Cultivation of Resources			X	X		X	X

III. Intended Outcomes of the Self-Study

These three 3 Institutional Outcomes are required by MSCHE:

1. Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution’s priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.

Queens College has added an additional Institutional Outcome:

4. Rebuild our community on the heels of the changes wrought by COVID-19, societal tumult, and leadership transition.

Like many institutions of higher education, and as discussed above in Section I (under *Recent Developments and Challenges Facing the Institution*), Queens College has, over the past four years, transited through a challenging set of circumstances.

COVID-19's early outbreak in the New York City area ushered in an immediate period, lasting through the summer of 2020, of disruption of normal rhythms of work, heightened anxiety, and grief at the loss of colleagues, community members, and peers at other CUNY colleges as well as the CUNY Central Office. Beginning in the Fall of 2020 and extending through the beginning of the Fall 2022 semester, Queens College operated largely remotely, though the horizontal (traditional) campus design of the campus meant that a proportionally larger number of essential workers were present on our campus. Since the Fall of 2022, there has been an increasing density of on-campus instruction and presence of students, faculty, and staff on the physical campus. There are however a greater proportion of staff and faculty who work hybrid (partly remote and partly on-campus), due either to the nature of their work or to an accommodation made to protect their health. CUNY’s official policy allows for up to 70% in-person and 30% remote schedules, by permission of the supervisor.

Given the nature of the Queens College student, faculty, and staff population, we have a proportionally larger share of individuals—particularly students—who identify as Jewish (9%) or as Muslim (15%), when compared even to other CUNY institutions (2023 HEDS survey). There is of course diversity among these broad categories of faith. The outbreak of the conflict in Gaza on October 7, 2023 saw shock waves ripple through our QC community and the city we serve, including stakeholders such as our Foundation Board members as well as local and state elected officials. Beginning in October and continuing to the present day, our campus has been the site of protests, with primarily student groups (recognized as well as ad hoc) holding rallies, hosting speakers, and posting images and statements both around the physical spaces of campus and on social media supporting their views. Students as well as faculty have reported feeling unsafe at times, and the Queens College offices of Student Affairs and the Dean of Diversity and Chief Diversity Officer have engaged long hours investigating complaints and supporting students.

Queens College has seen turnover in several key offices over the past four years: President, Provost, and two of the four academic Deans have turned over since 2020. Though these transitions have been planned and well-managed, we are in a period of adaptation to new leadership which is always disruptive to operations and typically sees some turnover among those who report to the new executive.

Our hope and expectation is that the intentional gathering of many Queens College community members around the positive, forward-looking work associated with the MSCHE Self-Study will bring us together in a productive manner, introducing new community members to longer-serving ones and generating a document—and a vision—that will lay a solid foundation of relationships, data, and renewed optimism. This foundation will also serve as a solid platform from which to launch the next Queens College strategic plan in 2026.

IV. Self-Study Approach

Queens College is committed to using this self-study as an opportunity to reflect on the many changes that have occurred in the institution and the world and to make any needed adaptations to respond to those changes.

Queens College is using a **Standards-Based Approach** to organize our Self-Study Report. This approach will enable a comprehensive review of the institution and ensure alignment with MSCHE's seven standards for accreditation. Having seven standards ensures that the total number of individuals involved is large enough to provide a robust cross-section of our community and sufficient breadth and depth within each Working Group. The Lines of Inquiry for each group were chosen with our institutional mission, values, and priorities in mind and will ensure that our institutional priorities and plans align with the standards.

V. Organizational Structure of the Steering Committee and Working Groups

Executive Steering Committee

The members of the Executive Steering Committee serve as the co-Chairs of the self-study. The members of the Executive Steering Committee are:

Christopher Hanusa, Professor of Mathematics and Faculty Liaison for Evaluation and Assessment.

Nathalia Holtzman, Associate Provost for Innovation and Student Success

Patricia Price, Interim Provost and Senior Vice President for Academic Affairs

The members of the Executive Steering Committee were chosen to represent key constituencies from the Queens College community. Patricia Price is the Interim Provost and the Campus Accreditation Liaison Officer (ALO). Nathalia Holtzman oversees student support services. Christopher Hanusa is a faculty member and was appointed to a three-year role as the Faculty Liaison for Evaluation and Assessment.

The Executive Steering Committee schedules regular coordination meetings to write documents and prepare for Steering Committee meetings. Additional communication will take place using Microsoft Teams to keep a record of the process and ensure that all three members of the Executive Steering Committee are apprised of recent developments.

Steering Committee

The Steering Committee is comprised of the Executive Steering Committee and the fourteen co-Chairs of the Working Groups, named below. This team is tasked with ensuring communication amongst the working groups to make sure that the self-study process stays focused, on task, and on schedule.

In November 2023, the Executive Steering Committee determined the composition of the Steering Committee. Each Working Group would have two co-Chairs: one Faculty Member and one member of the Professional Staff. Every effort was made to ensure diverse and gender-balanced representation and for each group to be led by responsible and responsive members of the Queens College community. We followed a suggestion that we learned during the Self-Study Institute: we did not choose any Cabinet Members to be members of the Steering Committee because they will be responsible for fielding the Working Groups' evidence requests.

The Steering Committee will meet once per month during the Academic Year (February, March, April, September, October, November) to convey information from the Executive Steering Committee, to discuss Working Group progress and concerns, and to provide a forum for co-Chairs from different Working Groups to understand how their work overlaps to ensure no duplication of effort. The Steering Committee also is a forum for discussing best practices for leading Working Groups including facilitating open, objective discussion and analysis of the institution's compliance with their assigned standard.

Communication

Administration of the self-study process is being conducted on Microsoft Teams. The Executive Steering Committee communicates with Working Group co-Chairs on Teams and the Working Group co-Chairs communicate with their Working Group members on Teams. The Teams platform is used to ensure consistent communication and expectations across Working Groups. For example, a Working Group Information Packet was assembled for each Working Group that documents the following:

- QC Middle States Webpage
- Self-Study Timeline
- Glossary of MSCHE Terms
- MSCHE Standards of Accreditation
- MSCHE Evidence Expectations by Standard
- Institutional Priorities and Intended Outcomes for the Self-Study
- Example Self-Study Reports

Working Groups were given detailed guidelines about developing their Lines of Inquiry to consider the institutional mission, the Institutional Priorities, and the Commission’s Standards for Accreditation and Requirements of Affiliation. Working Groups will be expected to follow the guidelines provided in this Self-Study Design with respect to the Evidence Inventory and the writing of the Self-Study Report.

Working Groups

Working Groups are organized by the seven MSCHE Standards of Accreditation and are each comprised of approximately ten members of the Queens College community. Working groups are led by two co-Chairs: one faculty member and one member of the professional staff.

Members of Working Groups were chosen through multiple rounds of discussion amongst the Executive Steering Committee and the co-Chairs of the Working Groups with a goal to form Working Groups of approximately ten total members, approximately half of whom would be faculty members and half of whom would be professional staff.

Each pair of co-Chairs provided a list of names of prospective Working Group members. The Executive Steering Committee brought forth their own list of potential Working Group members. The Executive Steering Committee reconciled the lists to ensure that the Working Group members represented many different community voices by balancing academic specialty, administrative specialties, gender, race, and college roles. A concerted effort was made to expand the universe of considered names to be able to include people in the conversation who are not normally asked to serve. Co-Chairs were given veto power over any names they did not want to include. Co-Chairs invited the prospective members to join the Working Group and when people declined invitations, the Executive Steering Committee worked with co-Chairs to find replacement candidates.

Two external community members representing the Queens College Foundation and Queens College alumni were added to Working Groups VI and VII. Student representatives will be added to appropriate standards during the 2024—2025 academic year to ensure their voices are also included in Self-Study Report.

Charge to All Working Groups

In preparation for institutional reaccreditation, Queens College will produce a comprehensive Self-Study. This work will unfold over a two-year period, beginning in February of 2024 and culminating with the peer evaluator team visit in the Spring of 2026. By accepting the role of a Working Group member or Co-Chair, you are (ideally) committing to participate over the entire two-year period. The MSCHE peer evaluator team will rely on the Self-Study our Evidence Inventory to evaluate how well Queens College meets each Standard of Accreditation.

The Self-Study Report is created through a process organized by Working Groups. Working Groups are organized by the seven MSCHE Standards of Accreditation and are each comprised of ten members of the Queens College community: two Co-Chairs and eight members. Faculty, staff, students, and other QC stakeholders will all participate in the Self-Study process.

The Working Groups are tasked with identifying and analyzing evidence, drafting a chapter of the Self-Study, and assembling the Evidence Inventory. Each Working Group will review college documents to determine the ways and extent to which Queens College meets their assigned Standard of Accreditation. Working Groups will meet three times per semester in Spring 2024, Fall 2024, and Spring 2025, and will be responsible for supplying drafts of their Self-Study Chapter to the Steering Committee Co-Chairs once per semester.

Each working group has two Co-Chairs: one faculty member and one staff member. Co-chairs will be responsible for:

- **Coordinating the work** of their Working Group;
- **Submitting drafts** of chapters on schedule;
- **Communicating** across the working groups as representatives to the Steering Committee, which will meet three times per semester; and
- **Representing** their group to the campus community.

The Working Group will appoint a member to fulfill each of the following tasks:

- **Archivist:** Organizes and manages the documents and evidence collected by the Working Group to help identify gaps in the Evidence Inventory;
- **Writer:** Gathers Working Group narrative contributions into one cohesive document with an editorial format that is consistent with the provided Style Requirements; and
- **Analyst:** Uses the provided Evidence Expectations by Standard Guidelines to ensure the work, findings, and recommendations of the Working Group meet the guidelines used by a Middle States peer evaluator.

All other members of the Working Group are expected to contribute actively to the drafting of the Self-Study Chapter.

Standard I: Mission and Goals

Membership:

Faculty co-Chair: Leslee Grey, Associate Professor, Secondary Education and Youth Services

Staff co-Chair: Daniel Weinstein, Dean, School of Mathematics and Natural Sciences

Gary Aguayo, SEEK Program

Maria DeLongoria, Academic Affairs

Andrea Efthymiou, English

Sara Kahan, Institutional Advancement

Taruna Sadhoo, Honors and Scholarships

Anthony Tamburri, Calandra Institute

Leila Walker, Library

Scott Wilson, Mathematics

Lines of Inquiry:

1. To what extent do our Mission and Goals foreground student learning outcomes and guide decision-making for planning, resource allocation, program and curricular development, as well as scholarship and creative activity of both students and faculty?
2. How does our motto (We Learn so that We May Serve) align with our Mission and Goals to guide our internal stakeholders?

Standard II: Ethics and Integrity

Membership:

Faculty co-Chair: Julie George, Associate Professor, Political Science

Staff co-Chair: Sean Pierce, Interim Assistant Vice President for Student Affairs

Emanuel Avila, Judicial Affairs

Joseph Cohen, Sociology

Omar Cortez, Newman Center

Aggrey Dechinea, Human Resources

Kate Menken, Linguistics and Communication Disorders

Justin Storbeck, Psychology

Simone Yearwood, School of Arts and Humanities

Lines of Inquiry:

1. How effectively does Queens College communicate, reinforce, and reflect upon the relevance and importance of our motto in concert with our various stakeholders?
2. In what ways do the academic offerings, scholarship, and learning experience at Queens College signal integrity, compliance, fairness, and truthfulness?

Standard III: Design and Delivery of the Student Learning Experience

Membership:

Faculty co-Chair: Elizabeth Ijalba, Associate Professor, Linguistics and Communication Disorders

Staff co-Chair: Rebecca De Jesus, Associate Director, Academic Advising

Lindsey Albracht, English

Cristina Di Meo, Experiential Education

Allan Edmond, Learning Commons

Heather Horton, Art

John LaBarbera, Admissions

Soniya Munshi, Center for Excellence in Teaching, Learning and Leadership

Patrick O'Connell, QC Global

Marcella Ossa Parra, Elementary and Early Childhood Education

Joe Sanchez, Library and Information Studies

Lines of Inquiry:

1. To what extent does Queens College provide a range of rigorous academic offerings to provide a solid foundation for teaching, learning, and scholarship?
2. In what ways does Queens College ensure that the resources it deploys to support faculty, staff, and students are responsive to a changing landscape?

Standard IV: Support of the Student Experience

Membership:

Faculty co-Chair: Susan Davis, Professor, Music Education

Staff co-Chair: Ivan-Scott Lee, Program Director, Accelerate Complete Engage

Jose Betances, Information Technology

JC Carlson, Student Development & Leadership

Catherine Connolly, Academic Advising

Marci Goodman, College Now

Megan Paslawski, English

Alexander Reichl, Political Science

Kristine Rosales, Sociology

Eric Urevich, Child Development Center

Christopher Wagner, Elementary and Early Childhood Education

Lines of Inquiry:

1. To what extent are the students who we recruit succeeding through the educational experience we provide and the support we give them?
2. How well are we maintaining alignment between the student support services and the needs of our students to ensure their success?

Standard V: Educational Effectiveness Assessment

Membership:

Faculty co-Chair: Chris Williams, Lecturer, English

Staff co-Chair: Bobbie Kabuto, Dean, School of Education

Katherine Antonova, History

Bradley Bergey, Secondary Education and Youth Services

Erica Doran, Psychology

Amy Lui, School of Education

Mitchell Proux, Linguistics and Communication Disorders

Donna Smith, Learning Commons

Danne Woo, Art

Lines of Inquiry:

1. To what extent is the College motto articulated, integrated, and assessed via student learning outcomes?
2. In what ways does Queens College employ a transparent quality assurance process in which assessment results are systematically collected, disaggregated, and used to improve and sustain its foundation for teaching, learning, and scholarship?

Standard VI: Planning, Resources, and Institutional Improvement

Membership:

Faculty co-Chair: Susan Rotenburg, Professor, Chemistry

Staff co-Chair: Mary Ann Watch, Budget Manager, Academic Affairs

Christopher Coleman, School of Arts and Humanities

Markus Erndl, Information Technology

Denese Gordon, Buildings and Grounds

Veronica Hinton, Psychology

Linda Jackson, Art

Zeco Krcic, Facilities, Planning, and Operations

Nalini Pitrelli, Finance and Business Affairs
David Weiner, Queens College Foundation Board
Jian Xiao, Accounting

Lines of Inquiry:

1. How well does Queens College leverage limited resources to prioritize campus-wide projects and smaller initiatives that position the college and our students for relevance and success?
2. How does the allocation of resources support a solid foundation for teaching, learning, and scholarship?

Standard VII: Governance, Leadership, and Administration

Membership:

Faculty co-Chair: Concettina Pagano, Lecturer, Psychology

Staff co-Chair: Sayashmini Madhow, Assistant to the Associate Provost, Academic Affairs

Facia Class, Distinguished Community Member

Natanya Duncan, History

Kevin Ferguson, English

Emily Jennings, Admissions

Dwayne D. Jones, Sr., Student Affairs

Tom Lee, Music

Joan Nix, Economics

Kate Pechenkina, School of Social Sciences

Lines of Inquiry:

1. In what ways does Queens College's administrative body and leadership ensure the effective functioning of the institution and its continuous improvement?
2. To what extent does the Governance Structure of Queens College embody the principles behind our motto?

Operational Excellence Team

In addition to the seven Working Groups, the Executive Steering Committee formed the Operational Excellence (OpEx) Team to support the self-study process. This team includes members from the Library and the Offices of the President, Institutional Effectiveness, Information Technology, and Communications and Marketing. They will be called upon to help make sure that the process runs smoothly and the infrastructure that is created during the self-study process is useful, usable, and sustainable.

Membership:

Evelyn Alvarenga, Information Technology

Erika Angelone, Office of the President

Lizandra Friedland, Institutional Effectiveness

Troy Hahn, Information Technology

Zhili Liang, Institutional Effectiveness

Roxan Mahoutchi, Information Technology

James Mellone, Library

Robin Naughton, Library

Adrian Partridge, Communications and Marketing

VI. Guidelines for Reporting

Each Working Group will develop and submit a draft chapter, not to exceed 10 single-spaced pages per standard, addressing the following chapter goals:

- Overview of the Standard of Accreditation and criteria to address.
- Explanation of how the College addresses each criterion.
- Data, processes, or procedures that support descriptions of how the College addresses the Standard and its associated criteria.
- Discussion of the College's strengths and challenges in meeting the Standard and its associated criteria.
- Recommendations for how the College can improve its ability to meet the Standard and its associated criteria.

When possible, the writing should be in active voice and in the third person. To assist with aligning the narrative with the specific evidence supplied in the Evidence Inventory, text that addresses a Standard criterion should be tagged in a sidebar, using brackets around the criteria (and sub-criteria, if applicable. Example: [Criteria 3.c]

As part of the Self-Study Design process, the Executive Co-Chairs worked with the Queens College Office of Communications and Marketing to develop a comprehensive Style Guide for the preparation and formatting of the Self-Study Report. The Style Guide includes Microsoft Word documents, tables, charts, Excel, and PowerPoint presentations. This resource was not formerly available to the College community and will provide an enduring asset beyond the reaccreditation cycle. The Style Guide is presented as an Appendix to the Self-Study Design.

Chapters will be organized as follows:

Structure of Draft Chapters	
Sections of Each Chapter	Approximate Length
Introduction	1 page (maximum)
Overview of findings	1 page (maximum)
Summary of Working Group approach	1 page (maximum)
Detailed analysis (organized by Lines of Inquiry)	6 pages (should constitute the bulk of the draft chapter)
Line of Inquiry #1	
Line of Inquiry #2	
Line of Inquiry #3	
(Etc.)	
Summary, including strengths and opportunities for improvement	1 page (maximum)
Appendix (contributions to Evidence Inventory)	Unlimited

The schedule of Chapter and Report draft submission and revision is outlined below (a detailed timeline of all activities associated with the self-study can be found [here](#)):

Schedule of Chapter Submission		
Milestone	Group or Individual Responsible	Due
Self-Study Introduction draft	Executive Steering Committee	March 2025
Chapter drafts	Working Groups	March 2025
Self-Study Report draft assembled and circulated for input	Executive Steering Committee	April 2025
Revised chapter drafts	Working Groups	September 2025
Second draft of Self-Study Report to Team Chair	Executive Steering Committee	September 2025
Final draft of Self-Study Report to Team	Executive Steering Committee	February 2026

Self-recommendations surfaced by the Working Groups—whether by stakeholders interviewed by the Working Group members or by the Working Groups themselves—are a desirable outcome of the process of evidence gathering and analysis. Self-recommendations will be considered by the Executive Steering Committee, but not all will be included in the Self-Study Report. The Steering Committee will be asked to rank the importance of each self-recommendation using a Likert scale (1 = least important to 5 = critically important).

Recommendations with an average of 4 or above will be considered by the Provost and President for inclusion in the Self-Study Report.

VII. Organization of the Final Self-Study Report

The Self-Study Report will be structured utilizing a standards-based approach, with individual chapters focused on each of the seven Standards. The Self-Study Report will also include an executive summary and introductory chapter at the beginning which presents an overview of Queens College and outlines the Self-Study Process, major findings, and recommendations. A concluding chapter at the end of the Self-Study Report will reflect upon the process and the status of the Institutional Outcomes outlined earlier in Section III.

VIII. Self-Study Timeline

Timeline	
June 2023	Executive Steering Committee identified and invited to serve
September 2023	Executive Steering Committee attends 2023 MSCHE Self-Study Institute
November 2023	Self-Study Webpage Launch
November 2023	Steering Committee Members identified and invited to serve
December 2023	Executive Steering Committee attends MSCHE Conference
December 2023	First Meeting of the Steering Committee
January 2024	Host meeting with the MSCHE VP Liaison
January 2024	Working Group Members invited to serve
January 2024	Members of the Operational Excellence Team invited to serve
February 5, 2024	Self-Study Kickoff Event
February 2024	First Issue of Middle States Newsbreak Newsletter
March 2024	Working Groups develop Self-Study Lines of Inquiry
April 2024	Working Groups identify existing evidence that supports the Lines of Inquiry
April 2024	Solicit Community Feedback for Self-Study Design Draft
April 19, 2024	Executive Steering Committee drafts and submits Self-Study Design
May 6, 2024	Queens College hosts Self-Study Preparation Visit with VP Liaison
May—June 2024	Revisions and Final Acceptance of Self-Study Design
September 2024	Executive Steering Committee develops scaffolding for the Self-Study Report.
Sept.—Dec. 2024	Working Groups engage in research related to their specific disciplines and work with stakeholders to identify and fill gaps in evidence needs
Feb.—Mar. 2025	Executive Steering Committee writes the introduction for the Self-Study Report
Feb.—Mar. 2025	Working Groups prepare the drafts of their chapters
April 2025	The first draft of the Self-Study Report is shared with Steering Committee, Working Groups, and Campus Community for review and comment
September 2025	Second draft of Self-Study Report completed by Working Groups and shared with Steering Committee, Working Groups, and Campus Community for review and comment
September 2025	Second draft of Self-Study Report sent to Team Chair
October 2025	Queens College hosts MSCHE Evaluation Team Chair Preliminary Visit
November 21, 2025	Final Draft of Self-Study Report completed
Dec. 2025—Jan. 2026	Self-Study Report final formatting completed by Office of Communications
February 2026	Final Self-Study Report sent to Evaluation Team
March 2026	Queens College hosts MSCHE Evaluation Team Visit
April 2026	Receive the Self-Study Evaluation Team Report
May 2026	Response to Self-Study Evaluation Team Report
June 2026	MSCHE meets to determine action

We are requesting a Spring 2026 Evaluation Team visit due to recent personnel changes and data collection reasons. From a personnel point of view, Queens College has had a complete change in leadership since 2020 with a new President, a new Interim Provost, and new Associate Provosts; it takes time to become acclimated to the institution. Queens College is also facing staff shortages—we are currently without an Associate Provost for Institutional Effectiveness, and the long-serving Assistant to the Provost retired in 2023. MSCHE staffing has also had some turnover with a new Vice-President Liaison being assigned to our campus in March 2024.

We also believe that an additional semester of data collection would lead to more fruitful discussions in our Working Groups and, as a result, a more useful analysis in our Self-Study Report. Two items in particular are top of mind. Changes in the FAFSA process during the 2023—2024 academic year will mean it is important to synthesize the admissions data from both fall 2024 and fall 2025. Furthermore, year-over-year trends have not yet stabilized after the COVID-19 pandemic. An additional semester would allow for the trends in the data to be more representative and will give us a chance to better understand what the data is telling us.

IX. Communication Plan

We have developed a Communication Plan that involves a website, a regular newsletter, regularly scheduled presentations and meetings with key stakeholders, and additional digital means to share information about the process and collect community feedback.

The Self-Study website (<https://www.qc.cuny.edu/accreditation/middle-states/>) was launched in November 2023 and includes background and an informational video about re-accreditation, recent news and updates, the self-study timeline, names of the Steering Committee and Working Group members, past issues of the newsletter, and links to MSCHE resources.

Our newsletter is called the *Middle States Newsbreak*. It is distributed monthly to all faculty and staff when classes are in session; its goal is to digest and pass along key points of information about the re-accreditation process to the community. Each newsletter includes three bullet points about what everyone needs to be aware of at that time. Past issues of the newsletter are posted on the Self-Study website. Additional email outreach will occur with the President's and Provost's regular newsletters, *Frankly Speaking* and *Academic Affairs Update*, respectively.

An informational video about the re-accreditation process was developed by the Executive Steering Committee and recorded and produced by the Queens College Office of Communications and Marketing. Queens College President Wu and Interim Provost Price were the friendly community faces to share the information about the process. This video appears prominently on the Middle States webpage and was broadcast to the members of the Working Groups at the Self-Study Kickoff Event on February 5, 2024, and to members of the Academic Senate on February 8, 2024.

Regular presentations to community members have already started. We will regularly inform the faculty and students (in the Academic Senate), the Department Chairs (in the College Personnel and Budget Committee), and the Queens College Foundation Board.

Feedback will be solicited by email and in person. The Self-Study Design and Self-Study Report will be shared with the campus community through the above channels, and Microsoft Forms will be used to collect feedback from community members. Further feedback for the Self-Study Report will be solicited and collected from community members in town hall meetings scheduled in each of the Academic Schools in 2025.

In academic years 24—25 and 25—26, students will be further engaged in the process. We will include outreach to the student-run newspaper, *The Knight News*, for student awareness and to recruit students to serve on Working Groups.

We plan an intensification of communications prior to MSCHE Site Visits for community awareness, including sharing information on digital displays on campus, through official Queens College social media channels, and prominently displaying information about the visits on the Queens College webpage.

X. Evaluation Team Profile

Team Chair:

We would prefer a current or recently retired president/chancellor of a public, minority-serving, urban university; experience with a university system would be desirable, as would experience in an institution with unionized faculty members.

Team Members:

As with the team chair, team members with experience at public, minority-serving, urban universities would be preferred. Team members with experience working in a centralized system, particularly regarding hiring and budgeting, would be desirable.

Top and Signature Programs:

The largest majors are psychology, computer science, economics, accounting, and business. Queens College is known for its teacher education programs, both undergraduate and graduate, and its language and arts programs, including the Aaron Copland School of Music.

Peer, Aspirant, and Competitor Institutions:

Comparable Peer Institutions

California State University – Northridge	Montclair State University	UMass Boston
Florida Atlantic University	New Jersey Institute of Technology	University of Puerto Rico – Río Piedras
Kean University	Towson University	University of North Carolina – Charlotte

Aspirational Peer Institutions

Binghamton University – SUNY	University at Albany – SUNY
Georgia State University	University of Delaware
Rutgers University – Newark	University of Maryland – Baltimore County
Temple University	University of Pittsburgh

Competitor Institutions

Adelphi University	Hofstra University	St. John's University
Baruch College – CUNY	Hunter College – CUNY	Stony Brook University – SUNY
Brooklyn College – CUNY	Mercy University	SUNY New Paltz
City College of New York - CUNY	Pace University	Touro University

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

Verification of Annual Institutional Update (AIU) Indicators and Metrics

A robust data verification process is essential for ensuring the accuracy and completeness of our Annual Institutional Update (AIU) indicators and metrics. The following outlines the procedures we follow to verify data prior to submission:

- **Data Verification Responsibilities:** Data owners, typically department heads or designated personnel, are responsible for verifying the accuracy and compliance of data points relevant to their areas. They gather and maintain documentation to support the verification process.
- **Transparency and Communication:** We value transparency and open communication throughout the verification process. Data owners review and investigate any potential discrepancies or missing information and clarify or correct data as needed.
- **Specific Verification Procedures:** The following table outlines the AIU indicators and metrics, along with the corresponding office responsible for verification:

Offices Responsible for AIU Indicators and Metrics	
Indicators/Metrics	Responsible Office(s)
Fall Enrollment, 12-Month Enrollment, Dual Enrollment, Distance Education, Programs Offered	Registrar's Office, Office of the Dean (for each Academic School)
Retention Rates, Graduation Rates, Transfer Rates, Student Demographics	Registrar's Office, Student Affairs and Enrollment Management Division, Office of the Dean of Students
Loan Default Rate, Percent Receiving Pell	Financial Aid Office, Bursar's Office
Total Assets, Net Position, Total Revenue, Total Operating Expense, Deductions, Debts, Pension Information	Chief Financial Officer, External Auditor

By following these outlined procedures, we aim to ensure the accuracy and reliability of our AIU data submission, ultimately strengthening the self-study process.

Use of AIU Indicators and Metrics in Self-Study

These indicators and metrics will be used to inform the self-study process and will be shared with all working groups. While not every standard directly aligns with specific quantitative data points from the AIU, we will integrate the AIU data strategically throughout the self-study process. Each standard will be addressed comprehensively, with relevant AIU data embedded into the narrative to support and illustrate institutional practices. The following is a breakdown of how this will be achieved for each relevant standard. Note that other AIU data will be used in discussion of the standards, in addition to the specific metrics and indicators enumerated here.

Standard I: Mission and Goals

- **AIU Metrics:** Retention, Graduate and Transfer Rates, Enrollment Headcount
- **Integration:** These metrics, along with data on job placement rates, and alternative completion measures will be used to demonstrate progress in meeting established student achievement goals.

Standard III: Design and Delivery of the Student Learning Experience

- **AIU Metrics:** Programs Offered, Distance Education Headcount, Enrollment Headcount
- **Integration:** Analysis of these metrics, along with program curricula and instructional delivery methods, will provide a comprehensive picture of how the institution designs and delivers its educational programs.

Standard IV: Support of the Student Experience

- **AIU Metrics:** Retention Rates (Full-time & Part-time), Graduation Rates (150% & 200%), Student Outcomes (Loan Default Rate), Percent of Undergraduates Receiving Pell, Percent of First-Time Full-Time (FT-FT) Receiving Pell, Dual Enrollment Headcount
- **Integration:** We will analyze these metrics alongside student course evaluations and Cap and Gown Survey data to assess the effectiveness of initiatives designed to support the student experience.

Standard V: Educational Effectiveness Assessment

- **AIU Metrics:** Graduation Rates by Gender, Graduation Rates by Race/Ethnicity
- **Integration:** Along with other student learning outcomes data, we will evaluate these graduation rates to assess the effectiveness of educational programs and identify any achievement gaps and develop strategies to address them.

Standard VI: Planning, Resources, and Institutional Improvement

- **AIU Metrics:** Financial Results (e.g., Total Assets, Net Position, Total Revenue, Total Operating Expense), Pension Information
- **Integration:** These financial indicators will be reviewed along with the institution's strategic planning processes, resource allocation strategies, and institutional assessment practices. This will provide a holistic view of our ability to plan, allocate resources, and continuously improve.

XII. Evidence Inventory Strategy

The Evidence Inventory Strategy has been developed in consultation with members of our Operational Excellence Team from the Library and the Office of Information Technology (OIT).

Data Collection and Storage

Data will be stored on a Microsoft SharePoint Site developed by OIT. This site will be developed to streamline the collection of the data, the storage, organization, and cross-referencing of the data, and access to the data by the Peer Evaluators and members of the Queens College Community for planning purposes after the self-study process is complete.

Key Queens College files will be stored in a Microsoft SharePoint site. Each department and office will have their own directory, organized hierarchically into folders in the same way as the Queens College Organization Chart. Each unit's folder will have subfolders for unit-appropriate time periods (calendar year, fiscal year, semesters, or months) and with multiple levels of permissions for different levels of sensitivity (unit head, budget committee, entire unit, public). When requested by Working Groups, the files selected by the department/unit in their local folders will be copied to the Evidence Inventory and renamed based on the labeling convention to be described shortly.

The MSCHE Evidence Expectations by Standard Guidelines outlines the criteria that are to be addressed (on the left-hand side) and suggested types of evidence that need to be collected to address the criteria (on the right-hand side). In each Standard, the criteria are uniquely numbered starting from 1. (Except in Standard 4, where in addition to criteria 1 through 6 there are also criteria 1a through 1e.) We will be designating every distinct type of evidence that will be collected for a given criterion with a unique letter starting from A. The preliminary designations are provided in the table at the end of this section.

The data in the Evidence Inventory will be organized into folders labeled by standard, criterion, evidence type letter, and evidence type short identifier. (For example: evidence collected for office budgets is to be collected for Standard #6, Criterion #5, is designated letter A, and has been given the short identifier "budgets", so would be placed into a folder named **6_5A_budgets**.) The label for each file in the folder will include the name of the folder plus a four-letter code for the department/office where it originated, a short description of the item, and a unique three-digit identifier. (For example: the third piece of tax levy budget information collected from Admissions in the above folder would be named **6_5A_budgets_ADMI_taxlevy_003.pdf**). This structure allows for human readability of the information and simplicity in sorting and determining the origin of document information. If the evidence document is to be shared across multiple standards, the file will be stored in a primary location with a link to that shared file placed in the secondary standard to ensure the evidence library remains up to date across the standards.

In addition to a consistent file naming convention, we will be attaching searchable metadata to each file and folder. Each folder will have a longer description of the type of evidence that is located there, and each file will have a longer description of what it is. This metadata can be extracted into an automatically generated Table of Contents for human readability.

To ensure that the metadata is attached to the folders and files correctly, data requests from Working Groups will undergo a cleaning process and coding process. Data requests will need to be submitted with the information about the standard number, the criterion number and evidence type, a longer description of the type

of evidence to be collected, a proposed short identifier, and the departments and offices that will be asked to supply this information. Furthermore, there must be a justification about how this data will be used to address a Line of Inquiry and how this information can be leveraged by the campus moving forward. A key staff member (to be hired) will do the following.

- Review each request.
- Ensure this request does not duplicate previous requests.
- Set up the form that will request the appropriate data.
- Attach the metadata.
- Ensure it is assigned to the appropriate departments/teams for collection.
- Support the collection of data as appropriate.

By collecting this information in SharePoint, Microsoft Power Automate will be used to systematically follow up with data requests, input the files into the Evidence Inventory using the correct formatting, and interact with Microsoft PowerBI to create dashboards that visualize the progress toward completion for the entire self-study team.

Preliminary Evidence List

Each Working Group has compiled a preliminary list of types of evidence that build on the Evidence Expectations by Standard Guidelines provided by MSCHE. They are tabulated in the tables below.

Standard I Types of Evidence

IA	QC Mission statement with date of last revision; mission (strategic plan) committee; evidence of governing body participation and review.
IB	Emails, QView, Website communication
IC	List of recently developed programs, syllabi
ID	Unit budgets
IE	Support for student research
IF	Support for faculty research
IG	Faculty mentoring of undergrad/master's/PhD students; data from honors programs.
2A	Strategic Plan, including date of last update
3A	Strategic Plan, including date of last update, plus Graduation rates, Retention rates, Transfer rates, Job Placement rates
3B	Retention rates, graduation rates, transfer rates, placement rates
3C	Student achievement measure, outcomes measures, degrees awarded, data on earnings
3D	Strategic plan
3E	Strategic plan, hiring, retention, enrollment data
3F	Enrollment
3G	Faculty, admin, staff headcount
3H	Budgetary support for student learning and achievement
3I	Expense analysis for student learning and achievement
3J	Service-learning initiatives
3K	Calendar of departmental assessments; calendars of assessments outside of AA
4A	Timeline, notes of Strategic Plan (including Mission) development
4B	Annual review of Mission and Goals.
4C	Current and prior strategic plans (at least two prior to current)

Standard II Types of Evidence

1A	Policies and Procedures for Academic Rights
2A	Campus Climate Assessments
2B	Enrollment Statistics
2C	Faculty and administrative headcount for student instruction and support
2D	Campus communications to students/faculty/staff regarding campus climate
2E	Campus Climate survey instruments
3A	PSC-CUNY Grievance Policy
3B	CUNY's Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings / CUNY's Policy on Equal Opportunity and Non-Discrimination
3C	Grievance points of contact
3D	Complaints and Grievances statistics
3E	Faculty / Staff grievance and resolution statistics
4A	CUNY Conflict of Interest Policy
4B	Conflict of Interest reports
5A	Human Resources Employment Procedures
5B	Promotion and Tenure statistics
6A	Marketing and Admissions materials
6B	Internal Communications samples
6C	Marketing Expense Analysis
7A	Henderson Rules aka Rules and Regulations for the Maintenance of Public Order
7B	Financial Aid policies
7C	Tuition and Fees costs
8A	Queens College Policies as outlined in College Catalog
8B	Queens College Policies as outlined in College Catalog
8C	QC Accreditation Status website address (https://www.qc.cuny.edu/accreditation/)
8D	QC Accreditation Status website address (https://www.qc.cuny.edu/accreditation/)
8E	QC Accreditation Status website address (https://www.qc.cuny.edu/accreditation/)
8F	Admissions Office identity verification process
8G	Guide to FERPA - Provost's Office website
8H	Bursar Tuition and Fees website
8I	Accreditation Status website address (https://www.qc.cuny.edu/accreditation/)
9A	Institutional Effectiveness and Analysis evaluation of policies and procedures

Standard III Types of Evidence

1A	Credit Hour Policy and Procedures
1B	Curriculum Review Policy and Procedures
1C	Academic Period and Credit Hour Compliance Documentation
1D	Academic Period and Credit Hour Consistency Documentation
1E	Verification of Compliance - Assignment of Credit Hours
2A	Faculty/Staff Handbooks
2B	Faculty Hiring Process
2C	Administrative, Faculty and Staff Headcount
2D	Faculty and Instructional Staff Qualifications

2C	Faculty and Instructional Staff Workload Data
2D	Student to staff ratio
2E	Student to faculty ratio
2F	Course Evaluation Policy
2G	Assessment of Course Evaluations
2H	Sample Course Evaluations and Trend Analysis
2I	Academic Program Review
2J	Expense Analysis and Economic Impact
2K	Instructional Expense - Financial Report
2L	Tenure/CCE and Promotion Guidelines
2M	Faculty Training Documentation
3A	Queens College Bulletin - Degree requirements and expected time to completion
3B	Educational program enrollment data
3C	Data and analysis on the academic progress
3D	Data and analysis on educational offerings by relevant populations
4A	Academic Program Maps and Major Sheets
4B	Sample Syllabi
4C	Master Syllabus
4D	Library and Learning Resources
4E	Library FTE Staff
4F	Rosenthal Library Collections Data
4G	Library and Learning Resources - Access and Utilization/Policies and Procedures
4H	Library and Learning Resources - Policies and Procedures
4I	Library and Learning Resources - Instruction
4J	Library and Learning Resources - Resource Sharing
4K	Teaching Online - Guidelines
4L	Teaching Online - Faculty Qualifications
4M	Teaching Online - Course and Program Data
4N	Teaching Online - Description of Support Services
4O	Teaching Online - Support Services Data
4P	Teaching Online - Instructional Design and Technology Support Data
4Q	Expense Analysis
5A	Evidence of general education learning outcomes
5B	General Education Student Learning Outcomes Evaluation
5C	General Education Curriculum Process and Evaluation
5D	General Education Program Revision
5E	New General Education Courses
6A	Graduate level student learning outcomes
6B	Policy and Procedures on Graduate Assistantships
6C	Faculty and Instructional Staff Qualifications
6D	Expense Analysis and Economic Impact
8A	Evidence of Student Learning Evaluation and Assessment

Standard IV Types of Evidence

IA	Admissions Philosophy and Policy Statement
IB	Recruitment and Admissions Profile; Admissions and Test Scores (IPEDS)
IC	Recruitment Practices
ID	Marketing Practices
IE	Admissions Periodic Assessment
IF	Commitment Deposit Communication; Become A Knight Event
IG	College Marketing Materials, Digital and Print
IH	QC Student Handbook (Undergraduate, Graduate, Program/Departmental)
II	Enrollment Projections
IJ	Retention & Persistence Data (IPEDS)
IK	Graduation Data (IPEDS)
IAA	Financial Aid Profiles (IPEDS)
IAB	Financial Aid Brochures and Publications
IAC	Cost of Attendance; Net Price Calculator; Student Loan Data
IAD	CUNY Degree Graduates' Indebtedness Data; IPEDS
IAE	Financial Aid & Bursar Appointments and Inquiry Data
IBA	CUNY Bylaws; Academic Readiness Policy
IBB	Skills Assessment and Proficiency Data
ICA	Policies and Procedures: New Student Orientation Experience; New Student Advising Sessions; Counseling Services
ICB	Attendance data of student orientation and entry experience/support
ICC	Financial Data and Expense Analysis
IDA	Student Success Programming
IDB	Program Completion Data
IEA	Enrollment Dashboard
IEB	International Student Enrollment Data/Dashboard
IEC	Retention & Persistence Data; Graduation Data; Transfer Retention and Graduation Data; Employment Data; Grad Salary Data; Grad Further Education Data; LinkedIn Profile Data; CUNY Wage Dashboard; National Association of Colleges & Employers (NACE) data for undergraduates 2023 & 2024
IED	IPEDS Student Achievement Data (IPEDS, Teacher Certification, Licensures, Social Mobility, Postgraduation Salary, Further Education, and Employment Data; College Scorecard
2A	CUNY Bylaws; Transfer Handbook (none); Transfer Advising Website; Articulation Agreements; College Bulletin
2B	College Bulletin; Policies on Transfer Credits and Credits by Exams, Prior- and Experiential-Learning;
2C	College Bulletin; CUNY Explorer; Admissions Website; T-Rex
2D	IPEDS Transfer Data
2E	Articulation agreements; College Now
2F	Advisor Training (AAC); Faculty Advisor Training (CETLL)
3A	CUNY/QC Policy for Student Records; QC websites; Catalogs; Undergrad and Grad Admissions policy.
3B	CUNY/QC Policy for Student Records; QC websites containing information on transcript request and release of student information; FERPA; Acceptable Use Policy; Cybersecurity Policy
4A	Athletics website; Athletics mission and purpose; Marketing materials; Queens Knights
4B	QC Student-Athlete Handbook
4C	NCAA Institution Information Report: Participation
4D	NCAA Institution Information Report: Scholarships

4E	NCAA Institution Information Report: Enrollment, Persistence, and Completion
4F	Advising and student support for student athletes; Equity in athletics disclosure report; Championship Info
6A	Administrative & Educational Support (AES) Unit Assessment documents

Standard V Types of Evidence

1A	Pathways learning outcomes
1B	Program learning outcomes
1C	Curriculum maps by majors
1D	Curriculum maps for programs
2A	Goals and process for Assessment Council
2B	Sample assessment data from Academic Schools
2C	Sample assessment data from departmental program reviews
2D	Sample assessment data from program reviews
2E	QC mission statement
2F	Master syllabi
2G	Program completion rates from Office of Institutional Effectiveness
2H	Website information from Office of Institutional Effectiveness
3A	Assessment data and analysis for academic units
3B	Assessment data and analysis for courses
3C	Assessment data and analysis for programs
3D	Disaggregated achievement data from Office of Institutional Effectiveness
3E	Career development data
5A	Sample departmental program review documents

Standard VI Types of Evidence

1A	Unit Organizational Charts
1B	Committee Organizational Charts
1C	Unit Goals and Objectives
1D	Assessment of Unit Goals and Objectives
1E	Linking of Assessment to Budget and Planning
2A	Assessment Process
2B	Opportunities for innovation and improvement
3A	Strategic Planning
3B	Integrated Planning Processes
3C	Reporting on Performance
3D	Analysis of KPIs for Planning
3E	Review of KPIs
4A	DEI
4B	Student Headcount
4C	Faculty/Admin/Staff Headcount
5A	Budgets
5B	Enrollment
5C	Long-Term Planning
5D	Surplus

6A	Faculty/Admin/Staff Headcount
6B	Resourcing
6C	4-year Expense Analysis
7A	Budget Balance Sheet
7B	Financial Composite
7C	Capitalization Ratio
7D	Budget Balance Sheet
7E	Tuition Discount
7F	Instructional Expense
7G	SEC Filing
7H	Additional Funding Streams
7I	State/Local Funding
7J	Bonds
8A	Audits
8B	Financial Statements
8C	Weaknesses
9A	Organizational Charts
9B	Meeting Agendas and Minutes
9C	Expenses Analysis
10A	Facility Plans
10B	Facility Condition
10C	Facility Upkeep
10D	Space
10E	Capital Spending
10F	IT
10G	Ownership Documentation
10H	Insurance
10I	Third Party Providers
10J	Outsourcing
11A	Program Participation
11B	Accreditation Status
11C	Eligibility & Certification
11D	Cash Monitoring
11E	Title IV
12A	Resource Planning
12B	Assessment/Resource Allocation
13A	Evidence of Discussion
13B	Assessment/Resource Allocation
13C	Consultant/Task Force

Standard VII Types of Evidence

IA	Organizational Charts
IB	Governance Structure
IC	Related Entities Policy and Procedures

ID	Governing Documents
1E	Job Descriptions
2A	CUNY Bylaws
2B	CUNY Manual of General Policy
2C	CUNY Board of Trustees Committee Meeting Notices
2D	CUNY Board of Trustees Review Description
2E	CUNY Board of Trustees Committee Meeting Minutes
2F	CUNY Board of Trustees Conflict of Interest Policy and Procedures
2G	CUNY Board of Trustees Conflict of Interest Disclosure and Reporting
2H	CUNY Board of Trustees Member Information
2I	CUNY Board of Trustees Self-Evaluation
3A	Presidential Search and Hiring Policies and Procedures
3B	Presidential Evaluation Policies and Procedures
3C	Leadership Succession Policies and Procedures
3D	Presidential Qualifications
4A	Organizational Charts
4B	Administrative Staff Qualifications
4C	Human Resources Data
4D	Leadership Data
4E	Administrative Assessment and Evaluation Policies
4F	Administrative Assessment and Evaluation Effectiveness
4G	Surveys of Administration
5A	Assessment of Effectiveness of Government, Leadership, and Administration - Process
5B	Assessment of Effectiveness of Government, Leadership, and Administration - Evidence
5C	Consultant and taskforce reports

Queens College Style Guide

For Middle States Self-Study Design 2024

Table of Contents

Sample 1 (TOC Heading).....	1
One-Column Layout (Heading 1).....	1
Text (Heading 2).....	1
Colors	1
Font Colors	1
Background and Accent Colors.....	1
Text and Images	2
Sample 2 (TOC Heading).....	3
Two-Column Layout (Heading 1).....	3
Text and Images (Heading 2)	3
Heading 1.....	3
Heading 2.....	3
Images and Charts on One-Column Layout	4
Tables	5
Charts.....	5
Charts from Excel into Word	6
Editorial Guidelines.....	7
Style Points for Writers and Editors	7
Punctuation	7
Word Treatments	7
QC-specific Guidelines	8
Time and Place Guidelines	9
General Guidelines	9/10

Table of Contents can be made using the Word Table of Contents Tool. Go to References -> Table of Contents -> Custom Table of Contents.

Sample 1 (TOC Heading)

One-Column Layout (Heading 1)

Text (Heading 2)

This is a one column layout. Body copy is 12pt Times or Times New Roman, use auto leading.

- Do not use the underline feature as this will make the text look like a hyperlink.
- Hyperlinks should be red. rgb (231,25,57)
- Use **bold** with discretion.
- Justify text left. No hyphenation mid-word at the end of a line
- Use CAPITAL LETTERS with discretion.
- Do not mix font sizes in text blocks.
- Skip one line between headings and text. Skip two lines after a text block before the next Heading 1. Skip two lines before and after charts and images.

Colors

To comply with ADA requirements and to assist the visually impaired, please make sure that font color contrasts with background color. Use black type on light backgrounds. Use white type on dark backgrounds.

Font Colors

#000000 rgb (0,0,0)	#E71939 rgb (231,25,57)	#FFFFFF rgb (255,255,255)

Background and Accent Colors

#8F23B3 rgb (143,35,179)	#34B233 rgb (52,178,51)	#6AADE4 rgb(106,173,228)	#FF5800 rgb (255,88,0)	#FDC82F rgb (253,200,47)

Text and Images

This is a one column layout. Body copy is 12pt Times or Times New Roman use auto leading. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est labor.

Sample 2 (TOC Heading)

Two-Column Layout (Heading 1)

Text and Images (Heading 2)

This is a two-column layout. Body copy is 12pt Times or Times New Roman use auto leading.
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
Lorem ipsum dolor sit amet, consectetur adipiscing



Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est.

laborum Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut

labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Heading 1

On a two-column layout a red rule can be inserted above a heading. To add the line, under the home tab. Click on Borders and Add Horizontal line. Double click the line to format it: Height is 3pt and color is E71939 (see color chart below). There should be two line spaces between the sections.

Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Heading 2

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam

Images and Charts on One-Column Layout



Text wraps are permitted on one-column layouts but the image/chart should not be wider than 2/3rds of the width of the page

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non

proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

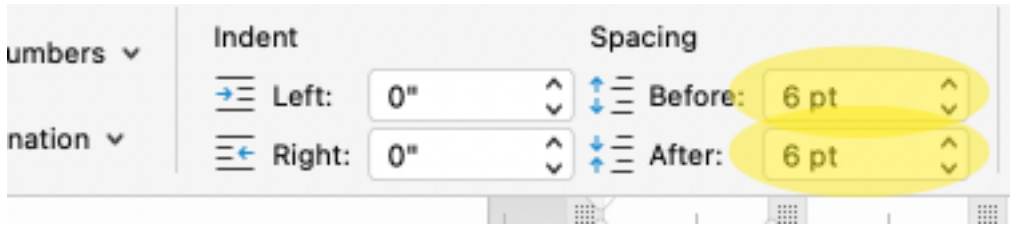
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est labor.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea

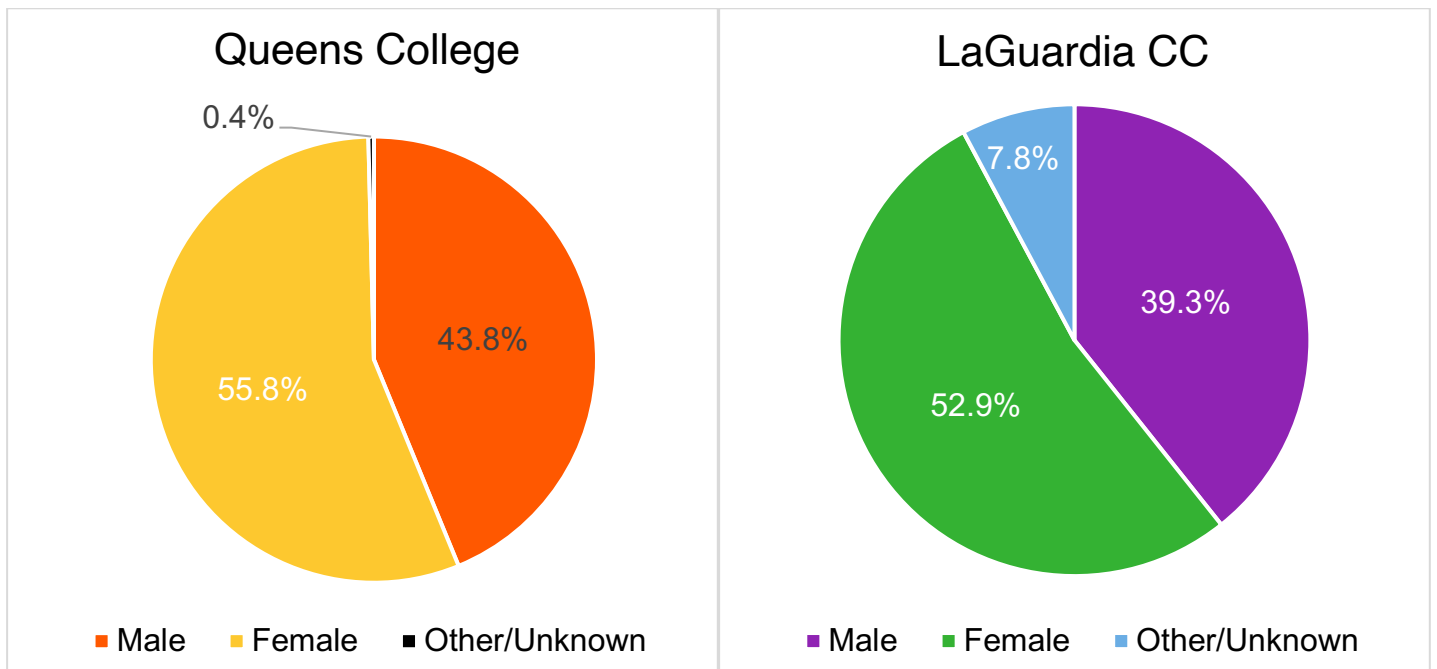
Tables

Text in tables should be the same type and point size as body copy. 12pt Times New Roman, justified left. Text should be 6pt from the top and 6pt from the bottom. Refrain from adding colors to chart cells.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Text here	Text here	Text here	Text here	Text here	Text here	Text here
Text here	Text here	Text here	Text here	Text here	Text here	Text here

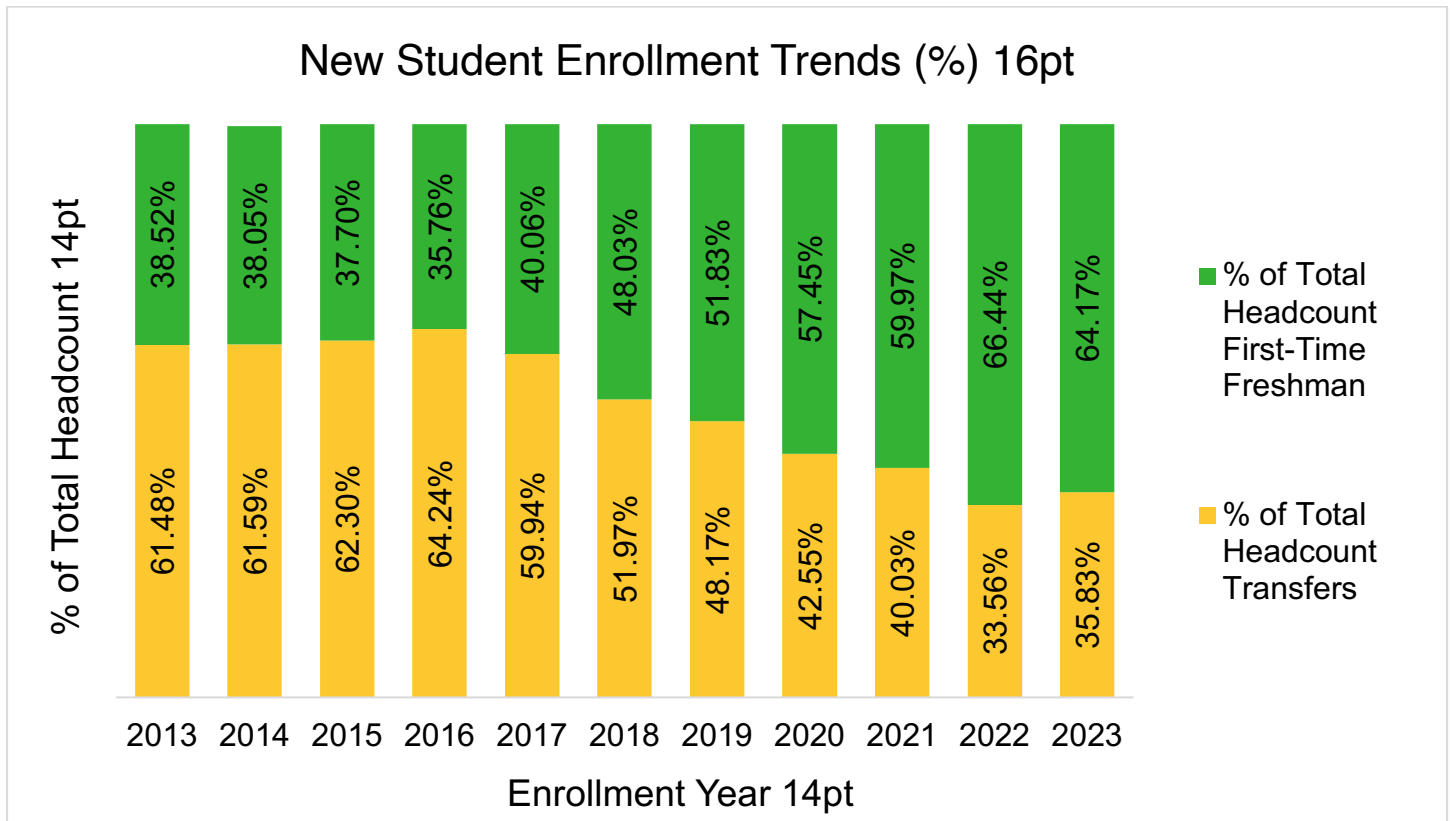
Charts



Use Helvetica 16pt for chart headings. Use Helvetica 12pt for the key

Charts from Excel into Word

You can copy and paste charts from Excel into Word, but when creating a chart in Excel make sure you use the same font and sizes as listed above. Take into consideration that the page width is 8”.



In some circumstances you may have too much data to fit in a portrait layout. If this is the case it is okay to rotate the chart 90 degrees and occupy the whole page.

Editorial Guidelines

Style Points for Writers and Editors

The Office of Communications and Marketing wants everyone to be on the same page. These rules will simplify work for writers and give the Middle States report a more consistent look and feel.

Punctuation

Colons

Capitalize first word of a full sentence following a colon; lowercase first word of a fragment.

Commas

We use serial commas (Moe, Larry, and Curly).

Dashes

M-dashes can be used—without spaces on either side—to set off parenthetical phrases.

To express range in a listing, e.g., Godwin-Ternbach is open Monday–Thursday, use N-dashes; the alternatives “through” or “to” are preferable in text blocks.

Periods

One space after periods, question marks, exclamation marks, interrobangs, and any other symbol yet to be devised that indicates the end of a sentence.

Word Treatments

If something isn't listed, look online for Webster's Collegiate styling.

email

Single unhyphenated word, lowercased.

health care

Two words.

internet

Lowercase.

LIE

No periods.

online

When describing matters electronic, this is a single unhyphenated word, lowercased.

website

Single word, lowercased, except at the start of a sentence. Apply this style to related words, such as web, webcast, and webinar.

QC-specific Guidelines

Building names

Cap both words in first reference: Kiely Hall, Jefferson Hall.

College name style

The first reference to the school is Queens College. You may use QC for second refs. For variety, Queens is also acceptable, unless the context would create confusion with the Borough of Queens.

Departments

Generally, we lowercase departments, capping proper adjectives and nouns only: American studies, French. Editors//writers have discretion to use capitals if the situation seems to warrant it: Department of Chemistry, English Department, etc.

Don't use a noun that connotes building—hall, museum, gymnasium (our gym is FitzGerald with a cap G)—in subsequent references unless the word eliminates the ambiguity of a person named Remsen going to Remsen.

dorm

QC doesn't have one. The Summit Apartments is a residence hall; the article is capitalized (which is an exception to the rule—avoid capping *the* in most instances).

Drama, Theatre & Dance

With British spelling of theatre (re, not er) and an ampersand. Other compound departments use “and.”

FitzGerald Gymnasium

Goldstein Theatre

British spelling, again.

Knights, not Ladies

All athletes, and the teams they play for, are Knights.

If context leaves athletes' gender unclear, specify who is playing (men's basketball, women's basketball).

LeFrak Concert Hall

Science Building

Not New Science Building

Schools

Divisions have been replaced by *Schools*. The old terminology may be appropriate when writing about an event that took place in the past. In that case, capitalize full name or nearly full name: Division of Education; Math and Natural Sciences.

Uppercase when using full or nearly full name: School of Social Sciences; Arts and Humanities.

QC Arts is an acceptable second reference for the college's School of Arts.

Time and Place Guidelines

BC/AD or BCE/CE

We use BC and AD.

Dates

Spell out days and months in complete dates, and use cardinals (10) rather than ordinals (10th):
Friday, July 10, 2009.

For incomplete dates, use unabbreviated month and year without a comma: February 2009.

Season and semester

fall semester (no caps). When the year is included, capitalize the seasons: Fall 2024 semester.

State names

Spell out states in text blocks: Tuition for New York State residents is...

For snail-mail addresses, use two-letter Post Office abbreviations, without periods.

Street addresses

For complete addresses, use standard abbreviations for avenue (Ave.), boulevard, parkway, place, road, and street.

Use ordinal numerals for streets named for numbers: 174-15 73rd Ave. (without superscripts).

For incomplete addresses in full sentences and text blocks, spell out avenue, etc.: Enter by main gate at Kissena Boulevard.

Times of day

Lowercase am, pm; no periods.

Omit minutes for whole hours: 10 am (not 10:00 am).

Zip codes

Ours is 11367-1597. If you have all nine for other addressees, fine, but if you can't find them easily, five is enough.

General Guidelines

Degrees

No periods in abbreviations such as BA, PhD, etc.

Lowercase nonspecific degrees and use an apostrophe s: bachelor's degree, master's degree.

Use capitals and lose the apostrophe for specific degrees: Bachelor of Business Administration, Master of Music.

Ethnic identification

In academic contexts, no hyphen in compound proper modifiers: Asian American, Italian American.

Capitalize proper nouns and adjectives related to ethnicity, nationality, and religion: Latina, Burmese, Sikh. Uppercase Black and Indigenous; lowercase white.

The preferred term for an adherent of Islam is Muslim, not Moslem.

Gender

Choose gender-neutral language, if possible, where gender isn't or shouldn't be an issue, but don't make oneself crazy about it. "They" is an acceptable choice for the singular form.

Theoretically, if plural doesn't work, "she" would be a better choice than "he"—more than half of the QC student body is female.

Honorifics

None.

Institutional abbreviations

QC, CUNY, and SUNY need no explanation. To introduce an abbreviation, put the abbreviation in parentheses immediately after the first use: The Continuing Education Program (CEP) offers opportunities for life-long learning.

Middle initials

Better to avoid, but use to distinguish between two same-named persons in the same field.

Numbers

In most uses, spell out one to nine; ten and above, use numerals. Treat ordinals the same way.

Exceptions: When the use involves years—8-year-old child, 2-year course of study—or for percentages.

Sports scores are expressed with figures.

1990s (no apostrophe)

Phone and fax numbers

No preliminary 1, no parentheses: 718-997-4498.

Titles (academic and administrative)

Cap before name (President Frank H. Wu), lowercase after (Frank H. Wu, president of QC).

No degrees in first references and no titles or honorifics in second references.

Titles (compositions)

Italicize the titles of books, movies, plays, and other theatrical productions, art exhibits, conferences.

Musical compositions with a name—*Carmen*, *La Mer*—are italicized, as are titles of CDs. Musical compositions with a generic name, with or without a number—Symphony No. 9, Sonata in F Major—are not.

Short stories, essays, song titles, and TV shows take quotes.

Voice

Queens College is a “we,” not an “it.”

When describing a particular program, it’s okay to address readers directly as “you.”