

Queensborough Community College
Academic Senate

Mission Statement of the College

Background to Mission Statement

The membership of the College Advisory Planning Committee (CAPC) is charged in the Governance Plan with the mandate to “meet and discuss items concerning the state of the College and ways the College can best achieve its stated **mission, goals, and objectives....** The powers of this Committee (CAPC) shall not infringe upon the powers and authority of any of the constituencies, organizations or committees operating under either the Governance Plan of Queensborough Community College or the Bylaws of the Board of Trustees”.

At the meeting held October, 2004, the need for the establishment of a Committee to perform this task was discussed. It was agreed that VP McColloch would chair a representative committee that would draft a mission statement. Upon the recommendation of the CAPC the enclosed mission statement is now ready for consideration by the Academic Senate. It is presented to you for information and discussion prior to being presented at the April Academic Senate meeting for action.

The Committee membership was as follows:

Mark McColloch-	VPAA (chair)
Ellen Hartigan	VPSA
Maureen Wallace	Chair, elected by chairs
Joe Culkin	Chair, elected by chairs
Dion Pincus	HEO representative
Stephen Beltzer	chosen by Faculty Executive Committee
Linda Stanley	chosen by Faculty executive Committee
Philip Pecorino	chosen by Academic Senate Steering Committee
Bonnie Duen	president of SGA
Sophie Foglia	Director of Continuing Education
Cheryl Levine	representing alumni

The committee quickly decided that, given the many changes at the College since the last Mission Statement, it would be better to start anew, than to try to revise the existing statement. After a number of meetings, the committee unanimously agreed on the broad outline of a draft and appointed a subcommittee of four members to produce the final wording. That draft was then submitted to a meeting of the committee and unanimously approved by those in attendance.

The draft was then presented to a meeting of the College Advisory Planning Council. That meeting decided on one small word change, resulting in the current draft for discussion at the Faculty Meeting, discussion and a vote at the Academic Senate, and submission to President Marti for final approval.

The draft contains several “housekeeping” points, such as mention of the affiliation with CUNY, and the focus on post-secondary education. The final paragraph discusses the role of the College in serving the community in a variety of fashions.

At the heart of the document is a discussion of a central problem or contradiction and the strategy of the College for resolving it. On the one hand, QCC is committed to academic excellence and meaningful standards. Primarily because of our relatively very well credentialed faculty, our tradition, and our support for research and scholarly achievement, that commitment to excellence is more than rhetoric. At the same time, QCC is committed to open admission for our students and is pledged to offer opportunities for success to as high a percentage of our student body as possible.

The College is attempting to bridge that gap in two primary ways, both of which are addressed in the Mission Statement. The first is by our attention to pedagogy. This manifests itself both in a strong emphasis on experiment with and adoption of the best practices in each field regarding community college pedagogy. It is also displayed in our new focus on developing our own research on community college pedagogy. Both approaches have as their goal student learning and achievement.

The second major effort to bridge the gap is the establishment and provision of a wide and strong array of academic support services, designed to assist our students in maximizing their potential. One key facet of this is the very close alliance between academic affairs and student affairs, designed to mutually support the progress of our students.

Mark McColloch,
Vice President for Academic Affairs

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

Proposed Mission Statement

Operating within the framework of the City University of New York, Queensborough Community College is committed to fostering a collaborative, learning-centered community. The College is dedicated to academic excellence and to the development of the whole individual in an environment that promotes intellectual inquiry and lifelong active learning. Queensborough is committed equally to open-admission access for all learners and to academic excellence within an environment of diversity. In the service of these goals, Queensborough utilizes the close integration of academic and support services and a focused attention to pedagogy. The College offers post-secondary associate degree and certificate programs that prepare students for careers and for transfer to four-year institutions of higher learning. Queensborough provides its students a variety of opportunities to enrich themselves intellectually and socially and to develop the knowledge and skills necessary for success.

Recognizing that learning is a dynamic and collaborative process, the College offers comprehensive, multi-layered academic programs that serve as a framework for students to become active, responsible partners in their intellectual pursuits. Providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies, the College offers many options to students for achieving their academic and career goals. A community that values the diversity of its members, Queensborough strives to individualize the college experience through meaningful collaboration among students, faculty and staff. The College features well-planned curricula and developmental course work, strong and closely integrated academic and student support services, and the use of innovative pedagogy, including educational technology. To help insure excellence in teaching and learning, Queensborough engages in on-going assessment of its academic offerings and support services, promotes research on community college pedagogy, and supports scholarly accomplishments and professional advancement among its faculty and staff.

In response to evolving community needs, Queensborough also offers non-credit courses and certificate programs and other activities. These provide community residents with accessible and affordable educational, recreational and job training opportunities, and help individuals and businesses and other institutions respond to changes in technology and the economy. The College takes a leadership role in providing access to arts and culture to enrich the quality of life for the community at large.