
Prof. Dr. Elizabeth Field Hendrey

Provost and Vice-President for Academic Affairs, Queens College,
CUNY, USA

Elizabeth (Betsy) Hendrey is the Provost and Vice President for Academic Affairs at Queens College, City University of New York (CUNY). She oversees all academic departments and programs, the Office of Research and Sponsored Programs, Experiential Education, the Center for Teaching and Learning, the Center for Ethnic, Racial and Religious Understanding, the Center for Career Engagement, as well as the College's global initiatives, including Study Abroad and International Students and Scholars, and the College's current effort to bring an international student success program to campus. She was recently named to the American Council on Education's Commission for Internationalization and Global Engagement. She leads the College's accreditation efforts, most recently its successful reaccreditation as part of a select group of 15 colleges and universities which piloted the new MSCHE standards. Her office oversees a variety of strategic initiatives, including a \$5m, 5 year HSI-STEM grant from the US Department of Education, and the current CUNY Academic Momentum Campaign. In 2012-3 she served as Chief Operating Officer and Vice President for Strategic Planning and Enrollment Management, overseeing Finance and Budget, Human Resources, Public Safety as well as all of the enrollment management areas and international programs. Prior to this, she was the Dean of Social Sciences at Queens College from 2005-2012, after serving for three years as chair of the Economics Department. Under her leadership, the college developed degrees in finance, international business and actuarial studies, and an interdisciplinary graduate program in risk management. Hendrey attended Princeton University as an undergraduate, majoring in economics, and earned her Ph.D. in economics at Duke University in 1985. She joined the faculty at Queens in 1989, rising to full professor in 2001, and is also a member of the doctoral faculty at the CUNY Graduate Center. Her research interests are in economic history and labor economics. In 2010 she was named one of the Queens Top Ten Women in Business. She was an American Council on Education Fellow at Lehigh University in 2010-11, where she focused on strategic planning and plan implementation.

PUTTING STUDENT SUCCESS FRONT AND CENTER: INSTITUTIONAL STRATEGIES TO CLOSE ACHIEVEMENT GAPS

Keynote Speaker:

Prof. Dr. Elizabeth Field Hendrey

ABSTRACT

As Provost and Vice President for Academic Affairs at Queens College, City University of New York (CUNY), I have put in place structures and processes to support student success. CUNY and Queens provide access to needy students on a large scale (CUNY: ~275,000, Queens, ~20,000). Founded in 1937, Queens College's mission is to provide affordable access to a high-quality education. Our students have always been immigrants and first-generation college students, but their countries of origin change as immigration flows evolve. Today, we are both Hispanic- and Asian-serving. Queens College students come from over 150 countries and speak over 100 languages, but students from underrepresented groups, notably Hispanics and African Americans, have significantly lower success rates. This paper presents our strategies to close those achievement gaps, through changes in organizational structure to facilitate cross division and cross institution communication, through making data widely accessible to drive decision making, and through targeted interventions based on the findings from the data. (1) We created a cabinet level division of enrollment management and student retention and reorganized to bring key areas together, e.g. experiential education, career education, and service learning, along with traditional academic disciplines. (2) We created an Office of Institutional Effectiveness to oversee data collection and dissemination and to create data dashboards to drill down to student level data. (3) We initiated key interventions: redesign of high failure STEM courses, evaluation and redesign of writing programs and courses, and a four-year graduation guarantee. We have plans to introduce further high impact practices: a first-year course for all students, both freshmen and transfers; an Innovation Commons in the library which will contain a maker space, trading floor, and data visualization lab; and a new focus on cross-cultural competence, both through internationalization and a greater focus on diversity across the curriculum.
