

Goals	Objectives	2011-2012 University Targets	Representative Indicators	2011-2012 Graduate Center Goals and Targets
<b>Raise Academic Quality</b>	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies	1.1 Documented results of all accreditation reviews	<p>1.1.1 The Graduate Center will complete the Middle States Progress Letter by April 2012.</p> <p>1.1.2 In preparation for reporting to the Middle States Commission in April 2012, the Strategic Planning Council will distribute a draft Strategic Plan to the Graduate Center community for review and comment during the Fall 2011 semester. We will disseminate a final approved strategic plan by the end of Spring 2012.</p>
		1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community	1.2 Recognition/validation from various external sources	<p>1.2.1 The Office of Admissions will promote and advance the Master's Program in Liberal Studies (MALS) by engaging in publicity and advertising efforts, targeted recruitment mailings, and email outreach campaigns.</p> <p>1.2.2 We will expand and tailor our public programs to bring them more in line with the Graduate Center's academic scholarship. This will provide the public with greater access to the Graduate Center's academic excellence.</p> <p>1.2.3. We will plan celebratory events and academic lectures highlighting the 50th Anniversary of The Graduate Center.</p> <p>1.2.4 With funds raised from the Mellon Foundation, the Graduate Center will mount three competitions to demonstrate beyond CUNY our ability to provide competitive support to graduate students and post-doctoral fellows. We will search for two post-doctoral fellows, one each for the Committee for the Study of Religion and the Committee for Interdisciplinary Science Studies. We will hold a fellowship competition for incoming students who have been awarded a 5-year Enhanced Chancellor's Fellowship with a stipend of \$18,000 per year. In 2011-2012, seven students will receive a 5-year Mellon Stipend Fellowship of \$6000 per year, giving them a total stipend of \$24,000 per year for the duration of their ECF. This amount is closer to the fellowship packages offered by some of our</p>

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				<p>strongest competition. Finally, we will also award eight Mellon Dissertation Fellowships in 2011-2012.</p> <p>1.2.5 The Office of Research and Sponsored Programs will increase the number of grant writing workshops offered from one last year to six this year. The new format of the workshops will be based on feedback received from students last year.</p> <p>1.2.6 The IT Division of System services, in collaboration with other GC departments, will oversee the implementation of phase 1 and phase 2 of the new GC website. It will be a robust site with a new look, feel and structure and a more cohesive web presence.</p>
		<p>1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation</p>	<p>1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs</p>	<p>1.3.1 We will conduct external evaluations of the doctoral programs in Philosophy, Linguistics, Biochemistry and Biology. The program self-studies will include a range of data which the external evaluators will review.</p> <p>1.3.2 A Strategic Plan will be approved by the end of 2012. See also, section 1.1.2. One purpose of this strategic plan is to inform the strategic allocation of GC resources to University flagship and college priority programs.</p> <p>1.3.3 On the basis of the analyses of financial data we collected in 2010-11 we will make proposals for a more coherent and cost-effective research culture across our centers and institutes.</p> <p>1.3.4 The Office of Research and Sponsored Programs will evaluate its data collection and database management procedures to ensure greater accuracy of reporting to the Provost's and President's Offices the grant activity of Principal Investigators and Research Centers and Institutes.</p>
		<p>1.4 Use of technology to enrich courses and teaching will improve</p>	<p>1.4 Reports of courses with a significant technology component and self-reports by colleges</p>	<p>1.4.1 The IT Division of Client Services will expand the GC's videoconferencing capacity by procuring, installing and supporting a collection of new hardware and software to enable multipoint participants. The expansion of</p>

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				<p>videoconferencing will promote collaboration and support teaching, learning, research and professional development.</p> <p>1.4.2 The IT Division of System Services will build a prototype data cluster that will allow efficient processing of massive amounts of data for academic research.</p>
	2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity	2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers	2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for full-time and part-time faculty	2.1.1 Subject to budget constraints, we will explore the possibility of making visiting or permanent faculty hires in one or more of the following areas: <ul style="list-style-type: none"> <li>- history of science</li> <li>- Francophone studies</li> <li>- Hispanic and Luso-Brazilian Literatures and Languages</li> <li>- an endowed chair in the area of public policy in the name of Marilyn Gittell</li> </ul>
		2.2 Increase faculty research/scholarship	2.2 Faculty scholarship and creative work	2.2.1 The Graduate Center will review faculty scholarship data in Digital Measures' Activity Insight software to ensure accuracy. The Graduate Center will collect faculty scholarly works information for calendar year 2011, in accordance with CUNY guidelines. Given problems with last year's mode of collection, we will identify a new and improved mode of collection that will result in a higher faculty response rate.
		2.3 Instruction by full-time faculty will increase incrementally	2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty	2.3.1 The Graduate Center has no goal regarding the reduction of the use of adjuncts. The Graduate Center employs only a small number of distinguished professionals who provide expertise not currently available at CUNY.
		2.4 Colleges will recruit and retain a diverse faculty and staff	2.4 Faculty and staff diversity and affirmative action reports	2.4.1 Subject to budget constraints, the Graduate Center will pursue opportunity hires to increase faculty and staff diversity.
<b>Improve Student Success</b>	3. Ensure that all students receive a quality general education and effective instruction	3.1 Colleges will provide students with a cohesive and coherent general education	3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc.)	3.1.1 This goal does not apply in its specifics. The Graduate Center does not offer general education. Therefore, we will develop metrics and targets to monitor the progress of students through the First Exam, differentiated by disciplinary cluster.
		3.2 Colleges will improve basic skills and ESL outcomes	3.2 Basic skills test performance and related data. (Ex. % enrolled in summer immersion with an increase in	3.2.1 In 2010-2011, the Doctoral Student Council and a group of non-native English speakers submitted two unsolicited proposals for the establishment of a writing center. We

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			<p>score at end of summer, pass rates on exit from remediation. Bacc. colleges: % of SEEK and ESL students who pass skills tests in 2 yrs.; % of instructional FTEs in lower division courses delivered by full-time faculty. Assoc. colleges: % of remedial students at 30 credits who pass all basic skills tests)</p>	<p>have charged a committee to review them. This committee will submit recommendations in Fall 2011. We will evaluate these recommendations and explore the feasibility of their implementation within the context of next year's budget.</p>
		<p>3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study</p>	<p>3.3 % of students passing gateway courses with a C or better</p>	<p>3.3.1 The Graduate Center's goal is to monitor and analyze continually student progress with the goal of identifying and removing any barriers to success. As part of our monitoring we will calculate the percentage of an entering cohort who were admitted to candidacy by the end of the 8<sup>th</sup> semester. Please note that we monitor yearly trends in this measure (and report longitudinal data below), but acknowledge that policy adjustments cannot affect candidacy rates in one year.</p> <p><b>Longitudinal Data:</b>          2002: 36.6%          2003: 35.9%          2004: 42.1%          2005: 43.0%          2006: 45.9%</p> <p>We base our target on a multi- year average in order to smooth out short-term fluctuations and highlight longer-term trends. The baseline for this measure is 40 percent, a two-year average for the Fall 1999 and Fall 2000 cohorts. Our target for this year is to maintain or improve relative to the two-year average (2005 and 2006 cohorts) observed in 2010: 44.5 percent.</p>
		<p>3.4 Colleges will reduce performance gaps among students from underrepresented groups and/or gender</p>	<p>3.4 1-yr. retention rates by underrepresented group status and gender; for all students, % of credit hours attempted that are earned by underrepresented group</p>	<p>3.4.1 Upon carefully reviewing our tracking indicators at multiple stages, we did not find consistent, statistically significant performance gaps among students from underrepresented groups or between men and women. (See below for sample data for the percentage of an entering cohort who were admitted to</p>

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			status and gender (Fall semester)	<p>candidacy by the end of the 8<sup>th</sup> semester).</p> <p><b>Longitudinal Data (excludes international students and those who do not report ethnicity)</b></p> <table border="1" data-bbox="1073 436 1539 619"> <thead> <tr> <th></th> <th>URM</th> <th>non-URM</th> </tr> </thead> <tbody> <tr> <td>2002:</td> <td>33%</td> <td>31%</td> </tr> <tr> <td>2003:</td> <td>20%</td> <td>31%</td> </tr> <tr> <td>2004:</td> <td>33%</td> <td>36%</td> </tr> <tr> <td>2005:</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>2006:</td> <td>32%</td> <td>45%</td> </tr> </tbody> </table> <p>Therefore our target for next year will be to improve upon the number of underrepresented students who received in-state tuition support in 2009-10: 66. This is in addition to underrepresented students who receive tuition support through 5-year packages or other sources.</p> <p>3.4.2 Additionally, the Graduate Center will offer 3 professional development activities for students from underrepresented groups in science, technology, engineering, mathematics, social and behavioral sciences.</p>		URM	non-URM	2002:	33%	31%	2003:	20%	31%	2004:	33%	36%	2005:	36%	36%	2006:	32%	45%
	URM	non-URM																				
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		3.5 Colleges will show progress on implementing faculty-driven assessment of student learning	3.5 Evidence that faculty are assessing student learning, using results to make improvements, and documenting the process	<p>3.5.1 The Graduate Center will request that all doctoral programs submit their learning goals related to student professional development and ethics.</p> <p>3.5.2 The Graduate Center will conduct pilot studies to determine appropriate program-specific measures of student performance on the First Exam, Second Exam, and the Dissertation.</p>																		
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion		4.1 Colleges will facilitate students' timely progress toward degree completion	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; % of students with major declared by the 70 <sup>th</sup> credit; average # credits earned in first 12 months	4.1.1 Our goals for this year is to increase the percentage of active level 3 students who have received MPhil degrees from a baseline of 49% from Summer 2011.																		
		4.2 Retention rates will increase progressively	4.2 1-yr. and 2-yr. retention rates	4.2.1 We will conduct a pilot study focused on the issue of attrition within individual doctoral programs.																		
		4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs	4.3 6-yr. AA/AS/AAS, BA/BS graduation rates; 4-yr. BA/BS graduation rates; 4-yr.	4.3.1 We will update our graduation measure: The percentage of an entering cohort that graduates within 16 semesters. Please note that we monitor																		

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			MA/MS graduation rates	<p>yearly trends in this measure (and report longitudinal data below), but acknowledge that policy adjustments cannot affect graduation rates in one year.</p> <p><b>Longitudinal Data:</b> 1999: 29% 2000: 35% 2001: 36% 2002: 31% 2003: 32%</p> <p>We base our target on a multi-year average in order to smooth out short-term fluctuations and highlight longer-term trends. The baseline for this measure is 26 percent, a three-year average for the 1996 through 1998 cohorts. Our target for this year is to improve relative to the two-year average (2002 and 2003 cohorts) observed in 2010: 32%.</p> <p>Additionally, we will examine our completion target in light of national completion data at comparable public universities and will revise the target to include disciplinary differentiation by disciplinary cluster.</p>
	5. Improve post-graduate outcomes	5.1 Professional preparation programs will improve or maintain the quality of successful graduates	5.1 Pass rates and # of students passing licensure/certification exams	5.1.1 Doctoral programs for which graduates are prepared for licensure/certification will collect and report on certification exam results. Our target is to maintain our high average pass rate of 94.25%.
		5.2 Job and education rates for graduates will increase	5.2 College self-reports and surveys of graduates' job placement rates; % of graduates continuing their education	<p>5.2.1 An evaluation of our alumni survey indicators in light of changing labor markets led us to shift the focus of our 2011-2012 target. We will monitor the percentage of graduates employed in non-academic settings who report that their employment utilizes their doctoral training and report this percentage for the 2004-05 and 2005-06 graduates.</p> <p>Additionally, we provide Executive Officers with individualized reports on the results of the 5-year-out alumni survey in order to facilitate career support in the programs.</p>
	6. Improve quality of student and academic support services	6.1 Colleges will improve the quality of student support services and academic support services, including academic	6.1 Student experience survey results and other evidence of improved quality and satisfaction with student, academic,	<p>6.1.1 The Graduate Center will develop a program of webinars on library topics and the use of research tools.</p> <p>6.1.2 The Graduate Center will utilize</p>

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		advising, and use of technology, to augment student learning	and technological support services	<p>desktop conferencing software to provide individual research consultation services.</p> <p>6.1.3 The Office of Student Affairs will create a Behavioral Intervention Team website.</p> <p>6.1.4 Funding permitting, the Office of Student Affairs will implement online data and records management for the Wellness Center-Health Services.</p>
<b>Enhance Financial and Management Effectiveness</b>	7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise	7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs	7.1.1 The Graduate Center will maintain Ph.D. program enrollment at the present level.
		7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges	7.2 Pipeline programs, transfer credit acceptance, e-permit, and joint programs, etc.	<p>7.2.1 The recently inaugurated Criminal Justice Doctoral Student Association will better integrate Criminal Justice doctoral students housed at John Jay College into the culture of the GC and GC events. The Criminal Justice program will also deepen its cooperation with the Forensic Psychology PhD sub-program also housed at John Jay.</p> <p>7.2.2 The Doctoral Program in Psychology will invite campus-based faculty and campus-based Teaching and Learning Centers to assist in designing and participating in its second annual "Teaching of Psychology" conference. The Psychology program will also ask campus-based Psychology Departments and Psi Chi chapters to invite their undergraduates to its Annual All-Psychology Student Research Day.</p> <p>7.2.3 The Ph.D. Program in Music will continue to run its successful "Diversity Program" that links promising CUNY undergraduates from underrepresented groups with GC doctoral students. This informal cross-campus pipeline program, initiated by our doctoral students, will continue to provide mentorship to undergraduates.</p> <p>7.2.4 The GC will improve the CUNY</p>

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				<p>Pipeline program which it houses. Starting in 2010-11 doctoral students admitted as Presidential MAGNET Fellows began providing service as mentors to Pipeline undergraduates. In 2011-12 the number of Presidential MAGNET Fellows will double, thereby increasing the ratio of doctoral student mentors to undergraduate Pipeline Fellows. We expect that the number of mentors will increase by 8, enhancing the link between the campuses and the Graduate Center.</p> <p>7.2.5 The GC's Center for Place Culture and Politics' will include 6 campus-based CUNY faculty fellows in its weekly seminar. The Center for the Humanities will include 10. The Mellon Committees will have 16 (from both senior and community colleges). Of these 32 campus-based faculty fellows 26 are not members of the doctoral faculty. Therefore the GC is enhancing already high levels of cooperation with other CUNY colleges, and widening contact with college faculty not already involved in GC programs.</p>
		7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity	7.3 # of College Now participants; College Now course completion and pass rates, # participants re-enrolled	7.3.1 The Graduate Center does not participate in College Now so we do not have goals related to this program. The Graduate Center's goals to reduce gaps among students from underrepresented groups can be found within University Target 3.4.
	8. Increase revenues and decrease expenses	8.1 Alumni-corporate fundraising will increase 10%	8.1 Alumni/corporate fundraising (CAE-VSE report)	8.1.1 Following CUNY mandate, we have set a target of increasing total voluntary support by 10%.
		8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education	8.2 Revenue	8.2.1 The Graduate Center will achieve its revenue targets. It will not offer a program of adult and continuing education courses, but it will expand its offerings of high-end public programming.
		8.3 Colleges improve or maintain sound financial management and controls	8.3 % of budget spent on administrative services; responsiveness to accounting and external/internal audit findings	8.3.1 The Graduate Center will improve or maintain sound financial management and controls by lowering the percent of the budget spent on administrative services. The GC will maintain its responsiveness to the accounting and external/internal audit findings, subject to budget

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				constraints.
		8.4 Colleges will implement financial plans with balanced budgets that align their expenditures with their academic priorities	8.4 Financial health and evidence of a solid financial plan; end fiscal year with 1%-3% of allocated budget as reserve	8.4.1 The Graduate Center will implement financial plans with balanced budgets that align its expenditures with its academic priorities: Financial health and evidence of a solid financial plan; End fiscal year with at least a 1% but no more than 3% reserve.
		8.5 Contract/grant awards will increase	8.5 Contract/grant awards (RF Report + CUNY projects) including for research	8.5.1 Contract/grant awards will increase. The GC will increase the number of submitted proposals at a rate of 5% per year.
		8.6 Indirect cost recovery ratios will improve	8.6 Indirect cost recovery as ratio of overall grant/contract activity	8.6.1 The GC will increase the number of proposals submitted to indirect cost bearing funding opportunities. The GC will maintain or increase the indirect cost recovery ratio consistent with the average of the last two fiscal years (15%).
	9. Improve administrative services	9.1 Colleges will make progress within a declared capital campaign	9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan by FY11	9.1.1 We will increase the \$81.7 million raised so far towards the campaign. The campaign goal for the Graduate Center is \$128 million by FY2015.
		9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges	9.2 Surveys of student satisfaction with nonacademic administrative support services	9.2.1 The Graduate Center will analyze results of the Student Services Survey which asked students about their experiences and satisfaction with the various offices of Student Affairs.
		9.3 Colleges will improve space utilization	9.3 % of instruction delivered on Fridays, nights, weekends; space prioritized for degree and degree-related programs	9.3.1 The Graduate Center's Advisory Committee on Space Planning will formalize policy on faculty offices.
		9.4 All colleges will improve compliance with Board policies, Risk Management, collective bargaining agreements, and applicable laws	9.4 Evidence of compliance, including, but not limited to, affirmative action, re/appointments, academic integrity, IRB, conflicts of interest, environmental health and safety, and campus Risk Management plans	9.4.1 The Graduate Center will develop a Behavioral Intervention Team website.  9.4.2 The Graduate Center will revise the outdated Student Health Services/Wellness Center/Psychological Counseling policies and procedures manual to assist in management of various Health Services related risks.  9.4.3 The Graduate Center will launch a webpage on the Graduate Center website

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				<p>that will house all Graduate Center policies and procedures. This will allow for easier access and compliance.</p> <p>9.4.4 The Graduate Center will institute a new Human Resources orientation focused on labor contracts, employment policies and statutes for all new Supervisors with responsibility for Classified Service staff.</p> <p>9.4.5 In addition to serving on Graduate Center committees involved in employment decisions, the College's Labor Designee will be a member of the Strategic Planning Council. She, along with a committee of senior college administrators responsible for implementing personnel policies, will contribute to the strategic planning process. She will provide Human Resources recommendations that comply with contract, policy, and employment statutes.</p> <p>9.4.6 For the first time, The Office of Research and Sponsored Programs will offer two Responsible Conduct of Research (RCR) workshops for students each academic year. This will help assure compliance with federal regulations regarding the RCR and the awarding of federal funds.</p>
		9.5 All colleges will make progress on CUNYfirst implementation	9.5 Evidence of timely progress organizing a CUNYfirst team, training employees, communicating effectively, and implementing CUNYfirst	9.5.1 Information Technology will serve in the following defined CUNY FIRST roles: Training Liaison, Application Security Liaison, Communications Liaison, Project Liaison, Change Management Liaison, Help Desk Manager, Technical Readiness Liaison and Campus Executive.
		9.6 Each campus should have a functioning sustainability council with broad representation from the campus community, and have a recognized, multi-year sustainability plan	9.6 Evidence of progress implementing multi-year sustainability plan measures	<p>9.6.1 The Sustainability Council will create long-term sustainability plans.</p> <p>9.6.2 With the help of the CUNY Task Force, we will conduct a comprehensive energy audit.</p> <p>9.6.3 We will install new bike racks.</p> <p>9.6.4 We will review and update our current recycling program.</p>