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<tr>
<th>CUNY Goals</th>
<th>CUNY Objectives</th>
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<tr>
<td>Raise Academic Quality</td>
<td>1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix</td>
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<td>1.1 <strong>Resources will be shifted to University flagship and college priority programs to support the University’s commitment to become a research-intensive institution, and research programs.</strong> The college will:</td>
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<td>1) complete the design of the Chinese language program, and the minor in Chinese for Business to be ready for implementation in Fall 2010. The Chinese language program will include study abroad options and a connection with language education.</td>
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<td>2) develop teaching assistantships for Studio Art MFA students (to support and attract high quality students); begin revision of M.F.A. curriculum to combine studio art practice with criticism/theory.</td>
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<td>3) begin developing the 15 credit post-master’s program for in-service teachers of drama/theatre</td>
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<td>4) continue its campaign to make the Aaron Copland School of Music a Steinway school within two years.</td>
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<td>5) begin construction on the Kupferberg Center renovations made possible by the College’s successful fund raising campaign.</td>
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<td>6) make teaching General Education a college-wide priority in all departments and divisions as part of the Year of General Education. Other components of the Year of General Education will be alumni and cultural events with an international focus.</td>
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<td>7) refine the new General Education curriculum so that it becomes nationally recognized as a model that addresses the intellectual needs of students in the twenty-first century and engages faculty, college wide, in delivering gen ed curriculum and in developing innovative pedagogies.</td>
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<td>8) provide funds to support the new program for CUNY doctoral science education. Funding will insure that junior research faculty who show promise for near term grant support will be able to mentor graduate students. Bridge funding will also be provided for senior faculty who support graduate students.</td>
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<td>9) continue to distribute monies to support campus activities that will generate increased grant activity through the Queens College Research Enhancement Committee. This includes bridge funding, support of core facilities, release time for grant development, and support for acquisition of preliminary research results.</td>
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<td>10) allocate GRTI, CUNY COMPACT and RF overhead funds to core facilities and key research programs in the MNS Division. In particular startup faculty will continue to be given priority to assure competitiveness for external funding applications as early as possible in their QC careers. CUNY major equipment funds if available will be allocated similarly.</td>
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<td>11) hire a consultant to assist in the move towards AACSB accreditation as well as secure CUNY and NYS approval of the Masters in Enterprise Risk Management program.</td>
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<td>1.2 <strong>CUNY and its colleges will draw greater recognition for academic quality.</strong> The college will:</td>
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<td>1) increase its Macaulay Honors College support since it raised its freshman cohort from 40 to 60 beginning in September ’09.</td>
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<td>2) undertake the review of the Department of Family, Nutrition, &amp; Exercise Sciences (FNES) for joint reaccreditation for the Didactic Program in Dietetics and the Dietetic Internship Program for 2010.</td>
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<td>3) expand publicity of the ePortfolios initiative through local and national presentations (e.g., Ed Tech Day, LaGuardia’s national conference on ePortfolios). The group will continue to write up documentation of its progress, and make such documentation available online. As the program grows, an ePortfolios repository will have publicly viewable examples of student work.</td>
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<td>4) continue to grow and promote its national role in the incorporation of Reacting to the Past components in freshman year coursework. Since the pedagogy has not been assessed formally, faculty using this pedagogy will begin the plan to develop formal assessments of the impact of this pedagogy on student learning.</td>
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<td>1.3 <strong>Program reviews, with analyses of enrollment and financial data, will shape academic decisions and allocations by colleges.</strong> The college will:</td>
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<td>1) work on a new cycle of program reviews at the College, using substantially revised guidelines for self-studies to place greater emphasis on assessment, instruction, and graduate education. The review process has also been extended to centers and special programs. The History Department and the School of Earth and Environmental Sciences have submitted their self-studies, and their plans of action will be finalized in the fall 2009 semester.</td>
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|  | 2) ensure that SEES completes its Departmental Self-study document and be visited by external evaluators Fall 2009.  
3) complete the self-study for The Center for the Biology of Natural Systems (CBNS) in preparation for external reviewers in late spring 2010.  
4) conduct the review process of the Department of Art with its three undergraduate-degree programs (Art History, Studio Art, Graphic Design) and two graduate-degree programs (M.A. and M.F.A.), the outcome of which will help determine whether to allocate a new faculty line (Graphic Design) as well as additional CLT lines to the department.  
5) complete program review and external visits for Anthropology and Urban Studies department  

1.4 Colleges will use technology to enrich courses and teaching. The college will:  
1) establish a “smart” workshop room. Introduce ‘academic’ and ‘online student services’ technology demonstration workshops and a staffed demonstration area within the AAC of QC and CUNY’s on-line student services.  
2) search, with appointment effective 1 Sept. 2010, for a specialist in English Composition and Technology at the Assistant Professor/Associate Professor level to ensure the individual an established record in this field.  
3) develop interdisciplinary courses that incorporate new technology into the Studio Art MFA and the undergraduate experience of Art students  
4) choose technology platform for pilot program to be used by 300 users across multiple departments to include training and a design for a rubric for assessment.  
5) continue to enhance initiatives like Blogging, Blackboard, podcasting, and other technologies as well as the use of web-based databases to facilitate administration of general education curricular work  

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. The college will:  
1) continue to make competitive offers to new faculty who hold great promise as scholars and teachers and do class-room observations of all candidates with campus interviews.  
2) monitor even more closely progress of un-tenured faculty through the reappointment process (including annual evaluation conferences) and provide more intensive mentoring where necessary.  
3) deliver outcomes assessment of the May OPI Familiarization Workshop to frame future faculty development opportunities and organize, in Fall 2009, a conference on foreign-language pedagogies and second-language acquisition theories and practices for the benefit of full- and part-time faculty—pending funding; facilitate participation at language-specific OPI workshops for incoming and recent hires in the foreign languages with the longer-term goal of attaining OPI certification—pending funding  
4) continue to offer workshops and forums under the auspices of the Center for Teaching and Learning for full and part-time faculty. In the past year, the topics addressed included assessment, use of technology, quantitative reasoning, and general education.  
5) continue to run workshops for grants under the auspices of the Office of Graduate Studies. In the past, these workshops have included speakers from outside agencies, and panels of experienced research faculty.  
6) continue to provide start-up funds for new full-time faculty and through the college’s Research Enhancement Fund continue to provide untenured faculty with funding opportunities to enhance their applications for external funding as well as increase the amount and quality of their published work.  
7) expand and improve new faculty orientation; support mentoring for junior faculty; make the peer observations program a more effective tool for improvement; and hold an end of the third year retreat for junior faculty. Resources to support faculty development for full and part-time faculty will be coordinated through the efforts of Office of General Education, Center for Teaching and Learning, CUE programs (FYI, WAC, Advising, Academic Support), and Educational Technology  
8) analyze distribution of adjunct and full-time faculty in general education offerings, so as to be able to begin to develop recommendations for strategic appointments.  
9) hire new faculty who contribute significantly to general education in addition to being good scholars in their own specializations. The promotion and tenure process will articulate explicit expectations for effective scholarly teaching, modeled after exemplary national program. Faculty will be encouraged to do scholarly research into teaching (following models developed by Carnegie Foundation for the Advancement of Teaching), of which University is participating member.  

2.2 **Increase faculty research/scholarship**

1) Recruitment of new faculty is and will be based on the Strategic Plan and on Academic Program Review. The College has hired aggressively in the past few years, and grant funding and scholarly output show strong upward trends. Scholarship expectations are communicated clearly to faculty, especially in annual letters of reappointment from the president. These letters also include detailed advice based on input from chairs and deans. The Research Enhancement Committee will continue to fund activities that promote grant acquisition. The significant progress of the past years in grant funding and scholarly recognition will continue.

2) In the sciences, the College will provide partial support for new doctoral candidates working with junior faculty.

3) Recognition of accomplishments in research will continue and be increased. A summary of scholarship by department will appear on the new Queens College web-pages. The president recognizes recent grant recipients at the annual Faculty/Staff Assembly and will continue to do so.

4) The workload management process, revised in 2008 to assure more equitable distribution of reassigned time for unsponsored research, will be utilized.

2.3 **Instruction by full-time faculty will increase incrementally**

1) Instruction by full-time faculty will increase from 7.4 to 7.9 by increasing the number of contact hours that veteran faculty have with larger classes of students. Our new workload management process will facilitate this effort. In the past year, several classrooms were merged to create larger spaces. Where appropriate, this will allow veteran faculty to be in contact with a larger number of students. We will increase by 5% the mean teaching hours for veteran faculty in lower level undergraduate courses. We will pilot super jumbo sections taught by full-time faculty with breakout discussion sections.

2) In Spring 2009, academic department chairs submitted their 2009-2010 workload plans; these were reviewed by the deans and finally approved by the Provost. This pro-active accountability should have a direct impact on 2009-2010 full-time faculty teaching loads and will become practice in Spring semesters from now on.

3) One of the goals of the SP is to see more full-time faculty involved in teaching lower-level courses. In response to the college’s Strategic Plan, the foreign-language departments will develop a plan which ensures the regular rotation of full-time veteran faculty teaching introductory-level courses from Spring 2010 on.

4) The relatively small number of faculty not engaged in active research will be assigned to teach the full 21 contractual hours (i.e., no credit given for unsponsored research).

2.4 **Colleges will recruit and retain a diverse faculty and staff**

1) The Office of Affirmative Action will complete Phase 2 of the Q.C Diversity Profile Project by September 2009, including collecting diversity data from administrative departments, conducting underutilization/availability analysis of data submitted; and reviewing results of analysis with Heads of Administrative Departments. Attainable diversity goals and timetables to eliminate underutilizations will then be established.

2) The Office of Affirmative Action will complete the Phase 3 of the Queens College Diversity Project no later than December 2009 which will include wide dissemination of the goals and timetables. In the spring, a system of monitoring progress will be in place and utilized.

3) The processes for tenure and promotion will be reviewed to create more effective ways to retain minority faculty and to offer development opportunities.

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**3. Improve Student Success**

3.1 **Colleges will provide students with a cohesive and coherent general education.** The college will:

1) ensure that Gen Ed curriculum crosses disciplines and levels, from freshman entry level courses to capstone course in major, stressing four critical abilities – written and oral expression, numeracy and quantitative reasoning; understanding and conducting research; and understanding and using information technologies and provides undergraduates with an educational experience that enables them to be enriched by diversity, connect cultures, excel in communications and address global issues.

2) appoint a new senior administrator in an Office of General Education, bringing together relevant academic and administrative components of the
| support, particularly in the first 60 credits of study | college into a coherent and cohesive whole.  
3) bring together CUE, the Center for Teaching and Learning (CTL) and the General Education Advisory committee (GEAC), to facilitate the new Gen Ed curriculum. The CUE programs will collaborate to articulate to faculty, staff and students the philosophy and application of Gen Ed. They will continue the work of the past year in developing a culture of assessment to improve program effectiveness, and will continue to develop collaborative initiatives that address improvement in the areas of retention and graduation by fostering an institutional culture and a community of practice that will foster student success.  
4) develop under the direction of the Advising Support Center a comprehensive program to serve the large transfer student population and develop a college-wide faculty advising program to enable students’ progress to graduation. CUE programs will continue to work collaboratively to enhance the first year experience.  
5) ensure accurate communication of Gen Ed requirements through its freshman orientations and transfer workshops and scheduled advising initiatives as well as through its online orientation reservation and information management system. The inclusion of major information and declaration instructions will ensure the early connection to academic departments.  
6) foster a “culture of writing” by having Writing Across the Curriculum (WAC) work with the AAC, FYI, the Writing Center, Academic Support, SEEK and the four divisional deans through the collaboration with Bard College’s Institute for Writing and Thinking, and the work of CUNY writing fellows with faculty and students. WAC will also work with the English department to define goals and practices for English 110  
7) work with Financial Aid to develop a TAP Audit Compliance process in relation to the new general education curriculum.  
8) continue to develop courses that meet the various components of the new curriculum. The newly created Office of General Education will collaborate with the faculty, the General Education Advisory Committee, and the Academic Senate (a) to develop courses that meet the various components of the new curriculum, (b) to institutionalize the vision of the curriculum proposed by the General Education Task Force, and (c) to develop mechanisms for assessment of general education, working with an expanded Outcomes Assessment Committee  
9) create an innovative study abroad program for incoming first-year students the summer before entry into college.  
10) conduct ten FYI pilots in the Spring, 2010 to coordinate re-envisioned freshman composition, Perspectives courses, integrated set of first-year learning objectives and electronic community building through E-portfolio and Facebook. Pilot courses will be held coordinating Math 110 and Perspectives courses and second semester FYI cohorts. Assessment will be accomplished measuring effective pedagogy and teaching and learning. |

3.2 Colleges will improve basic skills and ESL outcomes. The college will:  
1) focus its reading and writing test preparation to include broader academic literacy preparation within content-rich contexts. SEEK will expand opportunities for immersion program faculty to participate in professional development activities to keep abreast of new instructional pedagogy. SEEK will strengthen partnerships with FYI and ESL faculty and the ASC to explore effective practices with multilingual learners and participate in the CTL’s ePortfolio project.  
2) work to have students in the immersion program improve their reading, writing, COMPASS pre-algebra, and COMPASS algebra scores.  
3) work to ensure that at least 70% of the Fall 2007 entering cohort of ESL students (SEEK and regular) will certify in all basic skills within two years and at least 80% who persist for two years will certify within that period  

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study  
1) The Academic Advising Center, the Academic Support Center (ASC) and Counseling and Resources will work collaboratively to ensure that students failing gateway courses will be provided with the support necessary to succeed. Ninety percent of students will pass freshman composition with C or better and 70% of students will pass gateway mathematics courses with C or better  
2) The Mathematics Department will continue individualized custom tutoring in the Math Lab for pre-calculus courses and will pilot a pre-calculus hybrid online course in the Fall  
3) The Chemistry Department will continue to offer workshops for Chemistry 113 students who have difficulties understanding concepts as well as the math needed to solve word problems in chemistry. The ASC will target gateway courses for tutoring |
3.4 Show & pass rates on CUNY proficiency exam will increase
1) The ASC will collaborate with CUE and other programs as well as academic departments to increase the show and pass rates for the CPE. CPE workshops will offer necessary preparation, and mini classes will offer intensive preparation for students who have failed previously.
   a. The CPE show rate for required students will improve by 5 percentage points.
   b. The CPE pass rate for required students will improve by 2 percentage points.
2) Outreach efforts will target students who must take the CPE by working with programs and departments as well as the Library, the AAC and Counseling and Resource. Electronic and other media will be utilized to enhance outreach efforts.

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender. The college will:
1) solidify BMI program at Queens College, gain greater engagement of students in peer-to-peer mentoring program and develop at-risk intervention and encourage more applicants for grants-in-aid opportunity.
2) increase the one year baccalaureate retention rate for underrepresented minorities by 0.5 percentage point.
3) increase by 0.5 percentage points the percentage of credits attempted that are earned by underrepresented minorities.
4) work to improve these rates by utilizing the monitoring and referral strategies put in place in the Academic Advising Center in collaboration with the Academic Support Center and the Office of Counseling and Resources. In addition, the efforts of the College’s BMI program to target first year students, particularly in the area of mentoring, will also target other underrepresented students to bring them into a community and culture of academic and social support and excellence. Students will have access to all the supporting services offered.

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning
1) Initiatives from the CTL will incorporate faculty-driven assessment of student learning.
2) As the General Education is implemented, assessment will be conducted on the PLAS courses as well as the synthesis and perspectives courses.
3) The new online course evaluation system, implemented this year, will be refined to increase student participation.
4) An e-portfolio system will be piloted in fall 2009 in several classes, with the goal of expanding throughout the college in subsequent years. Among many benefits, the e-portfolio system will support extensive assessment activities.
5) The expanded Outcomes Assessment Committee will develop a College-wide assessment plan, work on assessment of new general education curriculum, improve dissemination of assessment data and use assessment findings to make programmatic and curricular decisions.

4. Increase retention and graduation rates
4.1 Colleges will facilitate students’ timely progress toward degree completion. The college will:
1) facilitate students’ timely progress toward degree completion. The College will maintain the percentage of freshmen and transfers taking a course the summer after entry; it will maintain the Ratio of undergrad FTE’s to headcount; it will increase the percentage of students with the major declared by the 70th credit to 63.5%; it will maintain the average number of credits earned in the first 12 months.
2) continue the collaborations of ACC with FYI, the Composition program and Academic Support to enhance the entry experience by developing its Pathway programs, the Sophomore Initiative and degree progress check, and early intervention collaborations.
3) continue to provide courses needed by seniors for graduation; it will continue to provide Weekend College courses. The AAC will continue its collaboration with academic departments, and program offices to foster undeclared major intervention programming activities earlier by targeting students with 60+ credits who have not declared the major. It will also continue its faculty assisted transfer credit advising workshops and registration.

4.2 Retention rates will increase progressively. The college will:
1) build on the new Biology course that was incorporated into one of the FYI communities. In the course, funded by the Howard Hughes Medical Center Scientific Education Alliance, freshmen with no background in Science participate in an authentic research experience that results in a significant contribution to the understanding of microbial genomics. (This course will continue into the second semester). Twelve institutions were invited to participate in this experiment, whose long term goal is to enhance the teaching of science and inspire new generations of scientists and science-literate citizens.
2) introduce freshmen and faculty to new and exciting pedagogies, such as the highly acclaimed Reacting to the Past teaching pedagogy. The number of communities utilizing the new pedagogy will be increased. Faculty will be invited to experience *Indian Independence, 1946/1947* at a workshop on campus during the fall semester.

3) initiate a “Freshman Seminar Abroad” program for entering freshmen this summer.

4) revise the Freshman Orientation Workshops to reflect student responses to the Fall 2008 workshop and organize activities during which FYI mentors will meet with the students in their communities during the August 27 Freshman Day.

5) ask each FYI community to organize a “community wide event” that takes place outside of the classroom and emphasizes the distinct areas of knowledge and methods of inquiry represented in the general education ‘perspectives’ classes in the community.

6) develop a Facebook group for FYI faculty who are teaching in the fall 2009 communities. We envision this as a forum where faculty can exchange ideas about the general education curriculum and the ways in which their courses fit into the ‘perspectives’ concept. Faculty will also be encouraged to consider how they might think of their communities as sites of inquiry, and how they might make general education, perspectives courses, inquiry, and areas of knowledge transparent and meaningful to students.

In addition, the Facebook group will create a virtual space where part-time faculty will collaborate with full-time faculty, in accordance with Sthe college’s Strategic Goal #27.

7) conduct a Queens College orientation for the new MHC students that will include the use of a City-as-Text exploration of the campus accompanied by a report back from students on their findings.

8) form a council of students that brings together college honors programs, including the MHC and student leaders to plan events. This integration of students and activities will encourage student participation in campus events, bring students together in community, celebrate student engagement with local, national and global issues and foster a vibrant intellectual space on campus.

4.3 **Graduation rates will increase progressively in associate, baccalaureate, and master programs**

1) The college will continue to improve graduation rates through effective advising and teaching and strategic course offerings.

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<th>5. Improve post-graduate outcomes</th>
<th>5.1 <strong>Professional preparation programs will improve or maintain high numbers of successful graduates</strong></th>
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<td>1) The college will increase pass rate on the professional certification exams incrementally.</td>
<td>2) The college has devised a plan to ascertain performance on graduate exams (LSAT, MCAT, GRE, and GMAT). The data will be used for assessment purposes in terms of improving the appropriate programs and majors at the college.</td>
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5.2 **Job and education rates for graduate will rise**

1) Career Development will continue to expand its efforts by assessing student success after graduation through the use of self reports, assessment of the Career Center services, and surveys of graduate/alumni job placement/continuing education rates, and by creating an alumni employment advisory committee. The college will increase the number of internships available to students by 10%, and partner with employers to raise the number of on-campus employer/student interviews by 10%.

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<tr>
<th>6. Improve quality of student academic support services</th>
<th>6.1 <strong>Colleges will improve the quality of academic support services, academic advising, and use of technology to strengthen instruction</strong></th>
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<td>1) The Division of Student Affairs will continue to foster a partnership between Academic and Student Affairs by: Expanding and further developing Freshman and Transfer Student Outreach Programs; increasing student attendance at these programs; expanding on-line (web-based) resources for students in Student Affairs and Student Services. Special attention will be paid to transfer student adjustment and the adjustment of new resident students. In addition the division will enhance its outreach to faculty and academic departments through a series of new and on-going communications, service delivery and collaborative program efforts. Finally, this goal will be achieved by creating measurement tools to gauge the participation and success of Student Affairs programs and services (i.e., survey data, focus groups, town halls, web-based surveys).</td>
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| Financial And Management Effectiveness | 1) College SATs/CAAs will rise in response to increased admissions standards.  
2) To increase enrollments the following steps will be taken: a. Increase web advertising; b. Use of E-mail blasts to targeted student groups; c. Staff training to improve customer service; and d. Increase QC CEP presence at job fairs, Queens Chamber of Commerce Events, and Community cultural, school, and business events.  
7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges  
1) The college will work with QCC, on the development of the e-portfolio system.  
2) As part of the CUNYFIRST implementation, departments will update and elaborate on any vague course descriptions in the Bulletin  
3) Queens College has a relatively high rate of transfer credit acceptance. In the process of transition to CUNYfirst, CUNY course equivalencies will be reviewed, and it is expected that the rate of transfer credit acceptance will increase as a result.  
7.3 Colleges will meet 95% 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  
1) College Now will meet 95% of its enrollment target, achieve an overall successful completion rate of 80%, and increase the number of students who participate in more than one college credit course and/or precollege activity by offering courses that match student interest and qualifications, by providing support measures designed for student success, and by promoting all aspects of the program to relevant school personnel students and their families in a timely manner.  
2) To increase the participation of mainly minority males and males in general College Now will experiment with strategies that will include integrating into College Now the participants in the Black Male Initiative sponsored by MGI/GU at a majority black partner school; and engage the counsel of and examine ways of collaborating with other QC entities, such as the SEEK Program, the Office of Minority Student Affairs and the BMI.  
3) The targeted number of College Now participants, completion rates and participants who re-enroll will increase. |
| --- | --- |
| 8. Increase revenues and decrease expenses | 8.1 Alumni-corporate fundraising will increase or maintain current levels. The college will:  
1) raise $17 million towards restricted and unrestricted funds  
2) increase annual fund giving by 10% conducting four annual appeals  
3) grow the number of donors by 10%  
4) solicit leadership gifts from the board and other top donors towards the capital campaign  
5) identify new Foundation Board members  
6) continue to develop and manage mini-campaigns including CJS, Kupferberg Seating campaign, big buddy, Hillel, Civil Rights, etc.  
7) grow foundation support and increase corporate sponsorship opportunities  
8) hold a Scholarship/Donor Recognition event  
9) develop and grow the Planned Giving Jefferson Society program and hold at least one major event for the Society, increasing the number of members.  
10) develop new web and social networking capabilities to raise awareness of our needs, create alumni networking sites, and increase donor participation  
11) create a recent graduate program and develop cultivation events for this group to increase gifts from newer alumni  
12) hold cultivation events by academic field or area of industry for all alumni and develop comprehensive homecoming programs for all class years  
8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education  
1) The college will meet the revenue targets as provided by the University Budget Office  
2) CEP revenue projections for 09-10 will remain stable at $6,100,000, and expenses will decrease by 5%  
3) CEP will work with AGI to bring Chinese nurses to QC to take 6-month training programs studying American Nursing Practices. |
| 4) CEP will implement a Corporate University for Goodwill Industries |
| 5) CEP will bring 15 Korean students to the college to study ESL and serve as interns. |
| 6) CEP will revive the real estate courses and a new CIW (Web Design Program) will be established |
| 7) Ten courses for accountants will be offered that will satisfy accountants’ continuing education requirements |
| 8) CEP will expand course offerings in “Green Courses”, such as House Energy Assessment, and Green Roofs |

8.3 **Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services.**
The college will achieve the goal by reducing expenses, increasing efficiency and restructuring in administrative areas

8.4 **Colleges will implement financial plans with balanced budgets**
The college will submit a balanced financial plan and implement it.

8.5 **Contract/grant awards will rise**
1) Queens College has submitted 10 Economic Stimulus Administrative Supplements and 7 Challenge Grant proposals that are currently being considered for funding in 2009-2010. The college will increase by 10% the number of grant applications for external funding from federal, state and local agencies as well as from foundations and expects to increase the funding received by 10%

8.6 **Indirect cost recovery ratios will improve**
1) The college will improve the indirect cost recovery for Fiscal Year 2010 to 11.9%.

| 9. Improve administrative services |
| 9.1 **Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact** |
| 1) Acting on the report of a foundation consultant, the Queen’s College Foundation will revamp its committee structure, increase its membership, and develop strategies for the next capital campaign. |

| 9.2 **Student satisfaction with administrative services will rise or remain high at all CUNY colleges** |
| 1) Student Affairs will conduct two departmental external reviews (one fall and one spring). It will also explore best practices and management tools in student affairs through the utilization of the CAS Standards. Additionally, the Division will create measurement tools to gauge the participation, satisfaction and success of Student Affairs programs and services (i.e., survey data, focus groups, town halls, web-based surveys). |

| 9.3 **The % of instruction delivered on Fridays, nights, weekends will rise, to better serve students and use facilities fully** |
| 1) The college will increase the overall percentage of instruction delivered on Fridays, nights, and weekends to rise by 4%, by increasing weekend enrollment, hiring faculty to teach nights and weekends, and increasing classroom utilization. |

| 9.4 **Prepare and implement a campus risk management plan that is integrated with the University’s risk management program** |
| 1) The college’s Risk Management Committee will prepare and implement a campus risk management plan. |

<p>| 9.5 <strong>All colleges will make timely progress in CUNY FIRST implementation. The college will:</strong> |
| 1) release a new website which will provide a new marketing presence and portal access to CUNYFirst. |
| 2) continue to use the General Ledger Module and assist in identifying efficiencies and best practices for financial reporting from the ledger. |
| 3) participate in and help to lead the fit gap sessions for the Procurement module as well as the Planning and Budgeting module as a Vanguard College. |
| 4) participate in and provide training on the Human Capital Management (HCM) Module. |
| 5) continue testing and implementing the Base HR and Recruiting components of the HCM. |</p>
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<th>6) provide assistance to members of the campus departments and escalate the calls to the CUNYFirst Campus Help Desk when necessary.</th>
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<td>9.6</td>
<td>Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan.</td>
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<td>1) The college’s Sustainability Council will complete and begin implementation of a multi-year sustainability plan.</td>
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