ON THE RECORD AT HUNTER

Highlights
from 5 Years
of Achievement

HUNTER
The City University of New York
In 1870, Thomas Hunter founded Hunter College – then called the Female Normal and High School – as a women’s teacher training institute open to any qualified student with a desire to learn and succeed. Though we have grown and changed in countless ways in the 139 years since, our core mission has remained the same. We still make access to an outstanding education for all New Yorkers – regardless of gender, race, or nationality – our top priority.

Maintaining this tradition of opportunity involves the ability to adapt. As the largest senior college in the largest urban public university system in the country (the City University of New York, or CUNY), Hunter must remain particularly and continually responsive to the demographic, geographic, intellectual, financial, and technological changes and trends that so greatly affect urban public colleges. We are proud that, on nearly every level, we have met these challenges and exceeded expectations, especially since our last Middle States Commission on Higher Education decennial evaluation and accreditation in 1997. In the past decade, Hunter has undergone a fundamental transformation, from an institution struggling with the challenges of an open admissions policy and a lack of fundraising to what has become, according to The Princeton Review, one of 2009’s top ten “Best Value” public colleges in the nation.
I. Engaging the Nation & the World

A. Hunter’s Increasing National Recognition

Hunter’s strong record of academic and professional achievements has earned it awards and acclaim from a wide range of organizations and evaluators. Among the highlights:

- In 2009, The Princeton Review named Hunter College one of its top ten “Best Value” colleges among public institutions nationally, citing its outstanding academic programs, the scholarship of its faculty and its impressive affordability, excellence and access.
- In the 2008 edition of “America’s Best Colleges” by U.S. News and World Report, among the 574 public and private institutions in this category, Hunter was in the first tier with a rank of 51, up from its overall rank of 62 in 2006 and 2007 and 87 in 2003. Hunter is now ranked 12th among public universities in the North in the Best Universities-Masters category.
- For the first time in history, in 2008, Hunter won approval from the New York State Education Department to become a doctoral-granting institution in the sciences and public health.
- In 2008, Hunter’s MFA program in Studio Art was nationally ranked at 21 by U.S. News and World Report; its School of Social Work was nationally ranked at 26.
- In 2007, Hunter’s MFA in Creative Writing, not yet 10 years old, was named the best such program in the city by The Village Voice and was the focus of a major article by Director Peter Carey in New York Magazine. Under the leadership of two-time Booker award winner and internationally-renowned novelist Carey, Hunter’s MFA program now receives more than 500 applications for 18 places. The program has attracted a major endowment that supports student scholarships and apprenticeships to top writers, and has strengthened its concentrations in poetry and opened a new concentration in memoir.

B. Hunter’s Growing Cultural & Intellectual Role

By virtue of its superb location and strong reputation, Hunter plays an increasingly active role in the cultural and intellectual life of the city. We have used our flagship programs, new centers, and dynamic faculty to create events that are of great interest to our faculty, students and staff, to the major media, and to the city at large.

Our Distinguished Writers Series features four to five readings each semester from some of the most accomplished and widely recognized names in world literature. They include Jonathan Franzen, Jhumpa Lahiri, Ian McEwan, Toni Morrison, Robert Pinsky and Salmon Rushdie. The steady infusion of contemporary writers of note has become deeply interwoven into the intellectual fabric of our creative writing program and of Hunter College.

As the New York partner of the Aspen Institute, Hunter’s Roosevelt House Public Policy Institute co-sponsored in Spring 2008 four high-profile, well-attended, enthusiastically-received events, which brought such scholars and public figures as Doris Kearns Goodwin, Tom Brokaw, David Gergen and Supreme Court Justices Sandra Day O’Connor and Stephen Breyer to Hunter College.

Through a partnership with The New York Times we have co-sponsored a series of Times Talks, bringing well-known writers such as Linda Greenhouse, Anthony Lewis, and Norman Mailer to the campus.

C. Hunter’s Commitment to Diversity

Hunter College is proud to be regularly named one of the most diverse colleges in the nation by publications like The Princeton Review and Hispanic Outlook.

In 2001, well ahead of most other institutions of higher learning, President Raab created the position of Dean for Diversity, thus elevating the existing position of Diversity and Compliance Officer and signaling Hunter’s enduring commitment to attracting, developing, and retaining a diverse faculty and student body. Aside from the diversification of the student body, the professoriate, the staff, and the administration, the portfolio of the Dean for Diversity includes ensuring the continued vitality of Hunter’s many minority-serving opportunity programs and the enhanced diversity of Hunter’s growing honors programs.

Hunter College is the longtime recipient of some of the nation’s largest, most prestigious institutional grants, many of which are targeted to minority-serving institutions. Hunter’s institutional grants include the Research Centers in Minority Institutions Program (RCMI), Minority Access to Research Careers (MARC), Support of Competitive Research Participating Institutions (SCORE), Research Initiative for Scientific Enhancement (RISE) and Minority Biomedical Research Support (MBRBS) from the National Institutes of Health (NIH); Mathematics Health and Science Partnership (MSP), and Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE) from the National Science Foundation (NSF) and Louis Stokes Alliance for Minority Participation (LSAMP), Howard Hughes Medical Institute Program (HHMI), and Mellon-Mays.

Many of these grants directly support minority students’ research with faculty, and encourage careers as researchers. In the past year alone, Hunter has won two new major institutional awards from the NSF: one from the Noyce program to train teachers of mathematics and science, and one from the Research in Disabilities Program to attract disabled and minority students to careers as teachers of mathematics and science.

Hunter College has aggressively sought to diversify its faculty via major institutional grants
such as NIH’s RCMI and NSF’s ADVANCE program to promote women in science, CUNY’s Latino initiative, and Hunter’s own efforts to identify superb minority candidates and create new faculty lines on which to hire them.

In the past year, Hunter has strengthened its commitment to Asian American studies by initiating two important searches: one to identify a faculty member to direct and teach in the Asian American Studies program; the other, to identify a scholar for a visiting professorship in Asian American Studies to be shared by Hunter and Queens College.

In 2008, Hunter received an anonymous gift of $4 million for scholarships earmarked for women and underrepresented minorities.

Hunter College has created a recruitment plan aimed at maintaining or increasing the percentage of minority students represented in our incoming classes while continuing to see increases in the academic preparedness of our new students. The plan includes:

- Focusing our recruitment efforts on specific institutions and ensuring that we attend their college fairs, initiate individual visits, and invite students and staff to our open house and other campus events.
- Forming a bond between potential students and Hunter College by encouraging and arranging for minority students to visit our campus.
- In concert with the Office of Financial Aid and Scholarships, providing prospective students with advance information on their financial aid/scholarship packages.
- Hosting events that highlight minority faculty, special scholarship and research programs, and student life opportunities. Using our new CRM system, we connect with incoming students via email, phone, meeting, or mailing to provide a student perspective and personal connection to Hunter College.
- Increasing the number of underrepresented students enrolled in our Macaulay Honors College. In Fall 2007, these efforts led to a yield of 48% versus a 23% yield of the same population in the previous year.

D. HUNTER’S TOP ACADEMIC TALENT

Hunter has hired a strong group of academic deans since 2004, three of whom hold named deanships (Arts and Sciences, Education, and Nursing) — the first named deanships in Hunter’s history.

Hunter is increasingly attracting scholars, scientists, and artists of national renown. They have won Pulitzers, Presidential Early Career Award for Scientists and Engineers, and Kingsley Tufts Awards. Before coming to Hunter, they have served in high profile positions in the public and private sectors of the city. They joined Hunter to strengthen existing programs and centers, including our growing concentration in journalism, the Brookdale Center on Aging and our internationally-renowned Center for Puerto Rican Studies (CENTRO), and to launch new programs, including a training program for teachers of autistic children and a center for quantitative studies and real-world problem solving.

We have instituted numerous support programs for faculty in recent years, which we are maintaining, even in challenging economic times. These include:

- Presidential Travel Award Program
- Presidential Computer Purchase and Replacement Programs
- Faculty Innovations in Teaching with Technology (FITT) initiative.

Over the past five years, we have substantially increased the number of faculty receiving sabbaticals, (especially the highly coveted half-year, full-pay sabbaticals), research start-up funds awards, and retention awards. We have begun awarding start-up packages to faculty of all ranks in the social sciences, the arts and humanities, and the professional schools. We have also substantially increased the size of faculty start-up awards in the sciences and public health.

To continue to attract and retain superb faculty, Hunter has secured funding for new endowed professorships, including the Bershad Professorship in Art History, the Rudin and Hearst Professorships in Nursing, and the Dolciani Professorship in Mathematics and Statistics, and increased its numbers of CUNY Distinguished Professorships.

Hunter has worked to attract a dynamic and diverse leadership team that works collaboratively to set and reach ambitious goals.

E. HUNTER’S DEVELOPMENT OF PHILANTHROPY

In Hunter’s last decennial review by the MSCHE, its general low level of fundraising was noted. Indeed, before 2000, there was little tradition of giving at Hunter College, for reasons relating to its history as a woman’s college and a teacher’s college, its controversial days of open admissions, CUNY’s mixed reputation in the 1990s, Hunter’s identity as an urban public school supported by the State of New York, and an unsophisticated philanthropy plan. Up until 2000, Hunter had received only one gift of $1 million. In addition to the unprecedented $40 million donation to the School of Social Work, Hunter has now raised one $5 million gift, two $2 million gifts, and eleven $1 million gifts.

F. THE CAMPAIGN FOR HUNTER COLLEGE

Since it was launched in 2004, the Campaign for Hunter College has raised almost $78 million in major gifts from alumni, foundations, corporations and other friends of the college, greatly surpassing the original Campaign for Hunter College goal of $50 million dollars. The Campaign focuses on obtaining support in four areas:

- Establishing scholarships, internship stipends, and other support funds for students
- Attracting and retaining extraordinary faculty and supporting their research
- Developing and supporting flagship academic programs and initiatives
- Improving facilities and infrastructure

Hunter’s inaugural fundraising gala, held in October, 2008, hosted over 400 guests and raised over $800,000. It was a high point of the year for Hunter faculty, staff, numerous alumni, and supporters.

Since December 2007, the Campaign has more than tripled the amount of money raised, due to its two most significant gifts to date:

- The $40 million proceeds from the sale of the School of Social Work on East 79th Street. This donation, CUNY’s largest ever, attracted an additional $80 million from the Governor and State Legislature for the construction of the new building for the School of Social Work in East Harlem, and demonstrated the value of private philanthropy in leveraging public funds.
- In 2008, Hunter also received its second largest gift, a $5 million contribution from an anonymous donor, who earmarked $4 million for scholarships for women and minority students and $1 million for general support.

Hunter Gala honorees and alumni Joel Katz (l) and Abe Raven (r) with President Raush and A&E host Bill Kurtis
Hunter College solicits contributions of all sizes from a list of over 80,000 alumni, and capital campaign gifts from a list of 850 prospective high-potential alumni and other friends of the College.

Aside from the historic $40 million and $5 million dollar gifts in 2008, recent major gift highlights include:

- Named deanships in Education, Arts, and Sciences, and the School of Nursing
- Named professorships in Social Work, Biological Sciences, Art History, Mathematics and Statistics, Nursing, and Education
- Major gifts to Hunter's Arts Programs: The MFA Program in Creative Writing has received $1 million to endow scholarships. The Department of Theatre received a pledge of $1 million for a new MFA Program in Playwriting. The Department of Art has, in the past two years, received two major gifts: one to establish a Visiting Artist Program and to establish and build an arts library and study center, and one to support our painting program. Numerous supporters contributed $275,000 to the Hunter Galleries for a multi-site, multi-media exhibition that featured the work of over 40 contemporary artists.
- The School of Education received a major gift to fund its innovative videotaping project by which all prospective teachers are videotaped in the classroom and their work is assessed, catalogued, and available for their portfolios.
- Hunter is launching a major campaign to support the re-envisioning and renovation of Hunter’s main library. We have already received $1.375 million to begin this work.

Hunter has rebuilt its Office of Institutional Advancement under the leadership of a new director.

II. Building for the Future

A. Adding New Programs & Centers

In 2007, Hunter was named by CUNY Chancellor Goldstein as the site of the proposed CUNY School of Public Health, which we expect to be opened and accredited by 2011. Since the Chancellor’s pronouncement, Hunter has recruited a founding dean with a national profile, opened a doctoral program in public health that admitted its second class in fall 2008, opened two new master’s tracks in public health, and made plans to open two more master’s tracks in the next two years.

On the basis of an evaluation of the nursing program and in response to the longstanding desire of Hunter’s nursing faculty and alumnae, Hunter in 2008 re-established the venerable Hunter-Bellevue School of Nursing (SON) as a freestanding school instead of a division of the Schools of the Health Professions. This move enabled us to appoint a founding dean with a national reputation in nursing and public health, and prompted a million dollar gift from an alumna to endow the deanship.

With a small grant from the Gates Foundation and the support of the Department of Education (DOE) of the City of New York, Hunter College in 2003 established the Manhattan Hunter Science High School (MHSHS) to create a science pipeline for young girls and minority students. Five years later, that high school is a remarkable success in every way. It graduated its first class in 2007—and achieved a 100% graduation rate and a 98% college acceptance rate. With these superb achievements, the school received a grade of A from the Department of Education in 2008. We are particularly proud that 21 of those graduates now attend Hunter College, all of them on scholarship.

Since 2004, Hunter has added the following centers and institutes, all of which are interdisciplinary and draw upon the faculty of all five academic schools.

- In 2009, Hunter will reopen Roosevelt House, the historic home of Franklin, Eleanor and Sara Delano Roosevelt, as an Institute for Public Policy. Over the past four years, we have been building curricula, faculty development opportunities, and public programming in preparation for the opening of the House, including an extraordinarily successful joint sponsorship of programs with the Aspen Institute.
- In 2006, Hunter College founded its Center on Autism in response to growing societal concerns about the lack of quality educational options for people in the autism spectrum. Partially funded via generous grants from the New York City Autism Center and the State of New York, the new center builds on Hunter’s historic and growing strengths in the education and training of teachers, parents, and others who work with people with autism. Hunter has developed an applied behavioral analysis training program that will lead to ABA certification and hired a recognized expert to head the program. We are working with the New York State Education Department on forming Hunter’s own school for autistic children, and have secured a site on the Upper West Side for this school.
- In 2006, Hunter became the home of CUNY’s Institute for Sustainable Cities. The new institute, partially funded via a generous grant from Theodore Kheel, is directed by a Hunter Geography professor. The Institute coordinates research, community outreach, curricular development, and student projects across the greater metropolitan region.
- In 2003 Hunter College established a Center for Gifted Studies and Gifted Education with the mission of building a vibrant, internationally recognized center of excellence in urban gifted education. In 2006, the New York State Education Department approved Hunter’s 12-credit program for the Gifted Certificate Extension, which focuses on developing expertise in educating urban students from a broad range of backgrounds who are gifted and talented in a variety of ways. Collaborations are being formed with other centers and departments at Hunter, as well as with our esteemed K-12 schools for gifted students, the Hunter College Campus Schools, to promote professional development, leadership, and research in the field of gifted education.

B. Creating A 21st Century Campus

Hunter’s opportunities for expansion are limited by our location in one of the world’s most expensive and crowded neighborhoods. Nevertheless, we are making extraordinary headway in obtaining more research and instructional space. Hunter’s rising profile is exemplified by its three most ambitious building projects:

- A plan to make the land on which the Brookdale campus is situated available for development in exchange for a new Science and Health Professions Building on the Upper East Side. The new building will be close to our main campus, specifically at the site of the Julia Richman Educational Complex. We have made great progress, both political and procedural, in securing the site. Our Request for Proposals has garnered great interest, and we may soon have a partner with whom to advocate and create momentum.
• The restoration of Roosevelt House, the historic New York City home of Franklin, Eleanor, and Sara Delano Roosevelt, which is set to re-open in 2009 as Hunter College’s Institute for Public Policy, will provide classrooms, offices, and spaces for conferences and public programs.

• The new Silberman School of Social Work in East Harlem, which has been made possible by a $40 million gift, the largest in CUNY’s history. This state-of-the-art building will bring together our School of Social Work with the new CUNY School of Public Health at Hunter College. The combination will significantly strengthen the School of Social Work, one of our most prestigious graduate programs, in a neighborhood that embraces its mission. And it will create synergies among social work and public health faculty and students. The new building will also house the archives and art collection of the renowned Center for Puerto Rican Studies.

We acquired space near Lincoln Center for the Manhattan Hunter Science High School, our joint endeavor with the New York City Department of Education, and space for our new school for autistic children on the Upper West Side.

We have refurbished large portions of Hunter’s main physical plant at 68th Street:

• Twenty science teaching and research laboratories have been built or renovated.
• New spaces have been created, like the Internet 2 facility and the technologically advanced Charlotte Frank room in the School of Education.
• Shared facilities like the animal facility have been expanded and renovated to support our growing research infrastructure.
• Hunter’s theaters and auditoria have been enhanced. Plans are being drawn up to refurbish the dance studios.
• The Loewe plaza on 68th Street has been rebuilt.
• An Art Library was created, thanks to a gift to the Department of Art.
• The Faculty Dining Room and Faculty Lounge have been completely renovated and refurnished.
• Classrooms and student lounges throughout the college have been renovated, as have the student cafeteria and café.

Hunter is undertaking a major renovation of Wexler Library, its main library at 68th Street. In the first phase, major parts of the main floor of our library were renovated, creating an attractive “Browser’s Lounge” and a new, more functional, circulation desk.

We have made key improvements at the Brookdale site, including the complete renovation of the communication sciences clinic and the dormitories.

C. Forging Strategic Partnerships

Hunter is delighted to be a major partner in the $49 million Clinical Translational Science Center led by Weill Cornell Medical College. This NIH-funded center engages Hunter’s Gene Center and School of Nursing with a consortium of Upper East Side institutions in advancing new patient treatments. In anticipation of the opening of the CUNY School of Public Health, we are expanding a public-private partnership with Weill Cornell’s Department of Public Health in areas relating to research, curricula, and teaching.

We are particularly proud of our growing relationship with the Department of Education (DOE). We have partnered with DOE to create the highly successful Manhattan Hunter Science High School, and DOE has selected Hunter College’s dynamic School of Education for its lead partner in the challenging field of special education. We are spearheading a number of joint initiatives in learning disabilities, autism, and gifted education.

The School of Education has also recently formed key relationships with the city’s top performing charter schools (KIPP, Uncommon Schools, and Achievement First) to co-design and co-teach new programs for their teachers. The program, now known as Teacher U, has received national attention, and has garnered major funding from Americorps. It has also attracted new suitors for potential partnerships: Hunter is now working with New Visions on an innovative residential program in adolescent education, and with Teach for America on a teacher training program.

In 2007, Hunter became a member of the Black Rock Forest Consortium of major New York educational and cultural institutions that are interested in creating teaching, learning, and research opportunities in a nearby wilderness preserve. Numerous Hunter groups, led by geographers, comparative psychologists, and teacher educators, among others, have used the preserve. For many of our students, the stay at this rich natural preserve has been a unique and transformative experience, combining field research and community building.

In 2008, Hunter College signed a Memorandum of Understanding with neighboring Asia Society that has opened doors to student internships, faculty opportunities, and joint programming. We have retained a consulting firm, China Strategies, which is exploring opportunities for multiple exchanges between Hunter College and select universities and other institutions in China.

Hunter has opened its doors to various city and non-profit agencies in New York. We are pleased to provide their professional staff with ongoing training and offer convenient space at no cost for meetings, conferences and forums. In exchange, the agencies provide Hunter faculty with opportunities to do collaborative research and contribute to policy development, and our students with opportunities for internships. Strong partnerships have been developed with public agencies such as the: Department of Aging and Health, Mayor’s Office to Combat Domestic Violence, New York City Commission for the United Nations, Department of Homeless Services, and Gracie Mansion Conservancy.

D. Strengthening Technology

Hunter has created new leadership positions in technology (Chief Information Officer, Deputy Chief Information Officer) and academic technology (Associate Provost for Instructional Technology) to signal the priority the college places on applying technology to improve teaching and research, communications, student services and other administrative functions. Numerous committees (e.g., Technology Fee Committee; Senate Committee on Technology) and less formal groups (Provost’s Kitchen Cabinet, “Tech Thursdays”) have been formed to support and promote the uses of technology.

• The Hunter website is being redesigned this year to be more useful, navigable, appealing, and current. Many departmental websites and the Provost’s website have been recast in a user-friendly content management system so they can be more easily updated and improved.
• In the past three years, Hunter achieved wireless capacity in many areas of the college.
• In 2007, Hunter established successful laptop loan programs for students studying in the library and for faculty who use computers in their teaching.
• In 2007, Hunter instituted a highly popular Presidential Faculty Laptop Purchase
III. The Students

A. Student Milestones

In 2008, the college met its longtime goal, stated in the strategic plan of 1999, of increasing the proportion of graduate students to over 25% of the total. By design, Hunter’s overall enrollment has essentially stabilized at about 21,000.

Hunter students are better prepared for college work than at any time in recent history. The mean SAT scores of incoming freshmen topped 1100 in 2008, up from 995 (fall, 2000) and 1071 (fall, 2003).

Hunter has become the most sought after college in the CUNY system. In 2008, there were more than 11,000 freshman applications for about 1,800 seats.

Hunter has the largest, most sought after, most selective, and most diverse Macaulay Honors College within CUNY, with more than 1,300 applicants for 120 places. The incoming class had an average SAT of 1385, and an average grade point average of 92.3.

Hunter has tripled the number of incoming honors students from 40 in 2001 to 120 in fall 2008. We have also created new scholars programs (Presidential Scholars Program, Community Scholars Program) to attract the many excellent applicants to Macaulay Honors Program who were not admitted due to enrollment constraints.

In response to student requests, we have piloted programs that offer more and better online services, including the “Informed Registration Initiative” that makes available online relevant course information in advance of registration, and online teaching evaluations.

We have substantially improved online services in our library via the purchase of major databases such as the Web of Science, Wharton Data Base for Economics and Accountants, and ArtStor.

In summer 2008, CUNY launched CUNYfirst, a new generation of information technology that will revolutionize business systems that serve students, faculty, and staff. Among other things, the new system will streamline online course registration across the university, enable students, faculty and staff to view their records online, allow online application for university employment, create online applications for financial aid, provide more flexibility in all interactive processes, and standardize administrative terminology throughout CUNY. Many of Hunter’s CUNYfirst operations will be phased in by 2011.

B. Student Services

Shortly after her arrival, in response to both community concerns and the 1997 recommendations of the Middle States Commission on Higher Education, President Raab formed a Presidential Commission on Student Services. It recommended a reorganization of student services with admissions, pre-admissions, financial aid, and the registrar moving from administration to student services. This reorganization under one vice president continues to result in smoother, better integrated delivery of services for our students.

In response to the Commission’s report and student surveys expressing concerns about the availability of professional advisors, Hunter has increased the number of advisors from 12 to 19 over the past five years. In addition, the number of new psychological counselors has grown from 1 to 6, including a dedicated advisor for veterans of the wars in Iraq and Afghanistan. In 2008, for the first time in our history, every freshman was assigned a professional advisor and assured of personal contact throughout the first semester.

Also in response to student surveys, a report commissioned by the Dean of Students, and reviews by the MSCHE, Hunter created the position of Director of Transfer Students in 2006 to ensure more attention to our large transfer population.

In response to student surveys expressing dissatisfaction with course availability, we took several steps to make more courses available, including increasing the adjunct budget by a million dollars, moving to a system of annual scheduling in Arts and Sciences to improve program planning, making use of closed-course analyses to add needed courses in a timely fashion, creating more classrooms at the 68th Street campus and acquiring space at the 68th Street Armory and the Hunter College School of Social Work, and increasing weekend and summer offerings and adding a winter session.

To facilitate transfer to Hunter College from CUNY community colleges, Hunter has significantly increased the percentage of its courses that are articulated with community college courses from 61 percent (2006) to 85 percent (2007) to over 90 percent (2008).

To improve the delivery of courses and programs to students and facilitate strategic planning, we created and filled a new position: Special Assistant to the President for Enrollment Management.

In response to surveys, including the NSSE, that suggest that Hunter students seek more opportunities to interact with faculty outside of classroom settings, the President launched a major student engagement initiative that supports social activities among faculty and students, faculty and student travel to conferences and research sites, and student research on faculty projects.

To enrich our undergraduate experience, we have created a new position within the SAS, Hunter’s six-year graduation rates, which have been slowly rising for the past five years, jumped up by over 5 points in 2008, to above 40 percent for the first time in recent years.

Hunter students have long led all of CUNY in their performance on the CUNY Proficiency Exam (CPE), a “rising junior exam” administered after students have between 45 and 60 credits that assesses verbal and quantitative reasoning and also serves to measure students’ readiness for advanced work in the major. In 2007, the average pass rate of Hunter students was 96%. Now Hunter also leads CUNY in initial show rates for the exam: 86%.

Student achievement has been recognized by our first Truman scholarship, 12 Watsons, 1 Beinecke scholarship, 12 Fulbright grants, 1 Morris K. Udall grant, 2 Paul and Daisy Soros Scholarships for New Americans, 2 Mereage American Dream Fellowships, and 1 Jack Kent Cooke Graduate Scholarship, among numerous other national awards. A recent CUNY advertisement in The New York Times listed the national awards of students throughout CUNY. Of the 48 scholars listed, 18 winners – more than one third – were from Hunter College.
many of them to facilitate the training and certification of students whose degrees are in the science.

In 2006, Hunter won a large grant from the Mellon Foundation to evaluate and re-envision the General Education Requirement (GER) that was instituted in 2001. A Mellon Steering Committee was formed to lead a community-wide evaluation of the GER, and that process is well underway. One of its chief recommendations to date is the creation of a new position, Associate Dean/Associate Provost for General Education. The work of the committee has already led to a significant revision of the graduation requirement: making Hunter’s minor optional and granting control of it to the students’ minor (rather than the major) department.

C. Academic Programs & Curricula: Arts and Sciences

Building on Hunter’s location and reputation in the arts and responding to the workforce needs of New York, Hunter instituted an MFA in Integrated Media Arts in 2001. An MFA in Playwriting in the Department of Theatre, an MFA in Dance, and an MA in Dance leading to certification as a teacher of Dance in grades K-12 are in the pipeline.

To support its excellent arts programs, Hunter has, over the past 5 years, attracted more than $1 million to support its programs in painting, creative writing, and playwriting, and has created named professorships in its arts programs.

In response to new requirements by the accounting profession requiring more credits beyond the bachelor’s degree for those who seek certification, Hunter developed a Master of Science Degree in Accounting within the Department of Economics in 2004, which now enrolls 25 students.

In response to local and national needs for teachers of the Chinese language, Hunter has just won state approval for a master’s program in the Teaching of Chinese.

In response to concerns about the viability of small masters programs in the SAS, Hunter has increased enrollments in several programs, sometimes by creating a new track in the program as with the increasingly popular Animal Behavior and Conservation track in Psychology.

Hunter has just won approval for an innovative interdisciplinary undergraduate minor and certificate in public policy. This program will be a centerpiece of the new Roosevelt House Institute for Public Policy at Hunter College.

Increasingly, Hunter’s Arts and Sciences departments are working across departmental boundaries to create new interdisciplinary programs. In recent years, the departments of Biology, Chemistry, Computer Science, and Mathematics and Statistics have collaborated to form a bioinformatics program that won $1.4 million from the NIH in 2008. The departments of Biology and Physics have collaborated to form a Biophysics program, and the Departments of Biology and Psychology have collaborated to form an upper-level concentration in neuroscience that will begin accepting students in 2009.

Hunter has established an Arabic Language program, the only one in CUNY, and hired three full-time faculty to anchor this growing concentration.

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V. Assessment

Hunter College’s commitment to the regular assessment of its academic functions is evident in the creation of a college-wide assessment plan in 2003; the institution of departmental annual reports that include the plans for the assessment of student learning; the revitalization of a Standing Senate Committee on Assessment in 2005; the creation of the Director of Assessment position; and the provision of an annual assessment budget to support departmental assessment activities in 2008.

A. The Assessment Of Institutional Effectiveness

Since 2001, Hunter has measured its institutional effectiveness via CUNY’s nationally recognized Performance Management Process (PMP), which forms the basis for the evaluation of presidents and colleges. The PMP requires the colleges to set and achieve goals within the broad categories of: raising academic quality, improving student success, and enhancing financial and management effectiveness.

Every seven years, academic programs conduct academic program review, which calls for intensive self-study, evaluation by a visiting team, and the development of a five-year plan for future reforms. Since 2001, these reviews have become more rigorous. Complex departments, like Film and Media Studies and Art, are reviewed by several specialized independent teams, rather than a single set of reviewers.

President Raab has initiated numerous formal evaluations of various functions since 2001, including Presidential Task Forces to evaluate Student Services, to evaluate the structure of Arts and Sciences, and to study the needs of the Library. The President has also commissioned reports on the structure of the Hunter-Bellevue School of Nursing, the Brookdale Center on Aging, the Graduate Admissions Process, and class scheduling in the School of Arts and Sciences.

In 2007, the College participated in the NSSE and the FSSE to gauge the state of student engagement, and used the results to make reforms. Hunter is scheduled for 2009 administrations of these surveys.

The Office of Student Services has commissioned reports on the freshman year and the experience of transfer students. Every two years, CUNY sponsors a Student Experience Survey that measures key perceptions, experiences, and feelings of satisfaction.

B. The Assessment Of Student Learning

All of Hunter’s many professional programs in the Schools of Education, Health Sciences, Nursing, Social Work and Arts and Sciences that are eligible for certification have been certified, or are on the way to being certified, and all have been well reviewed by their accrediting agencies.

Hunter’s professional students regularly submit to certification exams in their professions and do very well on those tests. Hunter’s masters students in education regularly score at the top of the scale and at the top of all CUNY Schools of Education on the Liberal Arts (LAST) test; Hunter’s nurses now score above all New York City student nurses, including Columbia’s and NYU’s, on the NCLEX.

Hunter students outperform every other CUNY college on the College Proficiency Exam (CPE), a mandated “rising juniors” exam, administered to students who have between 45 and 60 credits. It is widely viewed as a measure of the effectiveness of the general education program at each college, as well as an assessment of student readiness for advanced work in the major.

In 2007, the Hunter College Senate passed a resolution mandating that new courses must specify learning goals. In 2008, the Senate passed a resolution that all courses must specify learning goals.

All of Hunter’s Arts and Sciences programs now specify learning goals and submit written assessment programs that are reviewed by the Dean of Arts and Sciences and the Standing Senate Committee on Assessment. Each department has designated at least one faculty member to coordinate and report on assessment activity. Departments regularly report on their assessment activity in their annual reports, and are encouraged to apply for assessment grants.

All of the major programs in Arts and Sciences have been encouraged to develop capstone experiences that provide a measure of the success of the major, to develop and enhance honors opportunities within the major, and to collect information on student outcomes such as honors and awards, senior class plans after graduation, and fellowships and scholarships.

The College has significantly raised the profile of assessment of student learning by conducting a major assessment of information literacy at the library and sponsoring numerous assessment workshops and events, and putting a priority on supporting assessment activity in the Presidential Travel Award Program in 2008-2009. Technological competencies for all undergraduate students are now being developed by the Standing Senate Committee on Technology.

The last five years have brought renewed energy and excitement to Hunter College. We value our role as New York City’s premiere public institution of higher education, and we look forward to an even brighter future. Though we continue to grow in programs, facilities, excellence, and reputation, there is one thing that never changes: Hunter College is where the American Dream comes true.
Mihi Cura Futuri
The Care of the Future is Mine

Hunter College Motto