

Goal: Raise Academic Quality**1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies**

- Hunter's Animal Facility received initial AALAC accreditation.
 - Hunter's Communications Sciences program hosted a successful site visit and has been fully accredited for the next 8 years.
- A. *The CUNY School of Public Health at Hunter College will be accredited in 2010-11*
- The CUNY School of Public Health at Hunter hosted a successful site visit in December 2010; 22 of 25 criteria were fully met (the other 3 were partially met); a decision about accreditation will be made at the June 2011 CEPH meeting.
- B. *The School of Education's School Counseling Program will undergo CACREP accreditation for the first time*
- The School of Education received a 2-year conditional CACREP accreditation through March 31, 2012; Hunter reallocated full-time faculty lines to support the program accreditation requirements.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community

- A. *Continue to draw recognition for academic quality*
- In 2011, for the third consecutive year, *The Princeton Review* named Hunter College one of the top ten "Best Value" public colleges in the nation.
 - Hunter was ranked 8th (up from 10 in 2010 and 12 in 2008 and 2009) among public universities in the north in the Best Universities-Masters category in the 2011 edition of America's Best Colleges by *U.S. News and World Report*. Hunter and Baruch were the only CUNY colleges in the top ten. Overall, among the 572 public and private institutions in this category, Hunter is in the first tier with a rank of 39, up from 45 in 2010 and 52 in 2008 and 2009; Hunter also topped the list of Master's Universities whose students graduate with the least debt and leads CUNY schools with respect to its alumni giving rate, which increased from 20% in 2010 to 22% in 2011.
 - Hunter's School of Nursing was selected as one of six schools of nursing in the nation to receive the National League for Nursing's Center of Excellence designation.
 - In 2011, Hunter's Rehabilitation Counseling graduate program was ranked 45th out of 98 programs nationally by *U.S. News and World Report*, up from its last ranking of 45 out of 58 programs in 2007.
 - Numerous Hunter faculty received prestigious awards this year, including:
 - Peter Kwong (Urban Affairs and Planning) was named CUNY Distinguished Professor.
 - Distinguished Professor Nancy Foner (Sociology) was elected to the American Academy of Arts and Sciences.
 - Distinguished Professor Tom Sleigh (English) won the inaugural John Updike Award and Distinguished Lecturer Colum McCann (English) received a coveted Arts and Letters Awards in Literature - both from the American Academy of Arts and Letters.
 - Distinguished Professor Peter Carey (English) was a finalist for the National Book Award in fiction and on the short list for the 2010 Man Booker Prize for his widely praised new novel, *Parrot and Olivier in America*.
 - Distinguished Professor Meena Alexander (English) was selected for a Fulbright Specialists project in Italy at the University of Venice Ca' Foscari.
 - Distinguished Professor Elizabeth Nunez (English) won a 2011 Barnes and Noble Writers for Writers Award.
 - Hiroshi Matsui's (Chemistry) discovery that peptides taken from collagen can form a stable, three-dimensional super-lattice attracted the attention of the NSF and the DOD, which created a special research grant to focus on Matsui's nanotechnology breakthrough.
 - Timothy Goodspeed, (Economics) was awarded the GTZ Public Policy Award from the International Institute of Public Finance.
 - Vita C. Rabinowitz (Provost and Professor of Psychology) won the 2011 Elena Lucrezia Cornaro Award from the Order Sons of Italy in America New York. The award is named in honor of the first woman in history to be awarded a PhD.
 - Hunter students received many prestigious awards this year.
 - Two Hunter students won 2011-12 Goldwater Scholarships, the most prestigious award in the U.S. for undergraduates studying the sciences. This is the third year in a row that Hunter has won a Goldwater Scholarship, and the first time Hunter has won two. Hunter was the only school in CUNY to win two Goldwaters this year.
 - Two Hunter students were awarded a 2011 Jeannette K. Watson Fellowship.
 - A Hunter senior was named a 2011 Merage Foundation American Dream Fellow, one of only 10 nationwide.
 - Two Hunter students won Jonas E. Salk scholarships for 2010.
 - A Hunter senior was awarded a prestigious CORO Fellowship.
 - A Hunter student served as a press intern in the Office of the Vice President at the White House during the spring 2011 semester.
 - Hunter students won the grand prize as well as the 1st and 2nd prizes in Chemistry, Economics and Physics in the 2010 CUNY Nobel Science Challenge.
 - A Hunter senior won the 2010 Undergraduate Student Paper Award from the nation's leading criminology organization.
 - Competing against more than 5,000 students from across the U.S. and the world in the National Model UN Competition, Hunter's Model UN Team won several top

prizes, including the Distinguished Delegation Prize for their portrayal of Somalia.

B. Continue to increase visibility for Hunter's research centers and institutes

- Roosevelt House:
 - Launched new interdisciplinary, undergraduate program in Human Rights, to complement existing program in Public Policy.
 - Hired highly respected scholars to serve as the Franklin Roosevelt Fellow (Academic Director of Roosevelt House), the Newman Director of the Public Policy Program and the Rita Hauser Director of the Human Rights Program.
 - Programs, faculty and students supported by philanthropy.
 - Graduated first student with a certificate in Public Policy.
 - Hosted numerous public programs with such notable speakers as U.S. Secretary of Education Arne Duncan, Special Adviser to the Secretary of the Treasury Elizabeth Warren, UN Secretary General Ban ki-Moon, Former UN Secretary General Kofi Annan, and Former Chilean President Michelle Bachelet, among others.
 - Received planning grant from the National Endowment for the Humanities to develop exhibits, public programs and educational materials that shed light on the history and legacy of Franklin and Eleanor Roosevelt and their New York City home.
- Autism Center: hosted well-attended Autism Symposium with Weill-Cornell, showcasing work of both faculties; held public policy roundtable discussion at Roosevelt House on Toddlers with Autism in New York City; held inaugural advisory board meeting in November 2010.
- Center for Analysis and Research of Spatial Information (CARSI): In collaboration with CUNY Institute for Sustainable Cities, worked on Solar NYC - a project to create a map that will enable any building owner in NYC to obtain the solar potential of their building and an accounting of how much they will save in electricity costs.
- CUNY Institute for Sustainable Cities: fostered research and outreach activities related to climate change effects on water and coastal resource management, food and urban agriculture, and sustainability education; dramatically increased student placement in environmental internship program.
- Brookdale Center for Healthy Aging & Longevity: co-hosted, with NYS Office of Children and Family Services, the 17th Annual NYS Adult Abuse Training Institute "Breakthrough: Adult Abuse & The Elder Justice Act; created handbook "Financial Exploitation: How to Recognize and Respond to it" as a resource for caseworkers serving adult clients; released Health Status Survey and Evidence-Based Toolkit as part of Demonstration Initiative in Healthy Urban Aging; co-sponsored "Exploring the Sexual Rights of Older Adults" colloquium at the Roosevelt House.
- Center for Lesbian, Gay, Bisexual and Transgender (LGBT) Social Science and Public Policy: published a groundbreaking report on establishing LGBT health equity in NYS; presented faculty research to policymakers in NYC, Albany and Washington DC; hosted 8 policy and distinguished speaker events at Roosevelt House.

C. Continue to invest in external collaborations

- As a result of the NIH funded Clinical and Translational Science Center (CTSC), research partnerships between Hunter's Gene Center and School of Nursing and Weill Cornell continue to flourish; given the success of the Hunter-Weill Cornell partnership, CUNY and Hunter are moving forward to acquire new space for the sciences in the new Weill Cornell building.
- In anticipation of the opening of the Lois V. and Samuel J. Silberman School of Social Work in the fall of 2011, Hunter has actively engaged with government agencies, including the Department of Health, NGOs, neighborhood public schools and other community stakeholders in East Harlem; Hunter is developing programs that will assist East Harlem social service and health agencies to reduce the incidence of persistent health problems, such as asthma, diabetes, and heart disease.
- Hunter continues to develop its collaborative relationship with the Aspen Institute, one of the country's premier public policy institutes: This year, there were opportunities for up to five Hunter faculty members to participate annually in prestigious Aspen-sponsored symposia and conferences across the country and Hunter hosted and co-sponsored public programming in conjunction with Aspen.
- The School of Education continues its external collaborations with the New Visions for Public Schools (the Hunter College-New Visions Urban Teacher Residency), the New York City Department of Education (the New York Teaching Fellows) and Teach for America, BMCC and the Harcourt Foundation (Harcourt Fellows).

D. Continue to serve the community via new programs in public health and nursing, an expansion of training programs for teachers of autistic children, and developing a new masters program to train dance teachers for the public schools

- Under the auspices of the School of Public Health, Hunter developed a proposal for the New York City Food Policy Center at Hunter College which will provide a home for research, policy analysis and political dialogue surrounding the city's serious and growing food problems with the goal of improving the health of New Yorkers, enhancing the sustainability and quality of life in NYC and saving government and taxpayers the burden of preventable food-related health problems.
- The SON received full approval for an innovative partnership with Queensborough Community College to streamline AAS to BS degrees for RNs.
- The Advanced Certificate Program in Applied Behavior Analysis, which provides post-masters training in autism intervention, continues to expand. As of Spring 2011, 94 students are actively taking courses. Most of these students are professionals (with master's and doctoral degrees in Special Education, Education, Social Work, School Psychology, Psychology, and Speech and Language Pathology) who have full-time jobs serving learners with autism. Now in its third year, 20 students have completed the program.
- The MA in Dance Education and the BA/MA in Dance/Dance Education were approved at CAPPR on June 6, 2011; they are expected to be approved at the June BoT

meeting; a Distinguished Lecturer was hired to head the Dance Education program; programs and Distinguished Lecturers supported through philanthropy.

1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation

A. Make progress on college-wide strategic planning process

- Hunter completed its strategic plan and the College has begun implementing it.

B. Create comprehensive multi-year reports on divisional and department spending, teaching efforts and workload, and enrollment

- New annual departmental reports include data on divisional and department spending, workload, and enrollment. These reports serve as a baseline to facilitate planning and overhead allocation modeling.

C. Revise templates for academic program review to put more emphasis on course and program level assessment, teaching with technology, and strategic program development

- Templates for academic program review and for annual department reports were revised to put more emphasis on course and program level assessment, teaching with technology and strategic program development.

D. Continue to invest resources in Roosevelt House Public Policy Institute, the new School of Social Work/CUNY School of Public Health at Hunter College and upgrade existing science facilities

- Hunter hired two new program directors and provided funding for staffing and operations for the two new interdisciplinary undergraduate programs in public policy and human rights at Roosevelt House.
- Hunter invested in upgrading the Audio/Visual equipment in the Roosevelt House auditorium to support program needs.
- Hunter worked closely with CUNY and the developer to plan and outfit the new Hunter College School of Social Work building in East Harlem with new teaching laboratory spaces for the Nutrition program and Environmental and Occupational Health Sciences, dedicated space for the Brookdale Center for Healthy Aging and Longevity, and classrooms, offices, an auditorium and a library with state-of-the-art technology.
- Hunter upgraded existing science facilities to accommodate new faculty in Chemistry, Biology, Physical Anthropology and Psychology; a suitable space for expanded research facilities in Psychology has been identified.
- Hunter continues work with CUNY to renovate the Experimental Psychology teaching lab.
- Upgrades were made to modernize the Gene Center Videoconferencing facility (e.g., electrical work, new carpeting).

E. Continue to develop and implement critical programs in flagship areas

- Hunter's historic first stand-alone doctorate - the Doctor of Nursing Practice (DNP) - was approved at all levels; the program is admitting its first class in fall 2011.
- Hunter received a \$100,000 planning grant from the Mellon Foundation to develop an *Arts Across the Curriculum* initiative.
- Hunter admitted its first classes to the MFA in Playwriting and the Undergraduate Chinese Flagship Center, which enables students to complete two majors (Chinese and one non-language major) in four years.
- Hunter received national attention for its new Artist's Institute on the lower East side.
- Hunter hired two new Distinguished Lecturers to teach *NY and the Arts* and the *Peopling of NY* for the Macaulay Honors College at Hunter.
- A Letter of Intent (LOI) for a new BA in Human Biology in the Department of Anthropology was approved by the Hunter Senate and sent to CUNY; approval to go forward with a full proposal is expected in June 2011.
- CUNY approval was received for the School of Professional Studies as the partner for the Medical Lab Sciences Management Program, the conversion of the Animal Behavior Conservation concentration in Psychology to a Master's degree program, and the Hunter/Queensborough dual/joint AAS leading to a BS in nursing.

F. Working closely with the Chancellor's Office, seek to obtain new facilities for flagship studio arts program

- Hunter continues to work with CUNY on a viable plan for the new 205 Hudson site.

G. Continue to aggressively pursue new space opportunities for the sciences

- On June 6, 2011, the CUNY BoT approved a LOI for Hunter to move forward on the deal to acquire space in the new Weill Cornell Medical Center building; Hunter and CUNY continue to look for additional opportunities to increase research laboratory space.

H. Win approval for revised nursing curriculum to change point of entry from junior to sophomore year to strengthen the curriculum, reduce transfer applications from students unlikely to be accepted into nursing and relieve pressure on science laboratory course enrollments

- Postponed so the new Dean of the School of Nursing can guide the proposal through the process in 2011-12.

I. Evaluate study abroad program to determine strategies and resources needed to increase participation

- Evaluation results indicate a) a deep and wide-spread interest in study abroad, b) that study abroad experiences need to be better advertised and promoted, including via the web, and c) the importance of scholarships or financial aid in encouraging study abroad and the necessity for more diverse programming, including in the major.

1.4 Use of technology to enrich courses and teaching will improve

- As part of its Informed Registration initiative, Hunter pilot tested a textbook reporting module that provides students with textbook information, including purchase

options, pricing and availability.

- Hunter submitted a successful hybrid grant request to CUNY; 7 courses have been selected for hybridization as part of the grant.
 - The SON has fully integrated technology (high fidelity simulation, mobile devices, electronic health records, standardize patients) across all undergraduate programs and is integrating technology into the graduate curricula.
 - Through a HRSA funded Integrating Technology across Nursing Education and Practice grant, Hunter's SON is the lead college of a consortia for faculty development in teaching with technology across all CUNY nursing schools; 50 faculty are currently enrolled and 400 CUNY nursing faculty will be ultimately be trained over the 5 years of the grant.
 - In 2010-11, every teacher candidate in the SOE was videotaped in the classroom and worked with faculty to improve their teaching techniques through the SOE's online video analysis.
 - After five years of work on required technological competencies for its students, the SOE graduated two cohorts of more than 1200 students whose mastery of the 15 teaching-related technological skills has been carefully developed and closely assessed.
 - All existing laboratory experiments in Astronomy 101 were converted to an online format this year; plans for new, more interactive, engaging online experiments are planned for 2011-12.
- A. *Continue successful Faculty Innovations in Teaching with Technology (FITT) program, "Tech Thursdays" faculty presentations and "Tech Monday" faculty training sessions*
- In its third year, faculty submissions to FITT increased by 50% (over last year). All FITT projects were incorporated into courses during the year and all FITT recipients, as well as other faculty, made well-received and useful presentations at Tech Thursday (TT) sessions. Tech Thursday attendance nearly doubled over last year's and included 83 faculty who attended a TT session for the first time. Tech Monday sessions provided support to faculty who were interested in additional training on the technology discussed at the previous week's TT.
- B. *Continue to upgrade classroom technology; establish and implement a classroom technology replacement cycle*
- Classroom technology upgrades continued in 2010-2011, 90% of Hunter's classrooms are now technology equipped and enhanced.
 - The classroom technology replacement cycle has been evaluated and adjusted to maximize equipment life.
- C. *Extend the use of Adobe Connect to more courses to provide distance learning capabilities*
- In 2010-11, Adobe Connect was added to 15 more courses, resulting in 44 courses using the College's distance learning capabilities.
- D. *Continue four-year computer replacement program for faculty*
- The four year replacement cycle for faculty office technology continued in 2010-11.
- E. *Continue to upgrade and add software to enhance teaching and learning; improve dissemination of information on software availability and updates*
- Hunter obtained new classroom software packages for teaching biology, social sciences, art, and film and media; online information about software availability and locations on campus has been enhanced.
- F. *Increase multimedia support to courses through audio-visual services and the library*
- Multimedia and AV services were merged to provide better and more efficient support to the College.

2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers

- A. *Target resources, including the Presidential Travel Award program and a new pilot Presidential program to support faculty research, to support faculty research and teaching.*
- All Hunter faculty continue to receive start-up packages to support research, which include computers, travel money, and depending on their requirements, specialized equipment and supplies, money for research assistance, etc.
 - The Presidential Travel Award Program, which supports faculty participation in art exhibits, film festivals and professional conferences, as well as data collection and other research and assessment-related activities, distributed over \$210,000 to 192 faculty in 2010-11. Since the program was initiated in 2005-06, over \$1,070,000 has been invested.
 - A new pilot Presidential program that provides funding for research assistance, page charges for journal articles, the purchase of datasets and other costs related to publishing and obtaining funding for faculty research and creative work was announced in June 2011; awards will be distributed in the fall 2011.
 - This year, George N. Shuster Faculty Fellowship Fund awards were made to 16 faculty to support their research, scholarly writing and creative work.
- B. *Strengthen initiatives to support faculty efforts to seek external funding*
- Hunter more than tripled the number of workshops offered on funding sources, proposal preparation and grants administration, from 7 in 2009-10 to 22 in 2010-11. (Bob and SOE)
 - Hunter continued its subscription to the Foundation Directory Online.
- C. *Continue to hire outstanding scholars in key areas*

- This year Hunter welcomed back **David Steiner**, New York State Education Commissioner, as Klara and Larry Silverstein Dean of the School of Education and hired two additional outstanding Deans, **Gail McCain**, renowned leader in both the profession and discipline of nursing, as Joan Hansen Grabe Dean of the School of Nursing, and **Daniel Cherubin**, a seasoned library and information manager and consultant with almost two decades of experience in both corporate and non-profit settings, as Chief Librarian and Associate Dean of the Library.
- Notable new hires were made throughout the college, including **Joan Arnold**, a noted public health educator and scholar with expertise in care for grieving families following the death of a child, as Professor of Nursing; **Mark Bly**, who served for 12 years as the Chair of the Graduate Playwriting program at Yale and Associate Director of the Yale Repertory Theatre, as Distinguished Lecturer in Theatre and Director of Hunter's new MFA program in Playwriting, **Kristin Ferguson**, an expert in the psychosocial factors that contribute to youth living on the streets, as Associate Professor of Social Work; **Caroline Rosenthal Gelman**, an expert in Latino caregivers of older adults with Alzheimer's Disease, as Associate Professor of Social Work; **Jennifer Hayashida**, an accomplished writer and artist who has won numerous awards and lectures extensively on Asian America topics, as Distinguished Lecturer and Director of Asian American Studies, **Anthony Huberman**, who previously served as Chief Curator of the Contemporary Art Museum in St. Louis, as Distinguished Lecturer of Art, **Kathleen Isaac**, a seasoned educator with extensive experience in the NYC public school system and with major dance companies including the Alvin Ailey Dance Company and the Dance Theatre of Harlem, as Distinguished Lecturer in Dance, **Karen Koellner**, a noted math educator, as Associate Professor of Curriculum & Teaching and Director of the Childhood Education program; **Douglas Mennin**, a clinical psychologist who studies the nature of human anxiety and ways to improve treatment for anxiety disorders, as Associate Professor of Psychology; **Denis Nash**, who comes to Hunter from the Mailman School of Public Health at Columbia University, as Associate Professor of Urban Public Health; **Harper Montgomery**, one of the nation's leading experts in Latin American art, as the Patricia Phelps de Cisneros Distinguished Lecturer in Latin American Art; **Anita Nirenberg**, an internationally renowned expert in cancer nursing and cancer symptom management, as the William Randolph Hearst Professor of Clinical Nursing; **Jane Raper**, an expert in novel mediators of human innate immunity, as Professor of Biological Sciences; **Mary Schooling**, a noted public health researcher with expertise in the areas of lifestyle and biological determinants of chronic conditions and epigenetics, as Associate Professor of Urban Public Health; **Ofer Tchernichovski**, a leading expert in the use of the songbird to study the mechanisms of vocal learning, as Professor of Psychology; **Christine Zarcadoolis**, a recognized leader in the area of health literacy and the use of technology to enhance communication between health care providers and patients, as Professor of Public Health.

D. *Publish new online faculty handbook, which will include recently revised tenure and promotion procedures*

- The new online faculty handbook is posted at <http://www.hunter.cuny.edu/provost/teaching-research/faculty-handbook>.

E. *Continue to provide enriched orientations for new full-time faculty, part-time faculty and GTFs and professional development opportunities, including events allowing faculty to share best practices and form collaborations like "Technology Thursdays" and "Science Thursdays"*

- Enriched orientations for new full-time faculty, adjuncts and GTFs were offered and the seminar series on the assessment of student learning and the annual tenure and promotion workshop continued.
- Established "Roosevelt House Faculty Associates" program to provide special faculty development and engagement opportunities for Hunter faculty members who participate in Roosevelt House seminars, academic programs, and committees.
- A new faculty development series was initiated: *Teaching Tuesdays* allows faculty to share best teaching practices and results of research on teaching practice.
- Two "Science Thursday" sessions were held in 2010-11 – one on the new guidelines for NIH proposals and one on scientific publishing.
- A working group to support faculty as scholars, teachers and mentors, and academic leaders was created.
- The SON instituted a formal mentoring program with monthly seminars and related activities for all newly hired and junior faculty.
- Through a new NSF *Innovation through Institutional Integration* (I-cubed) grant, the new Science Mathematics Opportunities Network (SciMON) to enhance undergraduate science education at Hunter College was launched. SciMON offered faculty development workshops on the assessment of federally funded projects, the use of data in institutional grant renewals and issues related to students with disabilities in the sciences.

2.2 Increase faculty research/scholarship

A. *Continue high level of participation in CUNY's online scholarship report system*

- As of June 10, 2011, 97.5% of the Hunter faculty who are required to enter their work into CUNY's web-based system have done so, up from 96.7% last year and 92.4% in 2008-09.

B. *Continue implementing Digital Measures as a means of documenting faculty scholarship*

- The SOE faculty use Digital Measures (DM) to upgrade their scholarship annually; 2008 and 2009 CUNY faculty scholarship data for Hunter's science faculty were entered into DM; roll-out of DM for science faculty planned for academic year 2011-12.

C. *Continue efforts with CUNY, to create and improve research facilities*

- Hunter continued working with CUNY to build out research labs for faculty in Biology and Chemistry and to identify and design new lab space for 4 faculty members in Psychology.
- Design has been completed for a faculty research laboratory in Computer Science; the College is preparing to bid out for construction. (Len)

- Space has been identified, and plans are being developed, for research facilities for 1 faculty member in Psychology and 3 in Physics. (Len)
- The opening of the Nursing Simulation Lab is scheduled for Fall 2011.

2.3 Instruction by full-time faculty will increase incrementally

- The mean teaching hours of veteran full-time faculty increased to 7.5 in fall 2010, just below the CUNY senior college average of 7.6 and up from 7.1 in 2009 and 7.2 in 2008.
- The % of instructional FTEs delivered by full-time faculty fell to 41.3 in fall 2010, down from 43.5 in 2009, in large part due to a decrease in the number of veteran full-time faculty (414 in fall 2010 vs. 451 in 2009) and an increase in the number of full-time faculty eligible for contractual release time (118 in fall 2010 vs. 109 in 2009).

A. Faculty workload committee will finalize its analysis of faculty workload survey and make recommendations

- The faculty workload committee finalized its analysis of the survey data and drafted an initial set of recommendations for a college-wide faculty workload policy; the draft is now being revised and will be presented to FP&B in academic year 2011-12.

2.4 Colleges will recruit and retain a diverse faculty and staff

A. Continue to actively recruit a diverse faculty and staff

- In fall 2010, the % of Hispanic faculty (11.22%) rose compared to fall 2009 (10.5%).
- Of the 36 new faculty hired from Fall 2010 to date, 21 are female, 2 are Black, 5 are Asian, 1 is Hispanic and 3 are Italian American.
- As of 2010, Black ECP staff are no longer underrepresented compared to the national pool; the underrepresentation of minority ECP staff at Hunter decreased.
- In 2010, the underrepresentation of minority HEOs and HEAssociates in general and Blacks in particular decreased compared to the national pool.
- The SON has a Nursing Workforce Diversity grant to recruit underrepresented groups into and through the SON, and on to serving the community as RN.
- Hunter's Dean of Diversity holds regular meetings with the Affirmative Action Committee (AAC), which consists of two faculty and three administrators to review college data, resources, materials and best practices related to recruiting and retaining a diverse faculty and staff.

Goal: Improve Student Success

3.1 Colleges will provide students with a cohesive and coherent general education

A. Mellon Committee on General Education Reform will make progress on revising pluralism and diversity and writing requirements

- The Mellon Committee recommended that a) the pluralism and diversity (P&D) requirement be updated and streamlined, b) existing P&D courses be re-certified, and c) additional courses be examined with the aim of certification as P&D courses.
- The Mellon Committee proposed creating two levels of introductory writing, and, for every major, a SWIM [Significant Writing in the Major] requirement and supported the ongoing and detailed assessment of English 120.

B. Use CUE funding to support select initiatives by the Mellon Committee

- CUE funding supported the growth of the Hunter Horizons Program, an innovative, first-year program designed to enhance the curricular and co-curricular experience of our first-year students, while simultaneously facilitating their fulfillment of the GER; in Fall 2011, close to 500 incoming first-year students participated in the Horizons program (out of a total of approximately 1700 non-Macaulay students) – growth of over 700% in only two years; CUE funding also supported assessment of individual courses and the program overall.

3.2 Colleges will improve basic skills and ESL outcomes

A. Continue to provide support for mathematics instruction

- Every section of MATH 100, 101 and 150 administered a diagnostic test on the first day of class; students with weaknesses were referred to Dolciani for multi-media support.
- Beginning in Fall, students who registered for MATH 101 and 125 were required to attend a one-hour small-group problem session outside of class (led by master tutors from the Dolciani Center) to review content taught that week; 1100 students participated in fall 2010 and 750 in spring 2011.
- Problem Sessions for MATH 150/155 were continued and expanded in Calculus I and II.
- Faculty development conference sponsored by the Dolciani Math Center was offered.

B. Improve ESL outcomes over last year's levels

- The % of ESL students who passed all basic skill tests within 1 year held steady (98.5% in fall 2009 vs. 98.9% in 2008).

C. Continue evaluation of key academic support centers

- Evaluation of Dolciani Math Learning Center and Chanin Language Center continue; both show improved services to students.
- A needs assessment of Hunter's science learning centers was launched this year.

- A task force to evaluate the Reading Writing Center was formed this year.
- In 2010-11, comprehensive evaluation plans were created for submission to federal funding agencies for key STEM enrichment programs, including I-cubed (new NSF grant), BP-ENDURE (new NIH grant), MARC (NIH renewal) and RISE (NIH renewal); program-level goals and a new curriculum map were developed for the Quantitative Biology program.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study

- The % of baccalaureate students who declared a major by the 70th credit held steady at 69.6% (vs. 69% in 2009), but was up from 65.1% in 2008.
- The average number of credits earned by full-time first time freshmen in the first 12 months held steady at 25.7 in fall 2009 compared to 25.8 in 2008 and 25.5 in 2007.
- The % of freshmen and transfers taking one or more courses the summer after entry increased slightly (32.6% in fall 2009 vs. 31% in 2008).

A. Maintain or improve the % of students passing gateway courses with a C or better

- The % of students who passed gateway courses with a C or better increased to 89% in fall 2010, up from 87.9% in 2009; the % passing gateway math courses was up substantially (78.3% in fall 2010 vs. 72.8% in 2009) while the % passing Freshmen Composition held steady (95.2% in fall 2010 vs. 95.4% in 2009).

3.4 Show & pass rates on CUNY proficiency exam will increase (No longer applicable)

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

A. Continue to monitor gaps in retention and graduation rates and the % credits attempted among various groups

- The gap in 1-year retention rate of first-time freshmen:
 - for URM vs. non-URM, the gap increased slightly (-2.8 for fall 2009 cohort vs. -2.1 for 2008 cohort) but continued to be well below the University average (-5.6 for 2009 cohort, -5.1 for 2008).
 - for male vs. female, the gap increased (-6.5 for fall 2009 cohort vs. -3.6 for 2007 cohort).
- To help improve the retention of men of color, the BMI program provides students with 1) a dedicated advisor, 2) upper-classmen-led teams (two-person learning communities) based on disciplinary areas of interest, and 3) a project director who helps students find the help they need. In 2010-11 (the first year of the BMI teams), 76 students participated in the BMI program; 59 of those students participated on a team. All students who participated on teams completed all of their classes (i.e., no withdrawals).

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning

A. Continue to implement Senate resolutions on including learning goals on new and existing syllabi

- All 72 new undergraduate courses and 56 new graduate courses approved by the Hunter College Senate in 2010-11 have statements of learning goals.
- The initiative to have learning goals on all existing syllabi launched with syllabi from Hunter's two largest departments, Psychology and English, now in full compliance; Hunter's Director of Assessment is working with the other departments in the School of Arts and Sciences to ensure compliance throughout the school.

B. Continue development of program-level assessment in the School of Arts and Sciences

- In 2010-11, 16 departments and/or programs in the School of Arts and Sciences have plans for program level assessment; including those that developed plans in 2010-11: Africana and Puerto Rican/Latino Studies, Biological Sciences, Computer Science, Dance German Music, Physics & Astronomy, Philosophy, Psychology, Romance Languages, and Women & Gender Studies.

C. Provide resources and development opportunities to support faculty assessment of student learning

- Workshops on course-level assessment, logic models, grant assessment, Middle States assessment accreditation standards and assessment initiatives at Hunter were offered in 2010-11.
- Hunter's Director of Assessment continues to offer consultations to individual faculty and departments on assessment issues; the Senate Standing Committee on Academic Assessment and Evaluation, and the Office of Assessment's website also serve as resources.

4.1 Colleges will facilitate students' timely progress toward degree completion

A. Continue to offer scholarships during summer, fall, winter and spring sessions to support students earning 30 credits a year

- Hunter continued to aggressively disseminate scholarships; over \$2.2 million was distributed in 2010-11, up from \$1.8 million in 2009-10.
- Hunter supports students in applying for and accessing financial aid; in 2009-2010, there was a 12% increase in # FAFSAs filed over 2008-09 (21,111 in 2008-2009 vs. 25,558 in 2009-2010).

B. To encourage timely progress toward degree completion, provide preliminary graduation audits to lower as well as upper seniors; expand Senior Year Network activities; promote the use of the "time to degree" option in Degree Works

- A program to provide preliminary degree audits prior to registration for their last semester was pilot tested for lower seniors; the initiative will be broadened in 2011-12 and available to all lower seniors in 2012-13.

- A new feature in DegreeWorks that allows students to identify courses that may not contribute toward degree progress was implemented. The feature allowed Hunter to identify and reach out to 550 TAP recipients who were in jeopardy in time to maintain their TAP eligibility. All TAP recipients are currently being trained in this new feature.
- Senior Year Network activities were expanded to provide students with a concise overview of topics ranging from degree audit, to career planning, to graduate school preparation; students reported that the expansion provided them with a better understanding of what they needed to do to complete their degrees and made graduation plans easier.

4.2 Retention rates will increase progressively

A. Maintain or improve upon Hunter's recent gains in retention rates

- The one-year retention rate continued to improve: 84.7% for freshmen entering fall 2009, vs. 84.2% in 2008, 83.6% in 2007 and 81.7% in 2006.
 - Other highlights include improvements for Black students in general (84.6% in fall 2009 vs. 83.3% in 2008) and Black women in particular (86.4% in fall 2009 vs. 82.8% in 2008).
- The one-year retention rate for transfers was up substantially to 78.6% for the fall 2009 cohort (vs. 74.5% in 2008).
- The two-year retention rate for freshmen improved to 70.9% for the fall 2008 cohort, up from 69.2% in 2007 and 65.6% in 2006.
- The two-year retention rate for transfers declined slightly to 65.5% for the fall 2008 cohort, down from 67.1% in 2008, but up from 63.3% in 2007 and 59.6% in 2005.

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

A. Maintain or improve upon Hunter's recent gains in graduation rates in baccalaureate and masters programs

- The six-year graduation rate for full-time first-time freshmen continued to substantially improve: 46.2% for the class entering fall 2004, up from 43.7% for in 2003, 41.9% in 2002 and 35.9% in 2001.
- The six-year graduation rate for transfers also increased substantially to 54.4% for the class entering fall 2004, up from 48.6% in 2003.
- The four-year master's graduation rate continued to improve (73.5% for the class entering fall 2005 vs. 72.9% in 2005, 71.9% in 2004 and 67.7% in 2003).
- The four-year graduation rates for freshmen and transfers remained unchanged and the rate for Macaulay students at Hunter decreased slightly over last year (freshmen: 19.2% for the class entering fall 2006 vs. 20% in 2005; transfers: 47% for class entering fall 2006 vs. 47.2% in 2005; Macaulay: 82% for the class of 2011 vs. 83% for 2010).
- Working with an outside consultant, Hunter began comprehensively tracking and analyzing retention and graduation rates, trends, and targets; and is currently developing a predictive model to identify and target "at-risk" students in order to provide advising and assistance as early as possible.

5.1 Professional preparation programs will improve or maintain the quality of successful graduates

A. Maintain high pass rates on NYS Teacher Education certification exams

- Pass rates on the NYS teacher certification exams (LAST and ATS-W) were maintained at 100%; the number of students taking the exams increased in 2009-10 vs. 2008-09 (18% for LAST and 22% for ATS-W).

B. Continue implementing plan in the School of Social Work to raise pass rates on the LMSW and LCSW

- The scores have not yet been distributed by the Department of Professional Regulation.
- The SSW offers a series of licensing preparation activities that address criteria for obtaining licensure, applying for the exam and test-taking strategies; during students' final semester, a 4-week content review course is offered; the SSW is planning an online clinical practice intensive.

C. Maintain or improve PT and Communication Sciences pass rates and Nursing NCLEX scores

- This year, the first-time pass rate on the PT exam was 100% and for the fourth year in a row, the cumulative pass rate was maintained at 100%.
- The Communications Sciences pass rate was maintained at 100% for 2010 and 2011.
- The NCLEX pass rate for 2010 was maintained (90.1% in 2010 vs. 89.2% in 2009) and is above the 2010 NYS pass rate of 84.8% and the national pass rate of 88.7%.

D. Continue tracking pass rates for students who take voluntary certification exams in advanced practice nursing specialties

- NYS does not require national certification in an advanced practice nursing specialty as a condition of practice. The SON has hired an Endowed Chair in Clinical Practice who is developing initiatives to increase certification rates across graduate programs.

5.2 Job and education rates for graduates will increase

- Career Development Services increased student use of Orion (which allows students to create online profiles and post resumes to a database searchable by employers) by over 36% from Fall 2009 to Fall 2010.

A. Continue to systematically collect GRE, LSAT, MCAT and GMAT scores

- The number of GRE test-takers was up in 2009-10 (238 vs. 190 in 2008-09). 2009-10 verbal scores ($M = 473$) were comparable to national average ($M = 471$). While our

quantitative scores continue to improve, they are still below the national norm (532 vs. 596 for 2009-10).

- The average LSAT score for Hunter students has increased over the past four years, from 148.7 in 2006-07 to 150.1 in 2009-10, but is still below the national average (152.8 in 2008-09).
- The average MCAT score for Hunter students has increased over the past four years, from 25.9 in 2007 to 27.2 in 2010 and is now above the national average (26.4 in 2010).
- The number of Hunter students taking the GMAT continues to increase (125 in 2010 vs. 102 in 2009) but average scores have not improved (489 in 2010 vs. 493 in 2009 and 488 in 2008) and remain below the national average (546 in 2010).

B. Establish baselines for the number of students who apply for/gain admission to graduate or professional schools

- Baseline established: In 2009, 43 Hunter undergraduates and 69 post-baccs applied to medical school and the acceptance rate was 43% for undergrads and 55% for post-baccs. The national acceptance rate was 46% in 2009.
- Baseline established: In 2008-09, 122 Hunter students applied to law school and the acceptance rate was 62.3%. The national acceptance rate was 67.4% in 2008-09.

6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning

A. Administrative Assessment Workgroup will assess advising services

- Advising Services developed and executed an online student use and satisfaction survey; 87% of respondents reported that Advising Services provided by the Office of Student Services meets the needs of students.

B. Hire new chief librarian and begin to implement plans to reshape the 68th Street library to better support student learning

- Dan Cherubin began as Hunter's new Chief Librarian at the beginning of the Fall 2010 semester.
- Working with CUNY and an outside architect, Hunter is completing the design and will begin construction to renovate the main floor of the Wexler Library into a state-of-the-art information commons and expanded student study area; Hunter also plans to renovate the 7th floor's comprehensive science learning center and other student-oriented spaces, followed by the remaining floors; all renovations include significant use of technology.

C. Building on the success of the "recruitment" component of the Constituent Resource Management (CRM) system, procure and implement the "retain" component to improve communication with and tracking of current Hunter students

- Hunter successfully implemented the RETAIN CRM in spring 2011; a collaborative effort among Student Affairs, Academic Affairs and ICIT, the product enables the college to enhance communications to students and track student progress.

D. Replace remaining PAC terminals with new computers; move underutilized PACS to areas more commonly used by students

- PAC replacement was completed campus-wide in Spring 2011.

E. Replace the main Hunter website to provide faster and easier access; add accessibility additions to most Hunter websites

- Progress continues on the design and construction of the new Hunter College website, which is expected to go live by the start of the fall 2011 semester.

F. Upgrade wireless infrastructure, including adding some higher speed wireless access points in critical areas

- A complete scan of Hunter's wireless infrastructure was completed; additional access points to ensure complete coverage are being installed; all access points in critical areas, such as the library, have been replaced with new, faster access points.

Goal: Enhance Financial And Management Effectiveness

7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

- Total enrollment increased slightly (22407 in fall 2010 vs. 22168 in 2009).

A. Maintain or improve mean SAT/CAA scores

- Mean SAT/CAA scores increased to 1155, up from 1137 in fall 2009 and 1104 in fall 2008; CAA increased to 87.2, up from 86.5 last year.

B. Maintain ratio of over 25% graduate enrollment to continue to relieve resource pressure at the undergraduate level

- Hunter continued to exceed the strategic goal of 25% graduate enrollment
- Graduate Admissions received a record number of applications - 7290 for fall 2010, a 19% increase over fall 2009.

C. Continue to enhance online graduate admissions process

- Graduate Admissions continues to enhance its online application process by implementing online recommendations.

D. Maintain enrollment in adult and continuing education programs

- Enrollment levels in Adult and Continuing Education programs were maintained in 2010-11.

E. Integrate Parliamo Italiano curriculum into adult and continuing education program

- Following the acquisition of assets from Caravan Institute, Inc. in 2011, the Parliamo Italiano language training curriculum has been integrated into Continuing Education at Hunter College.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

- Maintain or improve Hunter's high percentage of TIPPS course equivalency evaluations*
 - Hunter's percentage of course evaluations completed in TIPPS decreased slightly (93.1% in 2011 vs. 95.4% in 2010, 94.8% in 2009 and 92.6% in 2008).
- As the lead institution of the CUNY School of Public Health at Hunter College (SPH), continue to work closely with the Graduate Center and Brooklyn and Lehman Colleges to open the SPH*
 - As the lead institution, Hunter was primarily responsible for preparing for and hosting the successful accreditation site visit for the CUNY School of Public Health at Hunter in December 2010; 22 of 25 criteria were fully met (the other 3 were partially met); a decision about accreditation will be made at the June 2011 CEPH meeting.
- Make progress on Hunter approval process for Hunter-Queensborough Community College program to facilitate the seamless movement of nursing students through the AND and BSN degrees*
 - The Hunter-Queensborough program was approved at CAPPR on June 6, 2011.

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

- Hunter's College Now (CN) program will achieve an enrollment rate of 95%*
 - Hunter College's College Now program achieved an enrollment rate of 96.5%.
- 85% of CN students will complete College Now courses with a C or better*
 - 91% of CN students completed College Now courses with a grade of C or better.
- College Now will extend participation in precollege activities leading to course credit by 5%*
 - College Now extended precollege activities leading to credit course participation by 25%.

8.1 Alumni-corporate fundraising will increase or maintain current levels

- Maintain or increase alumni and corporate giving*
 - As of June 13, 2011, Hunter's alumni and corporate fundraising total for FY11 is \$21,472,535, up significantly from last year's level of \$16,367,149. Before June 30, 2011, Hunter anticipates closing major gifts totaling \$1.8 million, bringing the total estimated figure to \$23,372,535.
 - Hunter has raised almost \$2 million this year toward its library campaign, including \$1 million from Richard Gilder to create the Gilder-Tirschwell Information Commons.
 - Last spring, Hunter College was privileged to be chosen to receive the gift of Parliamo Italiano from the Caravan Institute, Inc. The transfer of the well-established language school is now complete and adds a new townhouse to Hunter's real estate as well as a \$1.6 million cash gift.
- Initiate a multi-level alumni marketing program to establish giving circles, promote giving and increase alumni participation*
 - Hunter's alumni giving rate is up (22% in 2011 vs. 20% in 2010) and leads all of CUNY (2011 edition of America's Best Colleges by *U.S. News and World Report*).
 - The increase in alumni giving is due to new and aggressive strategies in alumni marketing.
- Create alumni affinity programs through insurance and credit card companies*
 - In 2010 – 2011, the Hunter College Foundation partnered with Liberal Mutual Insurance to offer alums and Hunter constituents special offers on life, home and car insurance.
- Increase awareness and participation in our matching gifts program through email and web communication*
 - All Hunter College Foundation giving/promotion material, including hard mailings, e-solicitations, and e-newsletters are now required to have information about Hunter's matching gift programs. Hunter College Foundation staff members assist donors in completing all matching gift paperwork. Publicizing our matching gift programs has increased participation in the matching gift program for the 2010 – 2011 year.

8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education

- Meet College's agreed upon revenue targets for adult and continuing education*
 - Continuing Education at Hunter met agreed upon revenue targets.
- Meet College's agreed upon tuition and fee revenue target*
 - The College met the agreed upon tuition and fee revenue target.

8.3 Colleges will improve or maintain sound financial management and controls

- Continue to maintain or reduce the percentage of administrative spending as a part of total expenditures*

- The College maintained its low percentage of administrative spending as a percent of total expenditures.

B. Continue Administrative Assessment program in an effort to continually enhance and improve administrative functions

- Following the success of the first year of the Administrative Assessment Program, the College decided to streamline the process, resulting in a more focused overall assessment and more inter-departmental, collaborative assessment.

C. Building on the success of Hunter's new on-line full-time faculty hiring process, implement an on-line part time appointment system, as well as an adjunct appointment system

- The College fully implemented its new online Adjunct Appointment System.

8.4 Colleges will implement financial plans with balanced budgets

A. Implement a balanced financial plan

- The College implemented and maintained a balanced financial plan.

8.5 Contract/grant awards will increase

A. Maintain or increase Hunter's excellent level of grant submission and external funding

- Excluding ARRA funding, Hunter expects to exceed last year's level of grant funding. As of June 1, 2011, Hunter estimates its grant total at \$50 million for FY11, including \$1.1 million in ARRA funding. Last year, Hunter estimated its total was \$54 million, including \$5.9 million in ARRA.
- As of June 8, 2011, Hunter estimates that 870 grant proposals were submitted, exceeding last year's high of 858.
- Notable grants this year include:
 - 6 new or competitive renewal NSF research grants
 - 6 (non-ARRA) new or competitive renewal NIH grants, plus 4 additional scientists with new individual NIH SCORE grants
 - 2 new Dept. of Energy, 2 new DOD and 1 new NASA research grants
 - A new 5-year grant from the US Education Department for disabilities research
 - a new NSF IGERT grant for Chemistry doctoral training
 - a new NIH BP-ENDURE 5-year grant to support undergraduates interested in research careers in neuroscience
 - a new flagship grant in Chinese Language learning
 - New foundation grants from the FAR Fund, Ford Foundation, Anne E. Casey Foundation, Rockefeller Foundation and Leverhulme Trust
 - a new NY Education Consortium in Technology grant from PHS/HRSA for the SON
 - renewal of the PHS/HRSA grant for BEST (Becoming Excellent Students in Nursing)
 - a 3year Josiah Macy Jr. Foundation grant for the SON/Weill Cornell iTEACH collaboration (following last year's planning grant)

8.6 Indirect cost recovery ratios will improve

A. Improved indirect cost recovery ratios will be maintained or improved

- Hunter's corrected indirect recoveries rate is 18.6% (through May 2011), down slightly from 19.3% in fiscal year 2010.

9.1 Colleges will make progress within a declared capital campaign

A. Continue capital campaign; refresh and update campaign goals, institutional needs, giving/naming opportunities and prospect pipeline

- We continue to move forward with our capital campaign reflecting the need to modernize facilities, recruit and retain exceptional faculty, initiate new programs and create new scholarship funds. As part of refreshing and updating our campaign goals, we have embarked on two new campaigns, a \$35 million campaign to modernize the Hunter College Library, and the launch of an initiative to raise funds for the new CUNY School of Public Health with a gala scheduled at the new facility this fall.

B. Continue to use the Foundation Board to lead the capital campaign

- Hunter has engaged Foundation trustees in leading new Presidential Advisory Boards which serve various academic departments at the College. Foundation trustees are given a leadership role on these boards with the responsibility to identify external resources - individuals, corporations and foundations - to support the upgrade of Hunter's facilities in addition to developing external partnerships and enhancing student opportunities (i.e. internships). The Advisory Boards also offer industry leaders an opportunity to engage with Hunter as members of these boards in areas such as dance, theatre, public health, sustainability, art, public policy, etc. These mission based members of the committees not only bring in new ideas from their field of expertise but also new sources of revenue for these departments.

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges

A. Improve student access to advising, registration assistance, and information about loans and scholarships

- The Freshman Reception Area opened in September 2010 to provide a new pathway for students to obtain advising services, registration assistance and information about loans and scholarships.
- AdvisorTrac, which was fully implemented in January 2011, allows for more comprehensive student advising.

B. Implement new tracking system for the technology helpdesk

- A new work-order tracking software product (Footprints) was implemented and ICIT staff have been trained in its use.

C. Implement student surveys to assess satisfaction with administrative services

- The College developed and piloted student satisfaction surveys for the Student Services Advising and Financial Aid Offices in 2010-11; plans to expand to more administrative offices are in place.

9.3 Colleges will improve space utilization

A. Design and implement a multi-year comprehensive space utilization and classroom reservation survey; continue to review and improve current room usage

- Hunter completed an initial classroom use study in 2010-11; information will be used to formulate and revise classroom use policy.
- A policy was implemented requiring all room bookings at the new Silberman School of Social Work at Hunter College Building in East Harlem to be scheduled centrally, promoting transparency through the use of the new EBMS room booking software.

B. Begin to re-program the space at the Brookdale campus as the School of Public Health prepares for its move to East Harlem

- Hunter conducted a preliminary space survey of the Brookdale campus and developed an inventory of spaces that will become available after the move. Space allocations will be done systematically.

C. Continue to reconfigure the 68th Street library to use space more efficiently

- As part of a major, multi-million dollar renovation of the Wexler Library, the College seeks to relocate essential services within the library to maximize space use and take advantage of shared services, including combining the circulation and reserve functions.
- Additional courses are being offered in Library classrooms.
- The Biology Learning Center was relocated to temporary space on the B1 level until the 7th floor renovation is complete.

D. Make more and better use of the School of Social Work building at 79th Street for Arts and Sciences classes

- The College has made more and better use of the classroom space at the 79th Street Social Work building for classes in the School of Arts and Sciences.

E. Increase instruction offered on Fridays and weekends and at night and 7am

- The % of FTEs offered on Fridays, evenings or weekends remained stable (54% in fall 2010 vs. 54.4% in 2009).

9.4 All colleges will improve Risk Management on campus

A. Continue to update risk management plan; continue participation on CUNY Risk Management Council

- Hunter updated its Risk Management plan as required by CUNY and will continue to attend Risk Management and Business Continuity Council meetings.

B. Improve EHS website by providing links to chemical safety sheets and chemical inventories on campus

- EHS developed a website that lists chemical inventories on Hunter's campuses and provides links to safety procedures.

C. Work with FDNY to increase the number of lab managers with FDNY certification

- EHS increased the number of certificates on file with the FDNY Certificate of Fitness for Lab Operations.
- EHS continued to work with academic departments to require that each laboratory has a designated lab manager.

9.5 All colleges will make timely progress on CUNYFirst implementation

A. Implement CUNYFirst in accordance with CUNY's plans and guidelines; hold regular campus team meetings; plan and implement readiness tasks, including campus-based training and data validation

- The implementation of CUNYFirst progressed according to all directions and guidelines from CUNY.

B. Continue to participate in user acceptance testing, training and other project tasks as needed

- Hunter continued and will continue to participate in all testing, training, and any other CUNY First implementation tasks as necessary.

9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan

A. Continue regular meetings of the College Sustainability Council; improve sustainability efforts by incorporating elements of the plan into daily practice

- The Hunter College Sustainability Council continues to meet regularly and updates members as necessary to ensure broad representation.
- Hunter implemented elements of its sustainability plan and educated the community; Hunter's recycling program was significantly increased during FY2010-11.
- Hunter will continue to review the energy assessment conducted by O'Brien & Gere to determine the feasibility of implementing suggested measures.
- For the second year in a row, Hunter College was named one of the *Princeton Review's* "Green Colleges" in its "Guide to 311 Green Colleges."