

**Goal 1: Raise Academic Quality****Objective 1. Strengthen college priority programs, and continuously update curricula and program mix****1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies**

- A. **FOCUS AREA H:** *Prepare to submit Middle States Periodic Review Report by June 1, 2014.*
- Hunter submitted its Periodic Review Report to Middle States on May 30, 2014.
  - The DNP Program, which began admitting students in fall 2011, was fully accredited by the Commission on Collegiate Nursing Education on May 19, 2014. Accreditation is effective from September 13, 2013 through June 30, 2019.
- B. *The SOE will prepare program-level reports for Specialized Professional Associations (SPAs) in preparation for Council for the Accreditation of Educator Preparation (CAEP) accreditation review in 2015-16.*
- In spring 2014, the SOE submitted SPA reports for 28 programs in preparation for CAEP accreditation review in 2015-2016. (SOE)
- C. *Complete the necessary revisions to the nursing master's program curricula to bring the SON into alignment with new accreditation requirements from AACN/CCNE.*
- Revisions to master's programs were completed, approved by the Hunter Senate, and are under review at the NYS Education Department (NYSED).
- D. *SUPH will submit a self-study for re-accreditation of the Environmental and Occupational Health Sciences Program (EOHS) with the Accreditation Board for Engineering and Technology (ABET) by July 1, 2013 and a site visit will take place in fall 2013. The formal re-accreditation decision is expected in spring 2014.*
- The self-study was submitted, the site visit took place, the visiting team's draft report was extremely positive. The final report is expected in summer, 2014 and it is anticipated that accreditation will be continued to October 1, 2021.
- E. *Additional recognition*
- The Silberman School of Social Work (SSSW) is ranked 16<sup>th</sup> in the country out of 231 schools.
  - Jacqueline Mondros, Dean of the SSSW, was just elected as the President of the National Association of Deans and Directors of Schools of Social Work.
  - The MFA in Studio Art is ranked 13<sup>th</sup> in the nation according to US News and World Report.
  - The MFA in Creative Writing is the most competitive program in NYC and is one of the top-ranked, most sought after programs in the country.
  - The National Council on Teacher Quality review of teacher preparation programs, published by *U.S. News & World Report*, indicates that the Hunter College School of Education (SOE) offers the greatest breadth of quality across programs in the country and is "the only institution that has three highly rated programs." Hunter's score on undergraduate elementary teacher preparation was the highest awarded to any such program nationally.
  - The SOE is preparing a request to CACREP to add Clinical Rehabilitation Counseling as a licensed program.

**1.2 Colleges will improve the use of program reviews to shape academic decisions**

- The Economics APR/7 year plan is an excellent example. The self-study and external reviewers raised concerns about the low passing rates in introductory ECO courses and the consistency and quality of adjunct instruction. In response, the department has instituted several actions including a) instituting a new structure for adjunct supervision that includes appointment of a full-time tenured faculty member as Adjunct Coordinator and b) expanding and enhancing the Tutoring Center for Economics. In addition, in response to observations from reviewers about new programs and courses that should be considered to enhance the department's accounting program, the department is studying the development of a BS/MS in Accounting and has developed two new courses for non-majors, including Survey of Accounting and Survey of Business Law.
- A/B. **FOCUS AREA D:** *Obtain final CUNY approval for the joint MSW/MPH dual degree and admit first class of students for fall 2014. The SSSW will seek approval to implement three dual degree (Union Theological Seminary, Jewish Theological Seminary and SUPH) programs, begin preparing a curriculum proposal to establish a dual degree with Hunter's Department of Urban Affairs and Planning, design and seek approval for a BSW degree with a pathway from Hunter undergraduate psychology and sociology departments and implement the new Organizational Management Leadership sequence*
- The SSSW submitted an application for its first Bachelor's level program in Social Work (BSW) to the Council on Social Work Education (CSWE) and received initial approval. The application will be reviewed by the Commission on Accreditation in June, 2014, and there will be a site visit in fall, 2014, and a full proposal will be submitted to the Hunter College Senate in fall, 2014.
  - The dual degree programs with Union Theological Seminary (UTS) and Jewish Theological Seminary (JTS) are both in progress and the faculty of Urban Affairs and Planning have approved the dual degree in principle and have exchanged a list of current courses that might be of mutual interest with SSSW.

- Documents for the joint MSW/MPH were submitted to NYSED and the SSSW is making minor revisions that were requested; the SSSW implemented the Master's sequence in Organizational Management Leadership.
- C. **FOCUS AREA D:** *The SOE will seek final approvals for the new EdD program and conduct external evaluations of existing and new teacher residency programs.*
- The SOE received Hunter Senate approval in April 2014 for its Ed.D. program in Instructional Leadership, which will provide training in research-based effective teaching practices and the analytic tools necessary to succeed in the changing environments of primary and secondary education. The program will be submitted to CUNY and NYS this summer.
  - Each teacher-training program at the SOE underwent a significant program review to assess alignment with NYS certification exams, especially the edTPA.
  - An ongoing external evaluation by Rockman et al of the Hunter/New Visions Urban Teacher Residency program, which concluded its fourth year, provided evidence that
    - retention rates among UTR-trained teachers are high (94% of Year I Cohort and 100% of Years 2 and 3 Cohort still teaching, 80% teaching in New Visions PSO and Charter Schools; 97% of Cohort 4 still teaching), far exceeding city-wide rates.
- D. *Medical Lab Sciences (MLS) will implement a joint certificate in Cytotechnology with MSKCC.*
- Hunter's multi-faceted relationship with MSKCC extends to joint degree program development. The Cytotechnology proposal is at NYSED, awaiting Master Affiliation and Collaboration agreements. The Master Affiliation agreement has been signed by all parties; the Collaboration agreement has been sent to CUNY for final approval. This collaboration has provided internships and job opportunities for MLS students.
  - Hunter's Department of Chemistry is actively collaborating with nanochemists at MSKCC to develop its first joint doctoral program in nanotechnology (Bi-institutional Molecular imaging and Nanotechnology - Bi-MINT).
- E. *The SON will implement and evaluate the newly revised undergraduate nursing curriculum.*
- The SON admitted 100 sophomores into the new curriculum in fall 2013. The new curriculum is undergoing continuous evaluation via faculty (November, 2013, March and April, 2014) and student (March, 2014) feedback forums, which are being used to improve the curriculum.
- F. *The SUPH will review and revise the MPH core curriculum, fieldwork and capstone courses as appropriate to strengthen student competencies and prepare students to meet 21<sup>st</sup> century workforce needs.*
- The SUPH changed its fieldwork requirements to include 6 new didactic class sessions that augment student competencies in project planning, IRB application, advanced library research, management and leadership, teamwork, ethical research, publishing and career searches.
- G. *Based on employment and accreditation trends, in 2013-14, the SUPH will revise the EOHS curricula to discontinue the MS program and create distinct 12-credit concentrations within the MPH program.*
- Based on initial reports of accrediting site-visit team and following a survey of community members, graduates and current students in Certified Industrial Hygiene, the EOHS faculty determined that the MS was the stronger, more rigorous degree program than an MPH with a concentration in Industrial Hygiene.
- H. *In 2013-14, Anthropology will conduct its external review, Biological Sciences, Computer Science, Economics and the Thomas Hunter Honors Program will submit action plans and begin implementation and Chemistry, Film and Media Studies, German, Philosophy, Romance Languages, Theatre, Urban Affairs and Planning and the Religion Program will conduct self-studies.*
- Anthropology and Urban Affairs and Planning external reviews completed; Computer Science, Economics and THHP action plans completed; Chemistry and Philosophy self-studies in progress; Romance Languages and Religion external reviews complete and awaiting reports; Theatre self-study complete, with external review scheduled for fall 2014. German self-study postponed pending completion of language reorganization and the Film & Media Studies self-study has been scheduled to commence in fall 2014.
  - In 2014-2015, Africana and Puerto Rican/Latino Studies, Arabic, and English will conduct self-studies. Chemistry, Philosophy and Theatre will commence their external academic program reviews. Computer Science, Romance Languages, Religion, and Urban Affairs and Planning will submit action plans, with implementation in place.

### 1.3 **FOCUS AREA F:** *Colleges will use technology to enrich courses and improve teaching*

- Hunter increasingly uses technology to expand course offerings and accelerate student progress toward degrees. This year, Hunter implemented a new *Faculty Innovations in Teaching with Technology (FITT) Online* program specifically aimed at the creation or adaptation of fully online options that satisfy Pathways Common Core requirements. Four projects, each of which satisfies a different Common Core requirement, will be developed this summer and offered in spring 2015.
- Via its successful regular *FITT* program, Hunter also funded 19 faculty to work on 14 projects during summer 2014, of which 4 are aimed at developing hybrid courses.
- The SON began using simulation in the graduate programs with 14 simulations in *Leadership and Management III* (NURS745), *Primary Care III* (NURS768), and *Advanced Physical Assessment* (NURS851).
- The SOE has established a best-practices resource for teachers of the blind - the Library of Video Excerpts (LOVE) - which comprises over 110 video clips demonstrating

exemplary teaching in the areas of literacy/braille reading and writing, math, technology, science, social studies. LOVE will be launched online in the Fall of 2014 in 43 personnel preparation programs in the US and Canada.

- A. *Conduct a technology audit on the state of fully and partially online courses throughout the college to establish a baseline of partially and fully online courses.*
- Audit conducted in fall 2013 showed an increase in hybrid offerings (8.1 in fall 2013 vs. 6.7 in 2012 and 6.5 in 2011) and also revealed the difficulty in getting solid data on the status of technology enhanced courses.
  - The SOE leads Hunter in its offerings of innovative online hybrid and fully online courses across all departments, including child development, literacy and special education; in 2013-2014, more than 30 courses were offered fully online or with a substantial online component.
- B. *Update the SOE technologies required of all graduates to meet the changing landscape of educational technology.*
- The SOE expanded its vast Video Analysis of Teaching (VAT) library, and with the help of a consultant has identified more than 100 clips for the “Teachable Moments” database, a tool that gives detailed feedback on selected video clips, identifying best practices on key competencies. Hunter’s pass rate was 100% on NYS’s new Video-based Teacher certification exam.
  - The SOE requires all students to demonstrate technology competencies as a graduation requirement. In 2013-2014, a faculty consolidated and embedded tech competencies into existing courses across all programs, resulting in ten technology competencies and maps that show how each competency is addressed across each of 13 programs. The next step will be to embed each of the competencies into course syllabi beginning in fall 2014.
- C. *MLS will expand the use of digital microscopy to Microbiology and Hematology laboratories and implement 3 fully online courses during the summer 2013 – Medical Terminology, Directed Research III and Clinical Decision Making.*
- MLS faculty are incorporating digital microscopes into their courses, starting with Histology and moving soon to Microbiology and Hematology.

## **Objective 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity**

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

- A. *Maintain or increase current high levels of resources, including the Presidential Travel Award program, the Presidential Fund for Faculty Advancement and the Undergraduate Research Initiative to support faculty research and teaching and faculty efforts to seek external funding.*
- The Presidential Travel Award Program, which supports faculty participation in art exhibits, film festivals, professional conferences and research and assessment-related activities, distributed over \$304,000 to Hunter faculty in 2013-14. Since the program was initiated in 2005-06, over \$1,889,000 has been invested.
  - The President’s Fund for Faculty Advancement, which provides funding for costs related to publishing and obtaining funding for faculty research and creative work, awarded over \$112,000 to Hunter faculty in 2013-14 – a 31% increase over last year. Since the program was initiated in 2011-12, over \$226,000 has been invested.
  - Hunter increased funding to its Undergraduate Research Initiative, awarding over \$48,000 (a 28% increase over last year) to fund 29 student-faculty research teams (a 32% increase). Since the program started in 2012, over \$124,000 has been invested.
- B. **FOCUS AREA A:** *Support faculty in the development of new interdisciplinary minor and certificate programs in line with the college’s strategic plan and launch Arts Across the Curriculum faculty development and student success initiatives funded via new Mellon Foundation grant for \$500K over 3 years.*
- In 2013-14, new Arts Across the Curriculum (AAC) courses were developed, including two Pathways-compliant AAC courses - one in Biology and one in Psychology, which will run in 2014-15. The benefits of several MFA programs are being offered to Hunter undergraduates, including the Distinguished Living Writers and Distinguished Living Artists programs. Those programs have become courses for undergraduates. Eleven immensely popular, well-attended community programs were offered.
  - Interdisciplinary minor and certificate programs that bridge the arts and other areas such as arts management and jazz studies are under development.
- C. *Hire and invest in outstanding scholars in key areas linked closely to Hunter’s strategic plan, including start-up costs and research support.*
- Notable hires this year include Dr. Elizabeth Capezuti, as the first William Randolph Hearst Chair in Gerontology Nursing, Dr. Catherine Raissiguier as full professor and the first chair of the proposed new department of Women and Gender Studies and Dr. James Mandiberg, who was hired to lead the new Organizational Management and Leadership sequence in the SSSW. The SOE is also searching for its first endowed professorship– the Olshan Professor of Clinical Practice in Education.
  - Other strong hires include Dr. Diane DePanfalis, the 2013-14 Moses Distinguished Professor, who Hunter is now hiring in a permanent capacity as a tenure-track full Professor in the SSSW, and several strong scientists, including Brian Zeglis, a post-doc at MSKCC who is already collaborating with Hunter scientists, Konstantinos Krampis, an expert in Bioinformatics and data intensive computing and leveraging cloud platforms, Olorunseun Ogunwobi, a specialist in the mechanisms of metastasis in solid cancers, and Columbia neuroscientist Nesha Burghardt.

### **2.2 Colleges will increase creative activity and research productivity, including for pedagogical research**

- Hunter faculty maintained their record of high compliance with CUNY’s online scholarship report system (96.3% in 2013, 95% in 2012, 99% in 2011, 98.1% in 2010,

97.1% in 2009).

- The number of pieces of scholarship or creative activity reported by Hunter faculty continues to increase (1.7 in 2013, 1.6 in 2012, 1.5 in 2011 and 2010, 1.3 in 2009).
  - Hunter faculty's 3-year rolling annual average of peer-reviewed publications in the sciences, social sciences and humanities (excluding artistic products) also continues to rise[source: Web of Knowledge] with an average of 489 articles published in 2011-13, up from 350 in 2004-06 – a 39% increase in publications during a period when the number of faculty only increased by 12.5% (from 641 in 2004 to 721 in 2013).
  - Hunter named its first Associate Provost for Research to help raise its research profile to the next level.
- A. *Strengthen faculty development initiatives that encourage scholarship and research through seminars, workshops and mentoring in the Roosevelt House Faculty Associates Program and through major institutional grants like SCORE.*
- The Roosevelt House Faculty Associate Program includes 98 faculty from Arts & Sciences, Nursing, Public Health and Social Work. In 2013 - 2014, the program provided 36 travel and research grants and hosted conferences and public programs including "John Lindsay, New York, and the American Dream," "Color of Citizenship: Tracing the Legacies of Japanese Internment from WWII to Stop & Frisk," and "From Triangle Shirtwaist to Bangladesh: The Garment Industry, Tragedy, and Workplace Safety Reform." Associates in the program also convened successful faculty seminars on food policy and on labor and working class history.
  - Through NIH's SCORE program, 10 Hunter faculty in the Departments of Biology, Chemistry, Psychology and Physics were funded for a total of \$2,188,516 in 2013-14. Hunter provides various types of support to these scholars, including grant-writing assistance, external pre-review of grant proposals, assistance in meeting SCORE guidelines, which are more extensive than most NIH grants, and yearly evaluations to assess progress and provide additional support, if necessary.
  - A&S sponsored 7 interdisciplinary faculty research seminars (up from 4 in 2012-13) on topics ranging from translation to sustainability to understanding big data.
- B. *Support and expand research collaborations among Hunter College faculty and faculty from WCMC and MSKCC.*
- Recruited Brian Zeglis (Chemistry), who has an established relationship with MSKCC.
  - For the sixth year, the SON has been the nursing partner on Weill Cornell's CTSC/NIH grant. Dr. Kunsook Bernstein and Dr. Judith Aponte received research funding from the CTSC in 2013 for their research on improving diabetes outcomes among Hispanics and depression interventions for Korean American women, respectively.

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

- Mean teaching hours of veteran full-time faculty remained relatively stable (13.7 in 2012-13 and 2011-12, 13.9 in 2010-11 and 13.6 in 2009-10).
  - The % of instructional FTEs delivered by full-time faculty in undergraduate courses fell to 31.4%, down from 32.8% in 2011-12, 35.9% in 2010-11 while the % of instructional FTEs in graduate courses increased to 50.2% (up from 49% in 2011-12 and 47.5% in 2010-11).
  - One of the ways that Hunter is addressing the need to expose more of its students to full-time faculty is to hire excellent teaching faculty in lecturer titles. Over the past 3 years, 10 lecturers were hired in high demand areas.
- A. *Gain support for new college-wide reassigned time policy.*
- Formal policy still under development. In the interim period, we are working closely to link release time policy to concrete research agendas and productivity.
- B. *Work with CUNY OIRA to help refine methodology for assigning faculty credit for various types of combined courses.*
- Hunter maintains that the current methodology for assigning faculty credit underestimates faculty teaching, especially in science courses in which full-time faculty run the course and deliver all the lectures and supervise the labs and/or recitation sections, which are conducted by teaching assistants. We will continue to work with OIRA to ensure that our faculty are properly credited. When Hunter's Office of Institutional Research recalculated the workload data to adjust for this underestimation, the % of instructional FTEs delivered by full-time faculty in undergraduate courses moves from 31.4% to 35.1%.
  - A&S departments encouraged to record on workload faculty supervision of student independent credit-bearing work (e.g., master's theses, independent studies) so workload data accurately reflect contact hours with students.

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

- A. *Actively recruit a diverse faculty and staff through aggressive outreach to organizations, institutions and conferences that offer the potential of hiring minority candidates.*
- Across the College as a whole, including all schools and departments, there was no underrepresentation of minority faculty. In 2012-13, there were 37 faculty hires, 22 (59%) were women and 10 (27%) were members of minority groups.
  - The percentage of full time Black faculty increased slightly from 9.1% in 2013, up from 8.7% in 2012. The percentage of Asian Pacific Islander faculty increased slightly from 10.3% in 2013 from 9.9% in 2012. The percentage of Hispanic faculty remained stable at 9.8% in 2013 (vs.9.7% in 2012).
  - In the Executive/Administrative/Managerial Job Group, which includes ECP, HEO and HEA job titles, there were 47 new hires, 20 of which are minorities and 29 of which are female.

- In the Professional/Non-Faculty Job Group, which includes the HEa and aHEO job titles, there were 42 new hires, 25 of which are minorities and 25 of which are female.
- Job openings are regularly advertised with a variety of external publications and resources including HERC, Diverse Issues in Higher Education, Hispanic Outlook and HBCU Connect, search chairs are encouraged to leverage attendance at specialized conferences, including those for minority and female professionals, to identify and encourage qualified candidates to apply, and for science positions, nominations are solicited from among a network of administrators and faculty at RCMI institutions.

## **Goal 2: Improve Student Success**

### **Objective 3. Ensure that all students receive a quality general education and effective instruction**

#### **3.1 Colleges will improve basic skills and ESL instruction to prepare students for success in remedial and credit-bearing courses**

- A. *Maintain or improve the % of SEEK students passing freshman composition/gateway math courses with a C or better.*
- The % of SEEK students earning a C or better in freshmen composition/gateway math improved to 82% in fall 2013 (up from 73.8% in 2012, 79.8% in 2011, 80.6 in 2010 and a 67.5% in 2009).
- B. *Maintain or improve the % of ESL students passing freshman composition.*
- The % of ESL students earning a C or better remained high (93.8% in fall 2013, 96.2% in 2012, 93.6% in 2011, 92.3% in 2010 and 86.6% in 2009).

#### **3.2 Colleges will improve student academic performance, particularly in the first 60 credits of study**

- A. *Conduct audit of syllabi for all new Pathways-certified courses to determine whether there is early assessment of student performance and timely feedback to students in preparation for fall 2014 implementation of an “early alert” system in select Pathways-certified courses.*
- The audit of syllabi for new Pathways-certified courses in Biological Sciences, Economics, English, Geography, History and Political Science was conducted, best practices were identified, along with gaps, and an action plan for increasing assessment and alerts was developed.
  - Early alert systems are in place in select Hunter Core Requirement (Pathways) courses.
    - The Writing Center implemented a program to provide additional tutoring and other services for students in Hunter Core Requirement/Pathways Common Core courses who are identified as potentially at-risk of failure based on a diagnostic writing sample.
    - Each semester, instructors in 100-level math courses are asked to identify students who are at-risk (i.e., students receiving a score of below 75 on the first quiz/test). These students are then contacted by the Dolciani Math Learning Center offering services to help them with their courses.
- B. *Develop more Pathways-certified introductory science courses for non-majors.*
- Hunter’s science departments are developing 3-credit Pathways-compliant general education courses: Biology is in the process of creating a free-standing, three-credit version of its popular forensics course; Physics is in the process of creating a free-standing LiPS astronomy course; Geography created free-standing three-credit LiPS course for non-scientists (GEOL 101 – Introductory Geology Lab) which has passed all levels of approval and will be offered in fall 2014.
- C. *Maintain or increase the % of students passing gateway courses with a C or better.*
- The high % of students passing freshman composition and gateway mathematics courses with a C or better was maintained (composition: 95.3% in fall 2013 vs. 94.7% in 2012; math: 79.6% in fall 2013 and 2012).

#### **3.3 Colleges will reduce performance gaps among students from underrepresented groups**

- A. *Maintain high retention rates of URM students relative to non-URM.*
- While Hunter’s retention rate for URM students (84% for the class entering fall 2011) remains well above the senior college average (80.1% in 2012), it declined slightly from last year (88.6%) and coupled with an increase in the retention rate for non-URM students (from 85.7% in 2011 to 87.7% in 2012), resulted in a small (3.7%) gap.
- B. *Support programs that seek to support students from underrepresented groups, including Hunter’s NSF-funded Science Mathematics Opportunities Network (SciMON) and BMI program.*
- Hunter continues to supplement NSF funding to support SciMON and Hunter’s 15 undergraduate STEM enrichment programs (e.g., MARC, MBRS-RISE), including sponsoring Hunter’s 2<sup>nd</sup> annual Undergraduate Research Conference in March 2014 to showcase 125 student presentations in all disciplines (up 36% from 2013). Over the course of the NSF grant, the college has added 5 new enrichment programs, some funded through philanthropy, and the number of students who participate in these programs has grown over 61% (from 120 students in 2010-11 to 194 students in 2013-14).
  - The SON has a HRSA workforce diversity grant titled “Being Excellent Scholars in Transition to Nursing” that provides support, including stipends, tutoring, mentoring and advising to Black and Hispanic students In 2013-14, there were 14 high school students, 19 pre-nursing students, and 34 nursing majors in the program.
- C. *Provide scholarships, advising, counseling and engagement activities to high-achieving underrepresented minority students in cohort programs like the Community and*

*Presidential Leadership Scholars programs.*

- In fall 2013, there was a 20% increase over last year in the number of Community Scholars who accepted Hunter's scholarship invitation and enrolled. During the 2013-2014, Community Scholars and Presidential Leadership Scholars benefited from academic advising services prioritized for underrepresented minority students.

**Objective 4. Increase retention and graduation rates and ensure students make timely progress toward degree completion**

**4.1 Colleges will facilitate students' timely progress toward degree completion**

- The average number of credits earned by full-time first-time freshmen in the first 12 months was maintained at 26.3 in 2012 (vs. to 26.5 in 2011) while the % of freshmen and transfers taking one or more courses the summer after entry decreased (27.6% in 2012 vs. 31.5% for 2011).
- A. *Finalize strategic plan for student success.*
- In a December 2013 presentation to the Hunter College community, President Raab presented contextualized and comparative data related to retention, graduation and progress-to-degree and a 5-point student success plan based on those data to the Hunter College Senate. Implementation is being led by the new Senate Select Committee on Student Success and the new Presidential Task Force on Advising and coordinated by a specialist in student success.
- B. *Improve science lab availability for science majors by implementing new nursing curriculum that admits students in sophomore, as opposed to junior, year.*
- The new nursing curriculum was successfully implemented and Hunter is monitoring enrollments.
  - In order to help science students progress toward degrees, an 11-week summer Biology 100 course was created and is being offered to 250 students this year. The Department of Physics will add 100 seats to PHYS 110 in fall 2014 and is planning for future increased demand.
- C. *Continue to expand Pathways course offerings.*
- 166 Hunter Core Requirement (Pathways) course offerings have been approved at all levels of governance at Hunter and CUNY.
  - In May 2014, the Hunter Senate approved new learning outcomes for *US Experience in its Diversity* to allow the addition of new courses from departments other than History and Political Science. AFPRL is developing such a course.
- D. *Enhance communication to students about degree requirements.*
- The President's Campaign for Student Success took flight with a major data-driven presentation to the Hunter College community in fall 2013, in which several major initiatives were launched. At the heart of all of these initiatives (early alerts, enhanced advising, student engagement, course availability) is better communications to students and where possible, the use of technology to facilitate communication and interaction.
  - Hunter has made substantial focused investments in improving individualized advising for its students.
  - Hunter is creating a standardized web-based advising template for academic departments and roadmaps that spell out major requirements to help students better understand degree requirements
  - Hunter is also increasing its use of technology to enhance effective academic advising, better connect students with individual advisors and help students make progress toward degrees.
- E. *Maintain or accelerate Hunter's rate of progress in credit accumulation over the first 12 months.*
- Hunter launched the "Take15" campaign to encourage students to earn 15 credits per semester/30 credits per year.
  - Hunter encouraged enrollment in its Summer's Edge program, which allows first year incoming students to take a Hunter College 3 credit course the summer before freshmen year.
- F. *Maintain high level of undergrad FTEs to headcount.*
- The ratio of undergraduate FTEs to headcount was maintained at 0.799 (vs. 0.814 in 2012).

**4.2 Retention rates will increase progressively**

- A. *Maintain or improve upon recent gains in retention rates.*
- The one-year retention rate for freshmen continues to rise, reaching a new high of 86.7% for the class entering fall 2012, up from 86.5% in 2011, 85.4% in 2010, 84.7% in 2009 and 83.6% in 2007. Hunter's one-year retention rate is significantly higher than its predicted rate, thereby "adding value."
    - The one year retention rate for men increased from 84.4% to 86.6%, the highest it has been in 10 years.
  - The one-year retention rate for transfers remained stable at 79.2% for the Fall 2012 cohort (vs. 79.2% in 2011 and 79.4% in 2010).
- B. **FOCUS AREA E:** *Expand academic programming and personalized advising and support for scholar cohorts to maintain high retention rates.*
- In spring 2014, the one-term retention rate for the 2013 scholar cohorts was 100%, the three-term retention rate for the 2012 cohort was 86.7%, the five-term retention rate for the 2011 cohort and the seven-term retention rate for the 2010 cohort was 82%.
  - Plans were made to expand the Yalow Scholars program and implement new scholar cohorts in the humanities (Athena scholars) and nursing in fall 2014

- A more formalized oversight structure for the scholar cohorts was developed between the Offices of the Dean of A&S and Student Affairs
  - In early 2014, Hunter initiated a plan to tap the synergies between its Pre-Law and Roosevelt Public Policy Scholars programs, by anchoring them in a common Director and expanding staff support. Enhanced coordination between Pre-Law and Roosevelt will leverage Hunter's resources in order to provide students with more opportunities and support the natural working ties between the Pre-Law Program and the academic departments where the Roosevelt Scholars will eventually major.
- C. *Extend "early alert" system on a targeted basis in areas of demonstrated need where student supports are already in place.*
- A small pilot was conducted in classes taken by student scholar cohorts. Based on the results, we will extend the early alerts to a broader array of students and courses and Advising Services is using the CRM-Retain to build and execute a communication plan to monitor the academic performance of students in the scholar cohorts and establish early interventions such as resource referral and advising as warranted.

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

A. *Maintain or improve graduation rates for baccalaureate and master's programs.*

- Hunter's 6-year graduation rate for freshmen increased to 50.4% for the class entering fall 2007 (up from 45.7% in 2006) its highest level since these indicators have been recorded.
  - Of particular note, the 6-year graduation rate of Hunter's African-American students was even higher – 53.1% for the 2007 cohort - up from 28.9% for the 2001 cohort. (PRR)
- Hunter's 4-year graduation for freshmen also increased to 24.7% for the class entering fall 2009 (up from 22.5% in 2008, 21.9% in 2007 and 19.4% in 2006) but this is still significantly less (by 5.9%) than Hunter's predicted rate.
- Hunter's 4-year graduation rates for transfer students (51.6% for the class entering fall 2009 vs. 48.6% in 2008, 50% in 2007 and 47% in 2006) and Master's students (76.4% for the class entering fall 2009 vs. 74.4% in 2008, 74.1% in 2007 and 73.5% in 2006) continue to rise.

#### **Objective 5. Improve post-graduate outcomes**

##### **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*

- Hunter's pass rates on the new NYS teacher certification exams met or exceeded CUNY and NYS averages: 72% of Hunter students passed the ALST exam (vs. 46% for CUNY including Hunter, 37% for CUNY excluding Hunter and 59% for NYS) and 67% of Hunter students passed the EAS exam (vs. 58% for CUNY including Hunter, 54% for CUNY excluding Hunter and 66% for NYS).
- Hunter's pass rate was 100% on NYS's new Video-based Teacher certification exam; the introduction of this exam was based on the pioneering video work in Hunter's SOE.
- The % of students passing a Content Specialty Test remains very high (98.5% in 2012-13 vs. 98.6 in 2011-12) and is the highest among the CUNY senior colleges (with an average pass rate of 91%).

B. *Maintain high pass rates on PT and Communication Sciences exams*

- The Communications Sciences first time pass rate on the Communications Sciences Praxis licensure exam was maintained at 100%; the Physical Therapy first time pass rate was 92.86%, an increase from last year's rate of 88.89% and higher than the 2013 national average of 90.15%.

C. *Maintain high pass rates on Nursing NCLEX-RN exams and improve the certification pass rates for graduate students.*

- Due to a major increase in the level of difficulty of the NCLEX exam, Hunter's 2013 NCLEX-RN pass rate was 84.2% (vs. 95.9% last year), which is still higher than all other CUNY schools (75.2%) and the overall pass rate for New York State (78.14% in 2013). This performance is all the more remarkable given that the test was administered during the year that Hunter students and faculty were displaced from their campus (and in some cases their homes) due to Superstorm Sandy. The SON immediately initiated a review designed for the new exam and as a result, for the first quarter of 2014, Hunter's pass rate increased to 94.12% (vs. 84.61% for NYS).
- Certification pass rates for the SON's a) Adult Nurse Practitioner master's program increased to 94% in 2013, up from 87.5% in 2012 and above the 2013 national average of 86%, b) Adult Geriatric Nurse Practitioner program increased to 80% in 2013, up from 60% in 2012, but below the 2013 national average of 86%, c) Psychiatric Mental Health Nurse Practitioner program was 85.7% in 2013, slightly below the 2013 national average of 87.4% Other pass rates in SON master's programs in 2013, d) Clinical Nurse Leader program was 75%.

D. *Maintain first-time pass rates on the LMSW above national average and improve LCSW pass rates*

- 80% of first-time test takers passed the LMSW in 2013, down slightly from 84% in 2012, but still above previous years (79% in 2011, 73% in 2010 and 71% in 2009); this year's rate equaled the NYS average of 80%.
- 82% of first-time test takers passed the LCSW in 2013, up from 77% in 2012, this year's rate was above the NYS rate of 80% and above the national rate of 78%.

- To support students as they prepare for these tests, the SSSW offers several licensing courses of various length and levels of intensity, has additional tutoring available, provides free access to study manuals, and assists graduates in taking sample tests. Since success is highly correlated with taking the exam at the first opportunity after graduation, graduates are encouraged to take the test quickly.

## 5.2 Job and education rates for graduates will increase

- **FOCUS AREA D:** In an effort to strategically develop new degree programs to meet pressing workforce needs, the SON fully implemented the part-time option in the Doctor of Nursing Practice (DNP) program, resulting in an increase in enrollment as most students need to pursue their studies on a part-time basis.
- A. **FOCUS AREA D:** *Generate proposals for more professionally-oriented undergraduate options (majors, minors, certificates) in areas including arts management and social work.*
- Hunter is developing minor and certificate programs in arts management and a BSW in Social Work.
  - To prepare to put the RN to BS program fully online to offer flexibility to RN students, during spring 2014, the SON revised the RN to BS curriculum to bring it up-to-date and during summer 2014, via the college's FITT program an SON faculty member is being trained in creating online courses.
- B. *Continue to closely monitor performance on professional/graduate school test scores with the goal of improving admission rates.*
- LSAT scores among seniors have remained above the national average for the past two years, attributable at least in part to Hunter's aggressive campus LSAT prep initiative. The average highest LSAT score for seniors was 156.1 in 2012-13, several points higher than the national average of 153.8, thereby enhancing student competitiveness in law school admissions.
    - For the 2012-13 law school application cycle (the most recent data released), the aggregate acceptance rate of Hunter affiliates jumped more than 10 percentage points to 72% (from 61.6% in 2011-12), though this still remains lower than the national average (77% in 2012-13)
    - This year, Hunter students were accepted to top law schools across the country, including Harvard, Columbia, NYU, University of Pennsylvania, University of Virginia, UC-Berkeley, Duke, University of Michigan, Cornell, Georgetown and UCLA.
  - The number of Hunter students applying to allopathic medical schools increased from 115 in 2012 to 152 in 2013. The average MCAT score for these applicants remained relatively stable at 27.4 (vs. 28.1 last year) but remains above the national average of 26.5. Hunter acceptances to medical school increased from 62 in 2012 to 68 in 2013, which is slightly above the national acceptance rate (44% in 2013).
    - This year, Hunter students were accepted to top medical schools including Harvard, Weill Cornell, NYU and Stony Brook.
  - Average GMAT scores remain stable (475 in 2013 and 2012) and below the national average (548 in 2013).
- C. *Establish assessment procedures for pre-professional advising services.*
- Hunter's Pre-Law Advising program continues to be vibrant, well-funded, and highly rated by students - on an annual advising services satisfaction survey, this year students gave the program an overall rating of 4.49 on a 5 point scale. In response to student feedback, this year the program increased opportunities for students to meet with attorneys, including the introduction of a new "Lunch with a Lawyer" series.
  - The Pre-Business Advising Office implemented a new school-wide business interest survey this year and improved services to the Cooperman Scholarship program based on detailed feedback from program alumni.

## Objective 6. Improve quality of campus life and student and academic support services

### 6.1 Colleges will improve the quality of student life and campus climate.

- A major focus of the President's Campaign for Student Success is improving the quality of student life and campus climate. This is a multi-pronged initiative that runs the gamut from improving spaces for students to increasing course availability, enhancing programs and services, strengthening academic advising, and creating and expanding opportunities for student engagement.
  - The President is working with the leaders of undergraduate student government to design a student union that will provide dedicated space for social events and activities.
  - The West Building 3rd floor cafeteria was refurbished with new furniture and outlets and supports heavy student use.
  - The President's Initiatives for Student Engagement have been institutionalized and this year over \$50,000 (up from \$35,000 last year) was awarded to faculty to conduct research with undergraduates, accompany students to conferences, plays, movies, museums and other events, and sponsor student-faculty seminars.
  - Hunter has invested in a new program to increase the number of students who win prestigious scholarships and fellowships. We have hired a consultant to help design the program and provide direct support to students. Even in its first year, the program has been highly successful in attracting and supporting well-prepared students. This year, in addition to CUNY's first Luce Scholar, Hunter students won Goldwater, Boren, Gilman and Fulbright scholarships.
  - Hunter conducted a review and assessment of its internship programs with the goal of strategically expanding such opportunities and raising money to support them.



- Hunter is using technology to link students to a variety of opportunities, major public programming such as this year's Roosevelt House event to commemorate the 75<sup>th</sup> anniversary of the publication of the Steinbeck's *The Grapes of Wrath*, which was co-sponsored by our Arts Across the Curriculum initiative.
  - Hunter's growing scholar cohorts programs – Athena program for students interested in classics and a new nursing cohort were added this year – have proven to be effective recruitment and retention tools and provide enriched coursework, personalized advising, scholarships and numerous student engagement activities
  - Hunter has institutionalized an annual book reading for all scholar cohorts. This year, over 300 students were sent a copy of Colum McCann's *Let the Great World Spin* and participated in a reading and Q&A led by Professor McCann.
- A. **FOCUS AREA C:** *Open the 3<sup>rd</sup> (main) floor of the newly renovated library, including information commons, reading room, study hall and library café.*
- The 3rd floor re-opened in 2013 and has become a vibrant hub of intellectual and social activity. Students fill its reading room, information commons and flexible study spaces and make great use of its technology-enhanced reference functionality and amenities, including the coffee bar and cafe.
- B. **FOCUS AREA C:** *Continue major capital campaign and construction plans for the 6<sup>th</sup> and 7<sup>th</sup> floors of the library, which will include a student success floor with new classrooms, pre-professional offices and new space for honors programs.*
- Hunter has already raised \$39M of \$45M for the capital campaign. The design of this project is 100% complete, including all functions listed above. Contractor bid documents are being prepared as library swing space is being coordinated for late summer 2014 work. A construction manager has been retained.

## 6.2 Colleges will improve the quality of student and academic support services, including academic advising and use of technology.

- A. **FOCUS AREA B:** *Re-envision three major academic learning centers for mathematics and quantitative reasoning, writing and science and plan to co-locate them on the 7<sup>th</sup> floor of the library.*
- New, state-of-the-art academic centers are included in the program and construction documents for the 6th and 7th floor library renovation project.
  - A planning committee for Writing Center was established and outside consultants were contracted. Planning was initiated for the reconfigured math/quantitative learning center
- B. *Enhance and expand the use of the CRM to improve student engagement.*
- **Improving student communications:** Following an analysis of student interactions with Retain, a student advisory group was formed to enhance communications and increase student engagement with the system. The MyChoice page has been redesigned to be more user-friendly and accommodate CUNYfirst this year.
  - **MyHunter portal:** In order to better accommodate Hunter's recent implementation of CUNYfirst, the use and layout of the MyHunter page was re-examined in preparation of revision of the layout and design in 2014-2015.
  - **Group Chat:** This year, Hunter implemented the online Group Chat Module of Retain. An initial pilot of the module included communications with out-of-state and international students who are unable to attend on campus orientation as part of their enrollment process.
  - **Graduate Connect:** This year, Hunter completed the implementation of Connect CRM for graduate students, which now interfaces with Hunter's application system (ApplyYourself ) and pilot communications plans were developed for the Schools of Education, Social Work and Urban Public Health
- C. **FOCUS AREA E:** *Technology enhancements*
- In spring 2014, 72.2% of Hunter students used Degree Works for degree audit, well above the senior college average of 51.3%.
  - **Network Infrastructure and Security:** The Hunter 68<sup>th</sup> street and 119<sup>th</sup> street campuses were upgraded with new connections to CUNY's high capacity fiber backbone. For the 68<sup>th</sup> street campus the upgrade has enabled a bandwidth of 150%, from 4 GB/s to 10 GB/s. At 119<sup>th</sup> street, a direct connection to CUNY fiber has enabled a bandwidth increase of 4000%, from 100 MB/s to 4 GB/s). Network capacity and security were further enhanced through the installation and optimization of superior firewalls at both campuses.
  - **High Performance Computing:** Hunter's first high performance computer (HPC) which supports data intensive research projects by the schools of Social Work and Urban Public Health, was installed and configured.
  - **Data Replication** – The first phase of a data replication (i.e. backup) initiative was completed. On a daily basis, email and critical data are being transmitted from 68<sup>th</sup> street to 119<sup>th</sup> street via a secure circuit and backed-up on high capacity storage. The next phase will entail the back-up of data from 119<sup>th</sup> street on storage that will be added at 68<sup>th</sup> street.
  - **Network Hardware and Energy Cost Savings through Server Virtualization** – Over the past year, 80 servers were “virtualized” (i.e. consolidated), bringing the total number of virtualized servers to 140.
  - **Network Monitoring & Troubleshooting** – Configuration of, and training on, SolarWinds network monitoring software is now enabling better monitoring of network health and security and troubleshooting of outages.

**Goal 3: Enhance Financial and Management Effectiveness****Objective 7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses****7.1 Colleges will meet and not exceed established enrollment caps for degree programs; mean SATs/CAAs of baccalaureate entrants will rise****A. Maintain or reduce headcount to control for FTE growth.**

- Hunter maintained an annualized Fall 2013/Spring 2014 enrollment of 22,310 headcount to control for FTE growth.

**B. Maintain enrollment in graduate programs at 25% or above of student enrollment.**

- Hunter continues to maintain its enrollment in graduate programs at 25% or above of student enrollment; 2013-14 graduate enrollment is 26%.

**C. Maintain or increase mean SAT and CAA scores**

- As of Fall 2013, the mean SAT of enrolled freshmen was 1180 (up from 1172 in 2012).
- The average CAA of first-time freshmen remained high at 87.8 in 2013 (vs. 87.4 in 2012).

**7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges****A. With select community college partners, develop targeted scholarship programs to facilitate transfer.**

- Hunter's SON has a dual degree program with Queensborough Community College's SON, with three cohorts admitted to date: Spring 2013 – 12 students, Fall 2013 – 15 students, and Spring 2014 – 18 students. Four students have graduated from the first cohort.
- Hunter continued to use scholarships to aggressively recruit the best prepared community college students.

**7.3 Colleges will meet 95% of enrollment targets for College Now and will enroll adult and continuing education students so as to promote the college's mission****A. Hunter College's College Now program will achieve 95% or more of its enrollment target.**

- Hunter College's College Now program exceeded its enrollment target with an enrollment rate of over 100%.

**B. The Adult Continuing Education (CE) division will provide evidence of programs and courses that further the mission of the College.**

- Hunter's International English Language Institute (IELI) courses function as a bridge-to-college for students, with information on Hunter College and assistance with applications to HC provided. IELI also offers opportunities for MA-TESOL students to tutor IELI students and observe IELI courses to gain practical knowledge. The English Language Teaching (ELT) Institute's TESOL Certificate program feeds students to Hunter's MA TESOL program.
- CE partners with Hunter's Schools of Education, Nursing and Social Work, Departments of Mathematics and Statistics and Geography and Brookdale Center on Healthy Aging, to offer non-credit training programs that provide specialized training for students.
- CE is also developing on-line courses since CUNY extended Blackboard licensing to non-credit program offerings.

**Objective 8. Increase revenues and decrease expenses****8.1 Colleges will increase revenues****A. Maintain or increase alumni and corporate giving.**

- As of June 1, 2014, Hunter's alumni and corporate fundraising total for FY14 is estimated to be \$45,500,000, up from June 30<sup>th</sup> totals of \$35,405,338 in FY13, \$28,581,658 in FY12, \$22,666,381 in FY11 and \$16,367,149 in FY10.

**B. Increase grant submissions and maintain or increase grant awards.**

- Using RF-CUNY's figures, the three-year average for (FY2012, 2013, 2014) was maintained at \$49.6 million.
- Hunter estimates that 800 proposals were submitted this year.
- Notable new grants this year include:
  - NSF research grants (Basmajian, Edelman, Mootoo, Pavlovskaya, Pontzer 2-Solecki)
  - NIH grants: 3 new RO1 grants (Nash, 2-Parsons)
  - DOD grants: 2 new (S. Greenbaum, Gumbs); 1 competitive renewal (Alexandratos)
  - Foundations: Sloan Foundation (Cruz), Wenner-Gren Foundation (Edelman, Pontzer), Foundation for Child Development (Hernandez), Robin Hood and Bob Woodruff Foundations (Sherwood), New York Community Trust (Graves/Tuten) and Doris Duke Charitable Trust (Thorpe)
  - Continuing Institute for International Education Flagship grant in Chinese (Chao) plus renewal of prior funding for student and teacher training
- Fellowships: Jefferson Science Fellowship (Greenbaum), Fulbright (Bidell, Nokes), ACLS Fellowship (Agathocleous), Wilson (Black), Indian Institute for Advanced Study (Alexander), American Council on Education (Ramasubramanian)

- Institutional grants of note: Renewal of Workforce Diversity grant – HRSA (Beard); Renewal of NYC Dept. of Health & Mental Hygiene projects: MSW training (\$560K per year, 3 years, Paulino), and Behavioral Health Care Coordination (\$277K per year, 3 years, Herman); NYS Office of Children & Family Services-funded Community Case Management Institute (\$291K, Mallon); NYC Dept. of Education – teacher training – Autism & ASD Nest (Bleiweiss); NYS Education – Intensive Teacher Institute for blind/visually impaired (Silberman); Five-year NY State Education contract for 21<sup>st</sup> Century Community Learning Centers, working with 3 non-profits for after-school programs, at \$1.2 million/yr.
- C. *Hunter will meet its agreed upon revenue targets.*
- Hunter has met its agreed-upon revenue targets.

## 8.2 Colleges will prioritize spending for student academic and support services

### A. *Hunter will invest in student services that promote student success.*

- On average, over the past three years, Hunter has awarded \$3 million per year in scholarships, with over \$3.1 million awarded in 2013-14. This year, Hunter raised a historic \$10 million endowment for student scholarships, which will help institutionalize high levels of support for years to come.
- Hunter shifted existing resources and invested new resources to enhance student services and student advising, including the hiring of an Associate Dean for Student Affairs, 4 additional academic advisors, a Student Life Manager and Student Life Specialist and a Director and Manager of the new Office of Student Communications.
- Hunter formed two new committees to support students – the Presidential Task Force on Advising and the Senate Select Committee on Student Success.

### B. *Hunter's technology fee spending will augment services for students, increasing the overall number of computing devices and expanding access to services and technology including greatly enhanced technological services in the newly renovated library.*

- During the 2013-14 academic year, through library loan, the number of laptops available was increased from 135 to 245; the number of available iPads has doubled, from 30 to 70, and 30 Windows-based tablets are now available. Additionally, 200 new and replacement computers were provided for student use in computer labs, classrooms and common areas.
- In the Fall 2013 semester, Hunter commenced a proof-of-concept implementation of “application virtualization,” a technology that enables students – using any type of computer, from any location, and at any time – to access software applications previously available only to students present in particular labs.
  - The installation of remote printing hardware and software, which commenced in 2013, enables students to send print jobs at any time, from any on- or off-site computer, tablet or smartphone to public printers on the 68<sup>th</sup> street, 119<sup>th</sup> street and Brookdale campuses. A “second phase” implementation of the remote printing solution currently enables printing by email and integrates with Hunter’s OneCard campus card billing system.
- 40 classrooms and lecture halls were upgraded and are being equipped for remote monitoring, asset management and real-time support. This implementation allows on-demand communications between instructors and technicians and enables technicians to remotely setup and configure audio-visual and computer equipment and software. It also provides early notifications related to equipment in need of repair and the ability to remotely power-down projectors, monitors and Smart Boards.
- In 2013, spending of technology fee as a percentage of technology fee revenue was 57%, down from 71.9% in 2011 and 2012 due to technical issues related to charging the general operating budget for tech fee items. When adjusting for this discrepancy, tech fee spending as a percentage of revenue would have been equivalent to years past at 72%.

## Objective 9. Improve administrative services

### 9.1 Colleges will improve the delivery of administrative services to students

#### A. *Analyze Noel-Levitz baseline results for ways to improve the delivery of administrative services to students.*

- Using the analysis, Hunter has developed a strategy to make the campus a more inviting place for students and use technology to improve services to students in the areas of advising, registration and other support services.

#### B. *The Office of Financial Aid (OFA) will increase FAFSA filing rate.*

- The Office of Financial Aid (OFA) increased Hunter’s FAFSA filing rate by over 3% compared to last year.

### 9.2 Colleges will improve space utilization with space prioritized for degree and degree-related programs

#### A. **FOCUS AREA G:** *Complete the move to the floor in the new WCMC building and continue planning for the 2018-19 move to the new MSKCC building.*

- Hunter is on track for a January 2015 move to Belfer. Numerous faculty have toured the facility and participated in an innovative request for proposal process. This yielded more than 10 applications of interdisciplinary teams of more than 20 Hunter scientists who are interested in space at Belfer and whose work is synergistic with Cornell scientists and the translational themes of the Belfer building. Selections for the move to Belfer will be completed in summer 2014.
- Hunter completed planning for swing space at LaGuardia Community College for its nursing and physical therapy programs.

- We are working with the School of Nursing and the Departments of Physical Therapy and Medical Laboratory Sciences to design the first phase of the Hunter move to the MSKCC building.
- B. **FOCUS AREA G:** *Begin planning the renovation of the Kennedy Child Care Center on E. 67<sup>th</sup> Street.*
- Hunter publicly announced the acquisition of the 26,000 square foot building and secured an additional \$5M on top of the original \$10M gift to help with its renovation. A faculty committee was established to begin initial planning for the Theatre Department to move to the building and a planner was hired. Closing is expected at the end of this calendar year.

**9.3 All colleges will make progress on the goals and initiatives identified in their multi-year sustainability plan.**

- Hunter increased the amount of recycled waste in 2013-14 (compared to 2012-13) and is examining additional ways to monitor and improve its ratio of waste recycled to waste collected.
- The number of pounds of regular waste per FTE increased to 142.3 in 2012-13, up from 94.4 in 2011-12 as a result of a number of factors including increased waste generated as a result of Superstorm Sandy and physical improvements being undertaken throughout the college.
- A. *Continue to implement aspects of the completed multi-year sustainability plan, including increased recycling efforts, additional water filling stations, and a reduction in energy consumption.*
- Hunter’s Sustainability Council has continued its regular meetings, increased tonnage of recycled materials by 50 tons, added more water filling stations to bring our total to 31 (the equivalent of more than 1.5 million 16 oz. bottles have been filled with these devices since initially installed), and has undertaken a number of management actions to help reduce energy consumption.
- B. *Focus on energy efficiency by expanding the NYC Cool Roof program, increasing campus awareness of energy saving behaviors and monitoring energy use and waste.*
- Over the past year, as a result of the initiatives indicated below, Hunter’s overall Energy Use Intensity (EUI) has decreased from 21.5 in 2012-13 to 19.3.
  - Hunter has created a working group charged with developing and implementing various energy saving measures such as expanded peak-load reduction actions, continued replacement of steam traps, installation of variable speed drives where appropriate, and pilot programs for LED lighting and usage of timers to power down HVAC equipment.
  - The college is nearing completion of a 4,000 sf roof replacement that will incorporate heat-reflective material, and is working with CUNY to complete a project to sub-meter each building to capture and monitor energy usage to make informed decisions.
  - Hunter is participating in CUNY planning committees to implement the Governor’s Executive Order 88 to reduce energy consumption. A steering committee will be formed in July 2014 to develop additional energy savings measures.
  - Hunter promotes awareness of various initiatives through its Sustainability Council, social media outlets, and large, energy-efficient monitors located throughout the campuses.
  - Hunter staff also participate in allocating resources from The Green Initiative Fund, a student-led effort to promote and implement “green” projects for the benefit of the campus community through student activity fee funding.
  - Hunter has “virtualized” (consolidated) 80 servers, adding to the 60 servers that had already been virtualized in years prior.