

Goals	Objectives	2005-2006 University Targets
<p>Raise Academic Quality</p>	<p>1. Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.</p>	<p>Outstanding faculty will be recruited to flagship/premier programs.</p> <p><u>School of Arts & Sciences</u></p> <ul style="list-style-type: none"> • Recruit outstanding faculty on cluster lines in neuroscience, bio-photonics, digital art, and Arabic. <ul style="list-style-type: none"> • <i>Two cluster hires were made in Biology (Diana Bratu, Biophotonics, and Carmen Melendez-Vasquez, Neurobiology), and one in Arabic (Alexander Ellison). The Digital Art search continues.</i> • <i>Other hires were made in Anthropology, Dance, Economics, English, German, Math, Music, Romance Languages, and Theatre.</i> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • Recruit for outstanding faculty in learning disabilities. <ul style="list-style-type: none"> • <i>The School of Education hired a promising specialist, David J. Connor, Ed.D., a graduate of our Learning Disabilities Program, as Associate Professor in the Learning Disabilities/Childhood Education Program. Connor has over 19 years of experience as a high school classroom teacher and professional development. He has significant publications in the field of learning disabilities.</i> • <i>We strengthened the overall offerings in Special Education with the hire – on a CUNY cluster line – of Professor Grace Lappin, a distinguished scholar in the field of blind studies.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • At least one line for the School of Nursing will be sought to support new initiatives. <ul style="list-style-type: none"> • <i>We have submitted a request for a new line to support new initiatives and programs, including MS/MPA and DNS.</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • Recruit three outstanding faculty members. <ul style="list-style-type: none"> • <i>The school recruited three outstanding faculty members – Samuel Aymer, Karun Singh, and Lorraine Tempel – who will start in fall 06. An eminent scholar of aging, Professor Carmen Morano, was hired on a CUNY cluster line to work at SSW and the Brookdale Center on Aging.</i> <p><u>Dean Searches</u></p> <ul style="list-style-type: none"> • Searches for permanent deans for the Schools of Social Work and Arts and Sciences will be concluded. <ul style="list-style-type: none"> • <i>New deans for the Schools of Social Work and Arts and Sciences have been appointed. Dr. Shirley Clay Scott will head the School of Arts and Sciences. She is a seasoned academic administrator with experience as Dean of Liberal Arts at Southern Illinois University at Carbondale and, prior to that, as Dean of the Graduate College at Western Michigan University. Dr. Jacqueline B. Mondros will be the new Dean of the School of Social Work. She has taught and served as an administrator in positions of increasing responsibility at Columbia University, Barry University, and most recently as Vice Dean at the SSW of the University of Southern California.</i>

CUNY’s most prominent programs will draw greater recognition.

- The college will maintain its ranking in *U.S. News and World Report*.
 - *Hunter’s most recent overall score in the category of Best Universities - Master’s (North) remained unchanged (45) from last year.*
 - *Hunter was designated one of the nation’s “Best Value” colleges in the 2007 edition of the guidebook to 150 schools published by The Princeton Review. It was one of only 4 CUNY colleges so designated, and was one of 103 public colleges that met the criteria for excellent academics, generous financial aid packages and relatively low costs.*

School of Arts & Sciences

- Hunter College and the Department of Film and Media Studies will host the Avignon Film Festival in fall 2005.
 - *The festival took place November 2005. Many talented film makers from around the world exhibited their work. The festival attracted a wide audience from around the city. Over 700 people attended the various screenings. Hunter will host the festival again in 2006.*
- The RCMI program will sponsor a national symposium on Health Disparities Among Minorities.
 - *RCMI sponsored a symposium featuring eminent scientists from across the nation in December 2005 entitled “Minorities, Race, Genomics and Health Inequities: What are the Connections?”*
 - *The RCMI grant was renewed for the next five years for a total of \$13.2 million.*
- The Writers Series hosted by the MFA Creative Writing program will continue to draw recognition.
 - *This year’s series received press attention and was very well-attended. Participants included internationally renowned writers such as Walter Mosley, Philip Gourevitch, Eva Hoffman, and Jonathan Franzen.*
 - *The MFA Program in Creative Writing is reaching new heights of excellence and recognition. Applications have soared from 42 in 2001 to 360 this year, with some admitted students choosing Hunter’s program over Columbia’s program. Program Director Peter Carey published a new novel, Theft, which has been widely reviewed and has received good notices. This year, the program added Thomas Sleigh, an acclaimed young poet, whose work has recently appeared in The New Yorker.*

School of Education

- The Center for Gifted Study and Education will expand its activities in collaboration with the New York City Department of Education.
 - *The Center won new NYS DOE contracts this year to train teachers who work with gifted students. The Center is working with Gifted and Talented Education Regional Coordinators in 3 of the city’s 10 regions to plan comprehensive system-wide professional development activities, including training educators to implement national standards of practice in NYC Schools. In addition, the Center coordinated a successful city-wide conference in gifted education that was held at Hunter College on May 25th.*

	<ul style="list-style-type: none"> • A center on autism is under development and will increase its activities with the NYC Department of Education. <ul style="list-style-type: none"> • <i>We have successfully launched the Hunter College Autism Center for Professionals, Parents, and Programs. The Center is reaching out to engage expertise from all our schools and from other CUNY campuses, and promises to change the way that autism spectrum disorders are treated in homes and schools. The Center has greatly expanded its work with the NYS DOE via contracts, grants, professional development opportunities, and targeted course offerings. We are currently meeting with major donors to obtain significant financial support for its activities.</i> • <u>Schools of the Health Professions</u> • The School of Nursing will maintain its national ranking. <ul style="list-style-type: none"> • <i>The SON retained its ranking of number 58 in the most recent survey (2003) of <u>US News and World Report</u>.</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • The National Resource Center for Family-Centered Practice and Permanency Planning will sponsor an Association of State Foster Care Managers conference in Washington, D.C. <ul style="list-style-type: none"> • <i>A successful conference was held on October 24-26, 2005, organized by Professor Gary Mallon.</i> <p><u>Brookdale Center on Aging (BCoA)</u></p> <ul style="list-style-type: none"> • Organize a think tank and partnership with other non-profits to advance citywide aging-in-place initiatives and to pursue joint research projects. <ul style="list-style-type: none"> • <i>The BCoA has made great strides in becoming a major think tank in the broad area of aging in the City. BCoA has taken the leadership in establishing multiple partnerships which have led to major accomplishments, including joint research projects with the NYC Department for the Aging (NYCDA). In addition, BCoA has hosted several highly acclaimed conferences with major NYC agencies like the NYC Health and Hospital Corporation (NYCHHC), and national agencies like the National Institutes of Health (NIH), some of which received significant press coverage.</i> <p><u>Hunter College Campus Schools</u></p> <ul style="list-style-type: none"> • HCHS will maintain its standing as one of the top ranked public high schools in the nation as measured by college placements. <ul style="list-style-type: none"> • <i>According to <u>Newsweek's</u> annual survey of the best high schools (released May, 2006), HCHS ranked as one of the nation's 21 "Public Elite" high schools due to its strong academic programs and high SAT scores.</i> <p>Faculty research awards/scholarship will increase from 2004-2005 levels.</p> <p><u>School of Arts & Sciences</u></p> <ul style="list-style-type: none"> • The number of grant proposals submitted to federal agencies and private foundations will be increased from the current level of 365, including grant renewal proposals for premier science programs (SNRP and Bioinformatics), and instrumentation grants in support of research in chemistry and biology will be sought via major grant proposals to NSF MRI, NCRR-NIH, and DOD. <ul style="list-style-type: none"> • <i>We have exceeded last year's total of 365. 372 proposals have been submitted. Despite a tough funding environment, grant activity at Hunter is strong and we have maintained our overall level of external funding, almost \$39.7 million.</i> • <i>Major multi-million dollar institutional grants like Research Centers in Minority Institution (RCMI) and Specialized Neuroscience Research Projects (SNRP) were renewed. Hunter's RCMI grant was renewed for \$13.2 million over five years.</i>
--	--

- *Among other new federal grants Professor Steve Greenbaum (Physics) received three grants from the DOD, Professor Jesus Angulo (Biology) received his first R-01 grant from the NIH, Professor Yujia Xu (Chemistry) received a major equipment grant from the NSF.*

School of Education

- The School of Education (SOE) will seek funding from the U.S. Department of Education (USDOE) and the NYS Department of Education (NYSDOE).
- *The School of Education received awards from external sources during the FY2006 that totaled \$4.73 million. Of the \$1.23 million that the School was awarded by the U.S. Department of Education during the year, we received \$150,000 for a long-term training initiative in Rehabilitation Counseling (the first of five years). The School was awarded \$1.8 million by the State of New York, of which \$52,000 was a Leadership Instructional Superintendent Training grant. The School received \$1.3 million from New York City, including an award of \$180,000 to develop a Mathematics and Science Partnership Program for Region 7.*

Schools of the Health Professions

- Faculty members will be appointed to the Center for Community and Urban Health (CCUH) and the Brookdale Center on Aging (BCoA) and will submit at least two grants for external funding.
- *Four faculty from the School of Nursing and the School of Health Sciences were appointed Center Faculty Fellows in the Center for Community and Urban Health; one faculty person was appointed to the Brookdale Center on Aging. Three faculty and Center staff submitted major grants to NIH, received encouraging input and will resubmit at the next review cycle. Four faculty received major new or continued funding from NIH and the Jonas Center Nursing Excellence Grant Award program.*

School of Social Work

- Increase number of grant/contract proposals to external agencies.
- *The SSW maintained the number of proposals submitted to external agencies. In order to increase grant activity at the SSW, we have put into place (a) a faculty grant writing mentorship program, (b) a major technology upgrade to facilitate proposal preparation and (c) an arrangement with representative of the CUNY RF to be onsite at SSW every other week to provide hands-on support faculty.*
- *Professor Gary Mallon was awarded two grants from the US Department of Health and Human Services totaling over \$300,000 to provide services for victims of Hurricane Katrina.*
- Submit at least one grant proposal to an external agency jointly with the Brookdale Center on Aging.
- *Professors Carmen Morano (PI) and Mimi Fahs (consultant) submitted a \$342,000 R-21 research grant proposal to the US Public Health Service entitled "A Care Management Intervention for Hip Fracture Patients and Caregivers." The project proposes a randomized control trial to assess outcomes of community-based interventions, in accordance with an established case management intervention protocol.*

School of Arts & Sciences

- A major gift from a donor will be used to hire a new curator for the Art Galleries.
- *A prominent curator has accepted this endowed professorial position. We are currently in the midst of negotiations and an announcement is expected by fall, 2006.*

New resources will be shifted into flagship/premier programs.

- Physics will initiate its track in pre-engineering.
 - *The Senate approved the proposal for the pre-engineering track, the curriculum is in the catalog, and students are enrolled for fall 2006.*
- Seven research laboratories and three teaching laboratories will be renovated.
 - *In part due to the CUNY Graduate Investment funds, we have exceeded our goal of renovating seven research and three teaching laboratories in Anthropology (2), Biology (3,) Chemistry (3), Physics, Psychology. Significantly, we have added Geographic Information Systems (GIS) capacity in a new laboratory in Urban Affairs and Planning.*
- The Creative Writing program will be strengthened and enhanced by recruiting a renowned poet.
 - *Acclaimed poet Thomas Sleigh joined the faculty this year and has greatly strengthened the poetry track and organized major poetry events. One of his poems has recently appeared in The New Yorker.*
- Program development for Roosevelt House will begin with an interdisciplinary faculty policy seminar in spring 2006.
 - *Twelve members of the faculty from three of our four schools took part in this first policy seminar in spring 2006 headed by Joseph Viteritti. Seminar was a great success. Two papers prepared for the seminars have already been submitted for publication. We are repeating the seminar in spring, 2007.*
- The Honors College will begin to create new upper level honors classes, particularly in public policy as part of the Roosevelt House program. Plan to expand and improve options for international studies.
 - *We have created ten upper-level courses for CUNY honors students, with several more in the pipeline, about half of which have a distinct policy focus.*
 - *We have assembled an interdisciplinary committee of faculty to create honors curricula for a new interdisciplinary concentration in public policy that will be part of academic programming at Roosevelt House.*
 - *We have hired a new Director of Study Abroad and International Programs who has successfully lead these programs at the University of Pennsylvania to expand travel and learning opportunities for our students.*
 - *The Honors College has grown steadily in size and quality. The size of the entering class grew from 82 in fall, 2005 to 102 in fall, 2006 with no reduction in the quality of incoming students. The average SAT scores for students admitted in fall, 2006 is 1400, and for enrolled students, 1350.*

School of Education

- A proposal for a new certificate program in literacy grades 5-12 will be completed in 2006.
 - *The School of Education will submit proposals for an Adolescent Education Program in Literacy and an Advanced Certificate in Literacy for NYS approval in fall 2006.*
- A proposal for a middle school special education generalist certificate program will be developed.
 - *The School of Education will submit this proposal for NYS approval in fall 2006.*

Schools of the Health Professions

- Four different clinical doctoral programs are in various stages of development. The AuD program will be implemented in fall 2005. The DNS and DPT programs will be developed for student admission to begin in fall 2006. The Urban Public Health program of Hunter will take a lead role in the development of a letter of intent for a DrPH degree program.
 - *All goals achieved. Major milestones include the following:*
 - *The AuD admitted 6 students in fall, 2005*
 - *The DPT has admitted a full first cohort of 30 students for summer 2006.*
 - *The DNS was approved by the CUNY Board of Trustees and the New York State SED Board on May 20, 2006 and will admit its first cohort of students in the fall, 2006.*
 - *The DrPH draft LOI was completed and reviewed, and the revised LOI will be submitted to the GC Curriculum committee in the fall, 2006.*
 - The School of Nursing will begin to implement the Nursing Education Certificate Program to prepare nurses for a teaching career.
 - *Students have been admitted to the certificate program for fall 2006.*
 - The joint Hunter-Bellevue School of Nursing MS/Baruch College MPA program will be launched in spring 2006.
 - *The MS/MPA program in Nursing Administration was successfully launched with the recruitment of six highly qualified students in spring 2006. This innovative program is designed to educate mid and upper level nurse executives who will have leadership positions in hospitals and other health care agencies.*
- The college will implement its approved Coordinated Undergraduate Education (CUE) plan and improve integration of Writing Across the Curriculum (WAC) throughout Gen Ed and all academic disciplines.
- *The CUE plan was implemented and reviewed, leading to significant changes for 2006-07.*
 - *A CUE director with significant experience in undergraduate studies was appointed for fall 2006.*
 - General education is being reviewed with the support of a \$100,000 planning grant from the Mellon Foundation. The foundation is very interested in supporting the improvement of general education at Hunter. The college has also been invited to apply to Mellon for major funding to reevaluate and develop its undergraduate programs, including the CUE initiative and general education. We expect that this grant will enhance the CUE funded efforts.
 - *The Mellon Foundation awarded another \$500,000 to the College to fund a multi-year study of its undergraduate curriculum, CUE initiatives and GER. A college-wide process is underway to create committees that can assess and re-envision Hunter's general education and graduation requirements. A Mellon Project committee will be organized at the start of the 2006-07 academic year.*
 - WAC will be integrated into the GER curriculum in six disciplines and programs as well as the Freshman Year Learning Communities.
 - *WAC was integrated in six departments and will be reviewed in fall 2006. Six Freshman Year Learning Communities were successfully piloted, and the pilot will be extended.*

		<ul style="list-style-type: none"> • The Reading/Writing Center, in conjunction with WAC, will support increased efforts to engage faculty and staff in developing strategies to incorporate academic writing and critical reading, as well as technology and research methods, into the practice of teaching. <ul style="list-style-type: none"> • <i>There was collaborative faculty development with Reading/Writing Center and Center for Teaching and Learning through semester long programs and one conference.</i> • Implement enhanced pilot Orientation Seminar (ORSEM) program that includes stronger links to the freshman blocks. <ul style="list-style-type: none"> • <i>The ORSEM pilot was implemented. The course will run for one more year as a pilot under the leadership of a new faculty coordinator, with minor revisions drawn from evaluations based on the first year pilot. ORSEM will be evaluated as part of the Mellon Project.</i>
	<p>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</p>	<p>The college will conduct external program reviews and implement resulting action plans, and review and update non-credit courses and programs.</p> <ul style="list-style-type: none"> • External program reviews will be conducted in the following departments and programs: Africana and Puerto Rican/Latino Studies, Classical and Oriental Studies (Russian, Hebrew, Chinese, and Japanese), Dance, Film and Media Studies, Philosophy, Religion, Theater, and Urban Affairs and Planning. <ul style="list-style-type: none"> • <i>External reviews were completed for the departments of Theatre and Urban Affairs/Planning in spring, 2006. Self studies have been completed and external review teams scheduled for fall 2006 for the departments of Classical and Oriental Studies, Film and Media Studies, and Philosophy. External reviews for Africana and Puerto Rican/Latino Studies, Dance, and Religion are in various stages of completion and will be completed in the 2006-07 academic year.</i> • <i>We have strengthened guidelines for academic program review to include learning goals for students and learning outcomes assessment plan.</i> • The implementation of action plans will continue, including Medical Laboratory Sciences (initiate discussion of a joint masters degree program in Medical Laboratory Administration with NYU); Community Health Education (survey graduates and employers to determine future direction of the undergraduate program); Computer Science (create laboratory to support bioinformatics program). Action plans from Biological Sciences, History, Mathematics and Statistics, and Sociology are under review. Additional action plans will be submitted in fall 2005 from the following: Anthropology, Classics, Economics, German, Political Science, Romance Languages, and Thomas Hunter Honors Program. <ul style="list-style-type: none"> • <i>A draft proposal for MS in Medical Laboratory Technology in a joint program with NYU is under review by the SHS.</i> • <i>Discussion is underway to transform the undergraduate Community Health Education program into a fast track program that will terminate in a MPH.</i> • <i>A new lab was built for the new bioinformatics program of the Department of Computer Science as called for in its action plan.</i> • <i>Action plans from Biological Sciences, German, History, Mathematics and Statistics, Sociology are currently being implemented.</i> • <i>Draft action plans from Anthropology, Economics, Political Science, Romance Languages, and the Thomas Hunter Honors Program have been submitted and are being reviewed.</i>

		<ul style="list-style-type: none"> • The Bio-Terrorism Certificate Program (non-credit) will maintain NIOSH standards. <ul style="list-style-type: none"> • <i>The Bio-Terrorism non-credit certificate program continues to maintain NIOSH standards. Joint Biological Sciences/MHS bio-technology certificate program will revise its course curriculum and criteria for admissions. A new certificate program in Animal Behavior will be launched by the Department of Psychology in collaboration with the American Museum of Natural History (AMNH).</i> • <i>The new certificate program in Animal Behavior & Conservation is thriving and has 21 students. It benefits from its association with the AMNH and the Wildlife Conservation Society. As of spring 2006, eight ABC students have completed their degrees: one is an Associate Editor of the <u>American Scientist</u>, one Science Director of the new Georgia Aquarium, and four are in doctoral programs.</i> <p>More CUNY professional programs will be certified/accredited.</p> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • Annual update for NCATE: strengthen areas cited as in need of improvement, with emphasis on the use of technology in teaching and learning. <ul style="list-style-type: none"> • <i>SOE hired an Education and Technology Consultant who prepared recommendations for setting technology learning outcomes for students, enhancing the use of technology in faculty instruction, and incorporating technology for more efficient administrative operations. One innovative example of the School integrating technology into the curriculum is a project for which teacher candidates are videotaped during their student teaching experience. .</i> • <i>Methods of student assessment have been strengthened so that they directly inform student instruction. Performance data are fed back to students in an iterative process that is tailored to meet student needs: Results from the NYS Teacher Certification Exam scores and student satisfaction surveys are regularly shared with faculty as a way to identify topics that need more and better instruction, students who need help passing the exams, and services that need to be improved.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • The AuD program will be admitted to ASHA candidacy for program accreditation. <ul style="list-style-type: none"> • <i>The AuD program has been admitted to ASHA candidacy.</i> • The masters program in physical therapy will undergo re-accreditation in spring 2006. <i>The CAPTE Board awarded the PT program full 10-year accreditation in May, 2006.</i> <p>The college will show progress in implementing learning outcomes plans.</p> <p><u>School of Arts & Sciences</u></p> <ul style="list-style-type: none"> • Pilot programs will be initiated to: (1) analyze effectiveness of placement evaluations such as tests and auditions as a means of improving introductory courses in selected departments; (2) assess learning outcomes in introductory courses that utilize teaching assistants and computer-aided instruction; and (3) assess the effect of class size on student outcomes in selected departments. <ul style="list-style-type: none"> • <i>Placements for mathematics and English ESL were evaluated with attention to student success, leading to changes in processes for Summer Advantage (immersion program). Key introductory course learning outcomes were assessed; several pilots are planned for 2006-2007. Class size was evaluated in English/ESOL, and subsequently reduced.</i> • <i>Newly revised annual report guidelines require all departmental chairs to identify learning goals for the major and tie them to methods of assessment. Some departments have already implemented assessments, as for example, the German Department's self-study on the role of exams in foreign language study.</i>
--	--	--

		<ul style="list-style-type: none"> • <i>Learning goals for freshman year, including ORSEM, have been drafted and will be reviewed in fall 2006 as part of the Mellon Project.</i> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • Data from the newly completed comprehensive assessment system will be used to guide program improvements. <ul style="list-style-type: none"> • <i>Based on field evaluation survey data, the School of Education made major changes in the assignment of students to field sites, removing sites that had proved weak.</i> • <i>Results from the end-of-program, alumni, and employer surveys provided extensive evidence of the need for stronger integration of technology in the curriculum. A newly hired Senior Technology Consultant has worked with some dozen faculty members to infuse the use of, and instruction in, educational technology in our teacher preparation programs.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • SHP will continue to centralize its systematic assessment programs. <ul style="list-style-type: none"> • <i>The SHP continued to improve its approach to outcome assessment by standardizing and centralizing the evaluation process for Communication Sciences and Medical Laboratory Sciences (Nursing evaluation is already standardized under central SHP control).</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • SSW will conduct an enhanced outcomes assessment of the job placement success of the 2004 and 2005 graduates, to include salaries, job satisfaction, and their evaluation of their educational experience at Hunter. <ul style="list-style-type: none"> • <i>The outcomes assessment survey is currently underway.</i> • Two focus groups of employers (one private sector, one public sector) will be created to solicit feedback on graduates' academic preparation for practice. <ul style="list-style-type: none"> • <i>Two focus groups were held in June and a full statistical and narrative report will be prepared over the summer by a member of the SSW faculty.</i> <hr/> <p>Use of technology to enhance instruction and student access to computer technology will increase.</p> <ul style="list-style-type: none"> • Increase participation in ORSEM Blackboard by first-year students and Student Services advisers by 5%. <ul style="list-style-type: none"> • <i>ORSEM participation in Blackboard increased by 5%.</i> • Upgrade technology, enhance lecture halls, and increase the number of smart classrooms by four to improve the environment for teaching and learning. <ul style="list-style-type: none"> • <i>Enhanced lecture hall 511 West with new technology and converted it into a smart classroom. Installed smart classrooms in 1501 North, 1311 North, 807 SSW, and 237 Brookdale.</i>
--	--	---

- Assess the success of the instructional use of Blackboard through a college-wide survey. Maintain the number of sections of courses available on Blackboard at 1,303. Increase the number of instructors trained to use Blackboard from the 2004-05 level of 1,863.
 - *A total of 2,511 (1,291 in fall and 1,220 in spring) sections of courses were created in Blackboard. A survey was sent out to assess the use of Blackboard and a roundtable will be held to discuss the findings. The number of instructors trained increased by 6%, from 1,863 to 1,972.*
- Migrate all Blackboard courses from local server to Blackboard 6 at CUNY. Provide training and transition services to faculty and students.
 - *All courses have been successfully migrated to Blackboard 6 at CUNY for the fall 06 semester. Training sessions and assistance were provided to faculty and students.*
- Continue to fund faculty development in the use of technology.
 - *An allocation of \$150,000 from the Technology Fee was made for faculty development relating to teaching and learning. This funding was used to support the “Get Ahead” weeks, departmental website upgrades, and faculty proposals to incorporate technology in teaching and assess student learning.*

School of Arts & Sciences

- Continue support of asynchronous learning model piloted in the Department of Economics.
 - *Again the asynchronous learning model as a means of supplementing and personalizing instruction in large lecture classes proved successful. Student’s grades were higher in asynchronous learning recitation sections than in regular sections.*

School of Education

- The School of Education will expand its distance learning activities.
 - *The SOE continues to offer and enhance its distance learning activities. We enhanced all seven core courses in our Advanced Certificate Program in Vision by employing a hybrid blackboard model. In addition, all of our Rehabilitation Teaching/Orientation and Mobility classes use a distance learning model and have several students from upstate New York attending online. We are using the distance learning facilities on campus to their full capacity.*

Schools of the Health Professions

- The possibility of creating a distance learning facility on the Brookdale Campus will be investigated.
 - *A decision is pending about development of this facility as the College plans a new health and science facility.*

School of Social Work

- Provide online training via distance learning through use of smart classrooms at SSW.
 - *The SSW provided distance learning to locations throughout the country. Underwritten by grant funds from our School's Human Services EdNet Project, our smart classroom also provides multi-site teleconferencing. Via our smart classroom, we offered numerous training sessions for staff of New York State and City agencies, and for the first time, 14 credit-bearing graduate courses.*

		<ul style="list-style-type: none"> • Establish a faculty task force on distance education to explore expansion of online courses and training. <ul style="list-style-type: none"> • <i>The Task Force on Technology submitted its report and its findings are currently being used for planning the 06-07 program.</i> <p><u>Center for Puerto Rican Studies (Centro)</u></p> <ul style="list-style-type: none"> • Digitize and make available online most of Centro’s archival collections. <ul style="list-style-type: none"> • <i>The effort to digitize Centro’s archival collections is well underway. With grant support from the NEH and the NYC City Council and in partnership with NYS Archives, we have successfully digitized all of the guides to the collections, and a substantial portion of the art and photographic collections. We have also made available on our website identification documents from the records of the Government of Puerto Rico.</i> <p><u>Hunter College Campus Schools</u></p> <ul style="list-style-type: none"> • Install a new media lab for the high school’s Art and Music department. <ul style="list-style-type: none"> • <i>A ten-computer media lab was installed which will greatly enhance instructional options and student skills.</i> • Upgrade computer network. <ul style="list-style-type: none"> • <i>Wiring has been improved in all computer laboratories as part of the Phase 2 implementation.</i> <p>Show & pass rates on the proficiency exam will rise CUNY-wide.</p> <ul style="list-style-type: none"> • <i>The CPE show rate will increase 2% from 78.3% to 80.3% and the high pass rate of 97% will be maintained.</i> • <i>Goals achieved. The cumulative show rates for the fall 2005 CPE cohorts increased from 78.3% to 80.4%. The CPE pass rate remained at (97%).</i>
3. Increase instruction by full-time faculty		<p>Instruction by full-time faculty will increase incrementally, commensurate with financial ability.</p> <ul style="list-style-type: none"> • <i>The total contact hours (undergraduate and graduate) of full-time faculty increased from 8,454 in 2004-2005 to 8,564 hours in 2005-2006.</i> • <i>Between fall 2004 and fall 2005 the percentage of undergraduate contact hours taught by full-time faculty fell from 51.7% to 47.0%, whereas the percentage of graduate contact hours taught by full-time faculty rose from 70.4% to 73%. Thus, some of the decline in teaching by full time faculty at the undergraduate level is attributable to more faculty teaching in graduate programs as graduate enrollments increase. Similarly, other reasons for the decline in undergraduate contact hours by full time faculty reflect the progress we are making on other goals: The increase in undergraduate contact hours by adjuncts reflects the fact that we add more sections of closed courses to meet student demand, and these added courses are generally taught by adjuncts. As part of a programmatic effort to increase scholarship and external grant activity, we now award more half-year, full pay research fellowships to research-active faculty than ever before. Moreover, the number of contact hours reported are not adjusted for other major categories of research leaves, such as professional development release time for new faculty.</i>

		<p>Efforts to recruit underrepresented groups to the faculty and staff will be made.</p> <ul style="list-style-type: none"> • Office of Diversity and Compliance will build upon current recruiting success and continue to work with departments with under-utilization issues. <ul style="list-style-type: none"> • <i>Faculty diversity at Hunter College is among the highest in the nation. Approximately 28% of our full-time faculty are from underrepresented groups. Underrepresented minorities currently constitute about 17.5% of new faculty hires. We achieved a long term goal when we hired a minority faculty member in the Department of Chemistry to begin fall 2006.</i> • <i>Underrepresented minorities account for about 25% of executive administrative and managerial positions. Between 2004 and 2005 a number of new administrative positions became available. Nearly half of these openings were filled by minorities, bringing the total number of underrepresented minorities in administrative positions from 26 in 2004 to 34 in 2005. Among high profile hires of members of underrepresented groups include Dr. Sheila Belinda Jeffers, our new Associate Dean of the Schools of the Health Professions and Dr. Marcia Cantarella, hired this year as our Acting Associate Dean for Student Opportunities in the School of Arts and Sciences.</i> • <i>Under the leadership of our Office of Diversity and Compliance, Hunter held its first Summit of Diversity on May, 2006. It was attended by 70 faculty, staff and students for the Hunter community. Follow-up activities are planned for 2006-2007.</i>
<p>Improve Student Success</p>	<p>4. Increase retention and graduation rates</p>	<p>Retention rates will increase by an average of 2 percentage points.</p> <ul style="list-style-type: none"> • Strategies and initiatives will be aimed at increasing student retention rates by 2 percent. <ul style="list-style-type: none"> • <i>First year transfer retention increased significantly from 66.3% to 72.3%. First year freshmen retention increased from 81.5% to 82.3%.</i> • Increase by 5% the number of students who attend sophomore initiative and advising sessions for undeclared majors. Develop and begin implementation of a tracking system to monitor and increase student participation in advising sessions and workshops. <ul style="list-style-type: none"> • <i>The number of participants in the Sophomore Initiative and advising session programs increased 8.5%. A new tracking system was developed documents their participation in advising sessions and workshops. We are considering expanding this system for all advising programs to replace the sign-in logs now being used.</i> • Supplement professional staff advising hours with trained student peer advisers and social work interns. <ul style="list-style-type: none"> • <i>Trained student peer advisors provided 5,592 students with advisement from July '05 through April '06 (most recent data).</i> • The Reading/Writing Center will provide expanded services to students enrolled in ESL, SEEK and expository writing as well as upper-division students in need of supplemental services to improve academic standing. <ul style="list-style-type: none"> • <i>Services were expanded to ESL through a pilot program with the English Department and the Curriculum and Teaching program in the School of Education. A satellite program with the School of Social Work was piloted.</i>

		<ul style="list-style-type: none"> • IR will conduct research focused on retention and time to graduation for freshmen and transfer cohorts, and will examine relationship of timing of major (when declared) to graduation rates in an effort to inform needed changes in policies and practices. <ul style="list-style-type: none"> • <i>Analysis of data from pre-enrollment advising sessions identified substantially lower retention rates among pre-nursing students resulting in expanded transfer advising sessions and enhanced pre-requisite checking.</i> • <i>IR analysis showed that substantial numbers of upperclassmen leave before earning a degree. This led to the development of a pilot program, “Nearing the Finish Line,” designed to improve the retention and graduation rates of students with 90 or more credits.</i> • <i>Documentation of a relationship between early declaration of a major and improved graduation rates was used to enforce efforts to ensure declaration of a major by the 61st credit. A follow-up analysis of the rate at which students change majors was used to determine what practical implications this might have for academic advising.</i> • <i>Semester reports on course composition and performance have been used by departments to identify courses that are most problematic for incoming freshmen and transfer students, and have informed discussion of course-sequencing issues.</i> <p><u>School of Arts & Sciences</u></p> <p>The newly created position of Associate Dean of Student Opportunities will be filled and the new dean will establish initiatives to support student progress and success.</p> <ul style="list-style-type: none"> • <i>Dr. Marcia Cantarella was appointed in August 2005 as Acting Associate Dean of Student Opportunities. Dr. Cantarella earned her doctorate in American Studies at NYU and has held a variety of teaching and administrative positions in institutions ranging from the Metropolitan College of New York (formerly Audrey Cohen College) to Princeton University. She has started several programs including the Hunter Achievement Team, established a process to recruit potential Rhodes and Marshall Scholars, revamped the Student Grant Website, and enhanced the pre-professional programs, particularly the pre-law program. Dr. Cantarella is spearheading Hunter’s Black Male Initiative.</i> <p>Graduation rates will rise by an average of 2 percentage points in baccalaureate/masters programs and 1 point in associate programs.</p> <ul style="list-style-type: none"> • Strategies and initiatives will be aimed at increasing graduation rates by 2% in baccalaureate programs. • <i>We achieved a major improvement in the six-year graduation rates for freshmen (31.9% to 36.7%). The six-year graduation rate for transfer students also improved (46.1% to 47.6%). There was also a significant improvement (five percentage points) in the five-year graduation rate of full-time master’s students (81.8% for the cohort beginning in 2000 and finishing in 2005 and 86.3% for the cohort beginning in 2001 and finishing in 2006).</i> • Registrar’s Office staff and Office of Student Services (OSS) advisers will offer degree audit sessions for students who have completed 90 to 105 credits. • <i>3,876 students were contacted about degree audits and 1,233 students availed themselves of GER/degree audit/distribution check sessions on a walk-in basis at the Office of Student Services from January 2006 through April 2006 (most recent data).</i>
--	--	---

		<ul style="list-style-type: none"> • Provide official GER/DR checks for students who have earned sixty or more credits and offer monthly GER workshops. <ul style="list-style-type: none"> • <i>1,233 students came for GER/degree audit/distribution check sessions at the OSS from January 2006 through April 2006 (most recent data).</i> • Offer college-wide advising and GER workshops for faculty and OSS advisers once a semester. <ul style="list-style-type: none"> • <i>Two advising workshops were held in the 2005-06 academic year as requested by specific programs (Psychology, Honors, and SEEK) while ten sessions of ongoing GER and academic policy training for professional advisors occurred during the same time period.</i> • Increase show rate by 8% for First-Year Network (a program to help second-semester freshmen develop a sound academic plan so they will graduate in a timely manner). <ul style="list-style-type: none"> • <i>Participation in the First Year Network increased by 59% from 575 students (04-05) to 916 (05-06).</i>
	<p>5. Improve post-graduate outcomes</p>	<p>All teacher education, nursing and accounting programs will improve performance on certification/licensing exams; pass rates on the new content specialty exam for teachers will average 90%.</p> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • Teacher education programs will maintain their very high pass rates on the LAST and the ATS-W. The pass rate on the new content specialty examination will average 90%. • <i>Once again, our students achieved a 100% pass rate on some tests (LAST, ATS-w) and a 95% pass rate on the Content Specialty Test, thus exceeding our goals.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • The School of Nursing will maintain first time pass rates above 85% on the NCLEX examination. • <i>The SON first time pass rate for 2005 was 85%, above the state mean.</i> • Communication Sciences and Physical Therapy will maintain or increase the first time pass rates for 2005 graduates, 85% and 80% respectively. • <i>The CS pass rate for 2005 was 97%, above the state mean.</i> • <i>The PT pass rate was 62.5%, slightly below the state mean because the licensing exam is geared toward doctoral level programs. With the new DPT we expect to improve this pass rate. The cumulative pass rate for the class of 2005 is 77%, which is at the state mean for all test takers.</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • Mount new training workshop for all graduating students in preparation for New York State Licensing Examination in Social Work given that licensure became mandatory as of September 2005. • <i>Sixteen successful workshops were held in January and June which met student demand and were highly rated by participants.</i>

	<p>6. Improve college readiness</p>	<p>The college will draw upon degree and non-degree resources to improve performance on skills tests. Senior colleges will improve the % of USIP students who pass basic skills tests or enter Prelude, and improve the % of SEEK/ESL students who pass skills tests in the allowed time.</p> <ul style="list-style-type: none"> • The high percentage of USIP students who pass basic skills will be maintained at 93% and the high percentage of SEEK/ESL students who pass the skills test in the allowed time will be maintained at 92%. <ul style="list-style-type: none"> • <i>Because Hunter has raised its admissions standards, we have received permission from the Chancellor to eliminate some remedial programs, such as Prelude to Success, and reduce others, such as Immersion. As the numbers of Hunter students who qualify for such programs dwindle, the scores themselves and differences among them are less reliable, and slight variations are not meaningful.</i> • <i>The number of non-ESL USIP who enrolled declined by approximately 30% (45 to 31). The percentage of students who passed declined from 93.3% to 87.1%. (This represents a difference of two students.)</i> • <i>The number of ESL students who enrolled declined by about 24% (from 55 to 42). The percentage of students who passed declined from 87.3% to 83.3%. (This represents a difference of two students.)</i> • The college will meet College Now enrollment targets and 75 % of participants will complete courses/workshops with an A, B or C or P. CN alumni at CUNY will be retained at a higher rate than non-alumni, and all CN programs will implement their strategic plans. <ul style="list-style-type: none"> • <i>All goals met. 1,037 CN students were enrolled from Manhattan/Hunter Science High School and other CN partner schools. Of the 120 students enrolled in the summer semester, 93.8% completed their course with a grade of C or better. Of the 596 students enrolled in the fall semester, 81.2% completed their course with a grade of C or better. Completion statistics are not yet available for the spring semester. Thus far in the 2005-06 school year, 82.9% of students have successfully completed their College Now courses.</i> • Increase the number of CN students recruited into bachelor’s programs at Hunter by 10%, from the 2004-05 baseline of 20 students. <ul style="list-style-type: none"> • <i>All goals met. 22 Hunter CN alumni enrolled as matriculating students at the College. Improved relationships with CN high schools will lead to more participants and recruits for the next academic year.</i> <hr/> <ul style="list-style-type: none"> • Expand/focus partnerships with partner high schools. Develop and launch Hunter CN website. <ul style="list-style-type: none"> • <i>The CN was successfully launched a website that provides course offerings and applications to prospective students and allows current and former students to access needed information. Hunter’s CN program has expanded and strengthened its partnerships with its high schools through increased recruiting and networking and improved course scheduling. CN has 27 official partner high schools, among them the Bronx High School of Science and the Eleanor Roosevelt High School.</i>
--	-------------------------------------	---

		<ul style="list-style-type: none"> • Collaboration with the Manhattan/Hunter Science High School (MHSHS) will continue as faculty develops courses that will improve readiness for college level coursework and also develop curriculum for the delivery of credit-bearing courses at the high school. • <i>Hunter College faculty members have worked closely with the teachers and administrators at MHSHS and that collaboration has resulted in several college credit-bearing courses at the high school. Currently, approximately 225 MHSHS students are enrolled in either chemistry, physics or Spanish language courses that bear both college and high school credit. Next year approximately 80 12th graders will be on Hunter College's campus four days per week taking college level science and math courses. These students exhibit high levels of college readiness.</i>
	<p>7. Improve quality of student support services</p>	<p>Student satisfaction with academic support services and student services will rise at the college.</p> <ul style="list-style-type: none"> • The college will increase student satisfaction through continued implementation/refinement of initiatives recommended by the President's Advisory Committee on Student Services. • Continue efforts to enhance orientation and advising sessions. <ul style="list-style-type: none"> • <i>Common advising days have improved student access to faculty and professional advisers at key times in the summer and academic year and have been institutionalized. "Orientation Day II," a day-long program to foster the academic and social integration of incoming freshmen into Hunter College has been launched. Improved orientation/advising sessions were provided for incoming transfer students. Of 180 students who completed the evaluation form and the two first-year orientation/advising sessions held April and May, 2006, 92% rated them as good or excellent.</i> • Provide services to increase success of transfer students including: complete initial transfer credit evaluation by time of enrollment, and provide prospective non-CUNY transfer students with access to Hunter's Transfer Course Evaluation System (XCES) via the internet. <ul style="list-style-type: none"> • <i>Transfer students who indicate that they intend to enroll immediately receive an initial transfer credit evaluation. At the time of enrollment, most students also receive an update to their credit evaluation. The Hunter Office of Admissions maintains an internal database of non-CUNY course equivalencies (XCES), and CUNY maintains the database TIPPS which contains course equivalencies for all CUNY community and senior colleges. All course equivalencies from TIPPS and the course equivalencies from Hunter's top five non-CUNY feeder colleges and universities have been integrated.</i> • <i>Several targeted initiatives and events are aimed at helping transfer students succeed. These include a New Transfer Advising/Orientation Week prior to beginning studies at Hunter (2,479 in 2005-06), a Transfer and Advising Network Faculty Advising Week that brought transfer students together with faculty to discuss majors – over 623 students attended this event.</i> • Expand alumni mentoring and career panels. <ul style="list-style-type: none"> • <i>The Hunter College Mentoring Initiative expanded with the number of students and mentors increasing. The Mentoring Alumni Leadership Team was established to create opportunities for graduating students to strengthen their leadership skills, and serve as recruiters, group session guest speakers, and representatives of the Mentoring Initiative. During 2005, a number of joint career development/mentoring events were held with professional organizations. Our pre-law program sponsored a very successful career panel that brought many lawyers from top firms, including our alumni, to campus. Overall, alumni involvement in career panels and events rose by 25% while student attendance increased commensurately.</i>

		<ul style="list-style-type: none"> • Strengthen student life programming at residence hall, in student government, and in drug/alcohol prevention workshops. The college will implement and publicize the new CUNY disciplinary procedures to achieve greater awareness of and adherence to principles of academic integrity. <ul style="list-style-type: none"> • <i>Over 120 events were held in the residence hall during 2005-06 almost evenly split between educational and social/cultural topics, for example, Financial Planning, and Drug/Alcohol Abuse Awareness. Student government activities were supported and enhanced by the college through training/orientation programs, targeted outreach efforts to student leaders, collaboration in regard to the renovation of the Thomas Hunter Building, and other initiatives. The greater use of technology increased communication with student leadership organizations and attendance at events. Attendance at the Student Leadership Colloquium increased by 85%.</i> • The College will implement and publicize the new CUNY Disciplinary procedures to achieve greater awareness of and adherence to principles of academic integrity. <ul style="list-style-type: none"> • <i>The OSS achieved this goal through verbal presentations, distribution of a written report entitled <u>Informational Report on Academic Integrity</u>, individual email messages, and email blasts to faculty, staff and students.</i> • Initiate assessment of learning centers beginning with the Physical Sciences Learning Center and the Chanin Language Laboratory. <ul style="list-style-type: none"> • <i>The initial stage of learning center review began in spring 2006; a full review will take place during the 2006-2007 academic review.</i> • Maintain high level of student satisfaction in the School of Education as measured by the end-of-program survey. <ul style="list-style-type: none"> • <i>The high level of student satisfaction in the SOE has been maintained. Survey results are used to improve the School's services to its students.</i>
Enhance Financial Aid and Management Effectiveness	8. Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs	<p>Hunter College will maintain enrollment. Mean SAT/CAA scores for new regularly admitted undergraduate students will continue to rise.</p> <ul style="list-style-type: none"> • <i>Hunter maintained its enrollment while SAT/CAA scores increased substantially. First choice freshman had a mean SAT score of 1124 – a 16 point increase over the same period last year, and double the increase from 2003-04. The average CAA of this same group was 86.9% a .7% increase over last year. The overall mean SAT score was 1073, up from 1065, while the overall mean CAA was 84.7%, up from 84.1%. Further, the minimum 2.3 grade point average for undergraduate transfer admissions was maintained.</i> • Target recruiting efforts among prospective students, parents, guidance counselors, and community organizations. <ul style="list-style-type: none"> • <i>An analysis of fall 2004 freshman acceptance list identified 91 of 260 high schools for intense recruitment efforts by the college's Outreach and Recruitment Office through individual site visits and college fair participation. Hunter conducted recruitment at over 70% of these high priority schools and expanded recruiting to male students and communities of color. Nine all-male high schools were included in the recruitment drives. Targeted recruitment leads to an increase in the number of qualified students who apply for special programs like the CUNY Honors College.</i>

		<ul style="list-style-type: none"> • Expand recruitment efforts with CUNY and non-CUNY community colleges to include two additional feeder schools (CUNY/LaGuardia; non-CUNY/Westchester Community College). <ul style="list-style-type: none"> • <i>Recruitment efforts directed toward these two schools have been intensive and productive. Several meetings with both colleges' administrations about admissions, scholarships, honors programs, tuition and other items of interest, were followed by recruitment drives and site visits. These efforts yielded 148 applicants and 99 (to date) admitted students.</i> <p>The college will meet targets for degree credit and adult and continuing education.</p> <ul style="list-style-type: none"> • The college will enroll 2,500 students into its adult and continuing education program. <ul style="list-style-type: none"> • <i>The Adult and Continuing Education Program achieved its enrollment target.</i> <p><u>School of Social Work</u></p> <p>Develop plan to increase the fall 2006 cohort of full-time MSW students from the current 327.</p> <ul style="list-style-type: none"> • <i>The fall 2006 cohort will be approximately 380 students, a number that will far exceed the target of 352.</i> <hr/> <p>The college will show progress toward completing TIPPS equivalencies, establishing/implementing intra-CUNY articulation agreements, implementing Degree Works by Dec. 31, 2006, and speeding evaluation of transfer transcripts.</p> <ul style="list-style-type: none"> • <i>We have made steady progress on TIPPS equivalencies.</i> • <i>We are on track to implement degree works by December, 2006.</i> • <i>When transfer students indicate that they intend to enroll, they immediately receive an initial transfer credit evaluation. Most students also receive an update to their credit evaluation.</i> <ul style="list-style-type: none"> • Continue to increase the number of CUNY courses with Hunter equivalencies on TIPPS from 50% to 70%. <ul style="list-style-type: none"> • <i>Hunter has made progress in increasing the number of TIPPS equivalencies, and we currently stand at 61%. We are optimistic that we will reach the 70 % level in fall, 2006. By collecting syllabi from other colleges and working closely with departments, we will continue to convert unevaluated courses into courses with Hunter equivalents. In addition, we have revisited many of the original equivalency decisions, and have changed a number of non-equivalent or elective equivalencies for actual courses, thus providing transfer students with additional credits towards their majors.</i> <ul style="list-style-type: none"> • Review scribing blocks and authenticate new 2006-2009 graduate catalog as part of the Degree Works implementation <ul style="list-style-type: none"> • <i>Degree Works has completed its review of all scribe blocks and updates are done as needed. Staff is in the process of reviewing individual student records and all but 18 (out of 53) academic departments have been completed. We are on track to implement Degree Works and publicize it to the Hunter community by the close of 2006-07. Degree Works will authenticate the 2006-09 graduate catalog now that it has been completed.</i> <p>The college will implement the CUNY AA/AS to BA/BS articulation program in teacher education.</p> <ul style="list-style-type: none"> • The School of Education will continue to participate in the CUNY articulation initiative. <ul style="list-style-type: none"> • <i>The SOE is participating in the CUNY articulation initiative.</i>
--	--	---

	<p>9. Increase revenues from external sources</p>	<p>Alumni-corporate fundraising will increase 10% at Hunter.</p> <ul style="list-style-type: none"> • <i>Alumni-corporate fundraising through the Hunter College Foundation increased by well over 20 percent in the 2005-2006 year.</i> • Create visioning cabinet for capital campaign. <ul style="list-style-type: none"> • <i>We have recruited a small group of influential leaders, including some of Hunter's most successful, well-known alumni, to serve on the Capital Campaign Visioning Cabinet. The Cabinet has met three times this year to lay out the groundwork for the Campaign.</i> <hr/> <ul style="list-style-type: none"> • Continue to prepare for launch of capital campaign. <ul style="list-style-type: none"> • <i>To prepare for the launch of the \$50 million Capital Campaign, we have strengthened our internal operations, hired new staff members, streamlined our donor records and giving histories, put in place reliable donor acknowledgment systems and improved the investments of our private funds. We continue to identify Hunter alumni and re-engage them with the College. We have reached out to graduates and friends to strengthen the Hunter College Foundation Board, and we have organized a group of high-level leaders to advise us on fundraising. Based on extensive interviews with alumni, and consultation with faculty leaders about specific and general college needs, we have developed a Case for Support which describes to potential donors the need for immediate private investments at Hunter. Our efforts focus around four major priorities: 1) student support; 2) faculty support; 3) academic program development; and 4) facilities and infrastructure enhancement and expansion.</i> • Intensify alumni outreach efforts with the use of technology. <ul style="list-style-type: none"> • <i>This year we launched two initiatives: 1) we now communicate regularly with alumni via e-newsletters, and 2) we take donations via credit cards through our website. This makes annual gift giving easier for alumni and should particularly appeal to our younger alums.</i> <p>Contract/grant awards will be maintained at Hunter.</p> <ul style="list-style-type: none"> • Hunter will maintain its three-year rolling average of external contract/grant activity. <ul style="list-style-type: none"> • <i>Hunter maintained its average with almost \$39.7 million on contract/grant awards.</i> • Continue support for increased contract and grant awards by continuing the Presidential Research Support program, and workshops sponsored by Gender Equity Project and SCORE. <ul style="list-style-type: none"> • <i>We greatly expanded the pilot Presidential Travel Award Program in which we increased the amount allocated to faculty travel by a factor of 3, to \$150,000.</i> • <i>Gender Equity Project has held three college-wide faculty development seminars, has supported departmental initiatives and expanded its efforts to male and new-science faculty. SCORE has sponsored several grant-writing seminars to faculty in the natural and social sciences.</i> • The Office of Research and Grant Support (ORGS) in the SHP will implement new programs and services in support of faculty research and grant-writing efforts. <p><i>ORGS engaged in a variety of faculty development activities, including supporting a statistician consultant; providing small grants for release time, travel, and seed money for pilot research.</i></p>
--	---	--

		<p>Indirect cost recovery ratios will be maintained at the above average rate of 17%.</p> <ul style="list-style-type: none"> • <i>Hunter's indirect cost recovery has remained strong with 17%.</i>
		<p>Each college will meet agreed upon revenue targets for adult and continuing education.</p> <ul style="list-style-type: none"> • The college will collect \$650,000 in revenue from its adult and continuing education program. • <i>The Adult and Continuing Education Program has successfully achieved its revenue target.</i>
<p>10. Improve productivity, service to students, and environmental health and safety.</p>		<p>Each college will achieve its productivity savings target and apply those funds to student instruction-related activities.</p> <ul style="list-style-type: none"> • Hunter will achieve 100% of its productivity target and redirect savings to the academic enterprise. <p><i>The College achieved 100% of its target and redirected savings to academic services.</i></p> <p>The college will maintain and increase student and faculty satisfaction with administrative services by a variety of initiatives including:</p> <ul style="list-style-type: none"> • Improve web-based services in an effort to decrease student in-person inquiries to financial aid office by 5%. <ul style="list-style-type: none"> • <i>In-person inquiries decreased over 5% by increasing student knowledge of online account access, financial aid information, and deadlines through email blasts and e-bulletin notices as well as with information provided at OASIS and during workshops.</i> <p>Finance and Facilities</p> <ul style="list-style-type: none"> • Design and pilot Phase I of the Electronic Personnel Action Form. The new system will process appointments electronically for adjuncts, temporary services, and continuing education faculty. <ul style="list-style-type: none"> • <i>The Electronic Personnel Action Form has been designed and is in the pilot phase.</i> • Activate the purchasing and budget management modules of the Financial Oversight Comprehensive Information System (FOCIS), a new web-based budget modification and procurement system and implement a new accounting system. • <i>FOCIS for budget management and purchasing was put into operation for the entire college. All departments are using this system to submit their purchase requisitions.</i> • Continue to reduce the backlog on the facilities work request system. <ul style="list-style-type: none"> • <i>Thousands of work orders have been officially closed out from the system. The Facilities Office is using ARCHIBUS to address work orders in a timely matter.</i> <p>Services to Faculty and Students</p> <ul style="list-style-type: none"> • Implement Phase 1 of the one card system, which will serve as an ID, printing and book voucher card. <ul style="list-style-type: none"> • <i>The ID card, known as the Hunter College Onecard, was redesigned and distributed to all students and employees. The pay-for-print feature was activated during the spring 2006 semester. Book voucher transactions have been piloted and will be introduced in the fall 2006 semester.</i> • Implement Phase 1 of the online graduate application system. <ul style="list-style-type: none"> • <i>Phase 1 of the graduate application system was designed and implemented.</i> • Upgrade e-mail system for faculty and students by implementing better system servers and installing and configuring antispyam software. <ul style="list-style-type: none"> • <i>A new email system with redundancy, reliability, additional storage, and functionality was installed in fall 2005.</i>

		<p>The bookstore will implement a Book Notification System. The system will provide an online searchable book listing by course number.</p> <ul style="list-style-type: none"> • <i>Students can now go on the Hunter College Bookstore website and determine what books are required for their courses. They have the option of purchasing the book from the Hunter College Bookstore, or from another source.</i>
		<p>The college will lower or hold constant the percentage of its tax-levy budget spent on administrative services.</p> <ul style="list-style-type: none"> • The college will continue to control and monitor expenses including full-time, TS, OTPS, and OT. • <i>During FY 2006, the college controlled expenses and lowered the percentage of tax-levy funds spent on administrative services.</i> • Utilize new software and equipment to monitor and improve staff deployment, and continue to control overtime spending for Facilities and Public Safety. • <i>The College installed a biometric time clock in the Facilities and Security Departments. The system has improved the speed, accuracy, and integrity of employee timekeeping data.</i>
		<p>The college will implement its financial plans and maintain a balanced budget.</p> <ul style="list-style-type: none"> • <i>During FY 2006, the college implemented its financial plans and maintained a balanced budget.</i>
		<p>The % of instruction delivered on Fridays, nights and weekends will be maintained at 48% at Hunter.</p> <ul style="list-style-type: none"> • <i>The overall undergraduate offerings increased from 48.1% to 48.9%, while graduate courses increased from 77.5% to 78.9%.</i> <p><u>School of Arts & Sciences</u></p> <ul style="list-style-type: none"> • Targeted departments will add courses to their weekend/evening offerings, especially courses needed for graduation. Student requests will be tracked in this area. • <i>There was a 5% increase in Saturday classes, a 46% increase in Sunday classes, and the number of evening classes held steady at full capacity.</i> <p><u>School of Education and Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Both schools will conduct surveys to determine student interest in weekend classes. • <i>The survey was administered to fall 2005 incoming students in the SOE and SHP about their preference for evening and weekend classes and schedules have been designed to take into account these preferences.</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • SSW will plan to increase the number of Friday and Saturday classes. • <i>Achieved. The SSW has increased its Friday and Saturday offerings by 2 percent and plans more Friday and Saturday classes in the future.</i>
		<ul style="list-style-type: none"> • The college hired a dedicated environmental health and safety officer who will increase collaboration between the Environmental Health and Safety Office (EHS) and the public safety office to promote overall college well-being. • <i>The EHS office has increased staffing by hiring one full-time and one part-time employee to assist with issues that relate to environmental and occupational health and safety. Collaboration between the Offices of EHS and Public Safety has increased.</i>

		<ul style="list-style-type: none"> • The college will develop and implement a chemical inventory management system that meets CUNY standards. <ul style="list-style-type: none"> • <i>CUNY is in the process of piloting a University-wide chemical inventory management system. Once the system has been approved, the college will purchase and distribute it campus-wide.</i> • The college will develop and implement a health and safety program that meets CUNY standards. <ul style="list-style-type: none"> • <i>The college has developed and implemented a compliance management system, which includes CUNY mandates regarding environmental, occupational and fire safety, a maintenance schedule, and reminder alerts for training sessions.</i> • The college will develop an in-house task management system to ensure that all facets of environmental compliance are met on a timely basis. <ul style="list-style-type: none"> • <i>The college has developed and implemented the Annual Regulatory Compliance System (ARCS) which advises on compliance dates and tasks and checks for compliance.</i>
	<p>11. Improve physical planning for the College</p>	<ul style="list-style-type: none"> • In FY 2006 the college will award construction contracts for renovation of Roosevelt House and will begin construction. <ul style="list-style-type: none"> • <i>Construction contracts have been awarded and the construction phase of the project started in February 2006.</i> • Continue to work with central office and consultants to develop plans for a new Hunter College science center and implement other aspects of the master plan. <ul style="list-style-type: none"> • <i>The City of New York has agreed to work with Hunter and CUNY to secure and develop the Julia Richmond site for Hunter's Health and Science Building. Hunter College continues to work with the Central Office and consultants to address the needs identified in the master plan.</i>