

Objectives	2006-2007 University Targets
<p>1. Strengthen CUNY Flagship and college priority college programs, and continuously update curricula and program mix</p>	<p>Resources will be shifted to University flagship and college priority programs and to support the University's commitment to become a research-intensive institution.</p> <ul style="list-style-type: none"> • <i>Begin planning the use of space at Hunter's proposed Science and Health Building.</i> <ul style="list-style-type: none"> ○ Work continues to secure and develop the Julia Richman site for Hunter's Science and Health Building. Request for Expressions of Interest (RFEI) released January 2007; received 8 responses and strong interest from developers. Request for Proposals (RFP) on track to be issued in summer 2007. We continue to meet with Community Boards 6 and 8 and have received strong support from the four neighborhood medical institutions. Space inventory for relevant departments is underway. • <i>Begin planning the use of space at the Armory for Hunter's arts programs.</i> <ul style="list-style-type: none"> ○ Work continues with central office to seek leased space in the 7th Regiment Armory. We are in negotiations to resolve code issues and space costs before entering a rental agreement and offering classes. • <i>Invest in library holdings, facilities, and services to support faculty and graduate student research.</i> <ul style="list-style-type: none"> ○ Funding from the CUNY Compact, the Graduate Initiative, student technology fees, and over \$350,000 in philanthropic gifts have allowed Hunter to invest at least \$1 million in the library. Two new faculty lines were added, new electronic and print resources obtained, library hours extended, and innovative new programs implemented, including a computer laptop loan program for students. The Presidential task force on the library completed its work and submitted its report in June 2007. • <i>Using allocations from the CUNY Compact and the Graduate Investment Initiative, hire faculty, technicians, and other academic support personnel to support University-designated flagship programs and college programs that are outstanding, unique, rapidly growing and/or targeted for growth.</i> <ul style="list-style-type: none"> ○ Thirteen full-time faculty and 14 full-time academic support staff were hired to strengthen these key areas and flagship programs. ○ We invested in areas of existing strength including public policy initiatives (Roosevelt House), the new autism center (for which we raised \$500,000), visual and performing arts, nursing and public health and the CUNY Institute for Metropolitan Sustainability. <p><u>Roosevelt House</u></p> <ul style="list-style-type: none"> • <i>In anticipation of the opening of the House in fall, 2007, develop interdisciplinary concentration and honors courses in public policy, hold second Roosevelt House Faculty Seminar in spring, 2007, plan public programming for the inaugural year, and hire a distinguished lecturer to launch the Women and Public Policy Initiative in Roosevelt House.</i> <ul style="list-style-type: none"> ○ An undergraduate interdisciplinary concentration in public policy was approved and will be formally submitted to CUNY in fall 2007. Three new cross-campus CUNY Honors courses in public policy have been developed for 2007-2008. Ellen Chesler was hired as Distinguished Lecturer and Director of the Women in Public Policy Initiative. Several Roosevelt House forums were held; programming for 2007-2008 is under development. <p><u>Hunter College Center on Autism</u></p> <ul style="list-style-type: none"> • <i>Expand the scope of its activities with the Department of Education.</i> <ul style="list-style-type: none"> ○ A behavioral certification program to train teachers of autistic children is being developed, public lectures and a cross-disciplinary faculty seminar were held. Searches are underway for a faculty member in Early Childhood Special Education with a focus on autism and a consultant to develop certification program in behavioral training. We have secured a \$500,000 commitment from a partner group to support our efforts.

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	<ul style="list-style-type: none"> • <i>Reach out beyond the School of Education to engage colleagues in Social Work, Arts and Sciences, and the Health Professions.</i> <ul style="list-style-type: none"> ○ Arts and Sciences hired 2 psychologists with research specializations in autism, a neurobiologist whose work has implications for autism research, and a Health Professions specialist in communication options for children with autism. An interdisciplinary faculty seminar is held monthly. <p><u>Brookdale Center on Aging</u></p> <ul style="list-style-type: none"> • <i>Under the leadership of a new director, Marianne Fahs, BCoA will strengthen its research mission, interdisciplinary outreach, and public programming.</i> <ul style="list-style-type: none"> ○ The BCoA established an unprecedented partnership with NYC and the United Hospital Fund to establish the Brookdale Center and Hunter as the “benchmarker” of healthy aging in the city. This is a 3-year, \$3 million project, scheduled to begin in July 2007. ○ A number of interdisciplinary and multidisciplinary research and educational projects were initiated and several public conferences focusing on cutting edge issues in aging policy were held. <p><u>CUNY Institute for Sustainable Cities at Hunter College</u></p> <ul style="list-style-type: none"> • <i>Continue to support the institute, including providing financial support for student research assistants.</i> <ul style="list-style-type: none"> ○ Space allocated and renovated, computers provided, and the Institute is active. A new Compact-funded distinguished lecturer (Urban Affairs/Planning and Geography) will be affiliated in fall 2007. Six part-time graduate research assistants were hired. <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • <i>Continue to support and strengthen CUNY Honors College by adding upper level honors courses to the curriculum.</i> <ul style="list-style-type: none"> ○ Three cross-campus honors courses related to public policy and a new upper level honors course were developed. • <i>Hire a new director of the Study Abroad Program who will work with faculty to begin a review of programs.</i> <ul style="list-style-type: none"> ○ A new director was hired and she restructured the office to increase efficiency. A review of programs is underway. • <i>Make progress on facilities upgrades in flagship and priority programs:</i> <ol style="list-style-type: none"> 1. <i>Complete design and commence construction for ventilation and heating projects in digital media laboratory.</i> <ul style="list-style-type: none"> ○ The design phase of the project will be completed by the end of June 2007 with a planned bid date in fall 2007. 2. <i>Finalize design and initiate construction to make Lowe BlackBox Theatre a year-round facility by installing air conditioning; upgrade facilities by replacing seating and house lighting.</i> <ul style="list-style-type: none"> ○ The design has been finalized and construction should begin in late summer 2007. 3. <i>Complete design for expanded animal facility with improved air conditioning and ventilation systems.</i> <ul style="list-style-type: none"> ○ The design phase will be completed during summer 2007 and the project will be put out to bid by DASNY in fall 2007. 4. <i>Initiate and complete construction on laboratories for three new faculty members in Biological Sciences: two CUNY cluster hires (Biophotonics; Neurobiology) and a geneticist.</i> <ul style="list-style-type: none"> ○ Construction is complete and faculty are moving in. 5. <i>Equip Geographic Information Systems Laboratory in Urban Affairs and Planning Department.</i> <ul style="list-style-type: none"> ○ The lab has been equipped and is now active. 6. <i>Finalize design and commence construction of Geographic Learning Center.</i> <ul style="list-style-type: none"> ○ The design is complete and construction is scheduled to begin in summer 2007.

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	<ul style="list-style-type: none"> • <i>Explore feasibility of MFA in Theatre; produce report of feasibility study.</i> <ul style="list-style-type: none"> ○ The feasibility study has been completed and the department is beginning implementation plans. We have obtained a significant commitment of private funding to support the MFA. • <i>Design assessment plans in targeted departments with well-developed learning goals; guide other departments to articulate learning goals for the major.</i> <ul style="list-style-type: none"> ○ For the first time in Hunter’s history, all departments have identified learning goals for the major and developed plans for assessing them. Some are being revised with the help of a Senate task force. • <i>Purchase Wharton Securities data to support research in Economics and Accounting.</i> <ul style="list-style-type: none"> ○ Data were purchased and are being used by half a dozen faculty members and several graduate and undergraduate classes. <p><u>School of Education.</u></p> <ul style="list-style-type: none"> • <i>Support Teacher Academy via allocation of space and resources and intensify recruiting efforts to increase class size by 20 percent.</i> <ul style="list-style-type: none"> ○ Space allocated, support provided; Intensified recruiting resulted in an entering class of 30, 20% larger than 2006 class of 23. • <i>Department of Educational Foundations and Counseling will explore national accreditation for its counseling program, and decide whether to proceed toward accreditation at this time.</i> <ul style="list-style-type: none"> ○ The exploration is complete and the Department is preparing an application for national accreditation for the guidance/school counseling program for submission in 2007-2008. ○ Enrollment in the program increased from 79 students in 2004 to 128 students in 2006. • <i>Develop a Special Education cohort as a distinct element of the Teacher Academy.</i> <ul style="list-style-type: none"> ○ The program has been designed and approved at Hunter College and awaits NYS Department of Education (DOE) approval. • <i>Explore expanding the Teaching Fellows program in TESOL and Bilingual areas.</i> <ul style="list-style-type: none"> • A full program design with budget was submitted to CUNY and the NYS DOE. Four programs have been approved at all levels and will begin admitting students in summer 2007. <p><u>Schools of Nursing and the Health Professions</u></p> <ul style="list-style-type: none"> • <i>Retain consultant to advise on flagship Nursing programs, including recruiting outstanding faculty, revitalizing masters programs, launching the DNS, and investigating the feasibility of a “fast track” BSN to MSN program or “Nursing Fellows Program” for those with bachelor degrees in other fields.</i> <ul style="list-style-type: none"> ○ Outstanding consultant retained to help us improve faculty hiring, program development, collaborations, and research infrastructure.. ○ DNS program launched; 10 students enrolled. ○ In response to national and local need, we are again expanding the size of our entering undergraduate class from 80 to 100 in fall 2007 class (class previously expanded from 60 to 80 in 2002). ○ School of Nursing (SON) received a major grant from the Jonas Foundation to train nurses in the uses of medical technology in patient care. • <i>Continue to implement and expand consortium of clinical and professional doctoral programs (enroll second cohort in AuD. implement new AuD completion program for audiologists; implement DNS and DPT; enroll first DPT and DNS classes; complete LOI and proposal for DPH).</i>

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	<ul style="list-style-type: none"> ○ A second cohort enrolled in the Doctorate in Audiology in fall, 2006. The AuD completion program proposal was passed by the Graduate Center and is now with NYSED. ASHA has granted the program candidate status. Total enrolled: 9, as part of the CUNY doctoral program ○ Doctorate in Physical Therapy will enroll its second cohort in the summer, 2007. Total enrolled: 54, as part of the CUNY doctoral program ○ Doctor of Nursing Science will enroll its second cohort in the fall of 2008. ○ The proposal to create the DPH as a joint degree between the Graduate Center and Hunter was approved in May 2007 by the Hunter College Senate and the NYS Board of Regents. We are recruiting our first class for fall 2007. ● <i>Continue to work with CUNY Central Office on planning for a School of Public Health.</i> <ul style="list-style-type: none"> ○ Steering committee for the establishment of the CUNY School of Public Health at Hunter College meets biweekly. CUNY team conducted site visit at UMDNJ; CUNY was site-visited by CEPH in June 2007. <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> ● <i>Preparation for CSWE's scheduled 2009 reaccreditation visit will begin.</i> <ul style="list-style-type: none"> ○ The appointment of a new dean and the anticipation of new accreditation standards led to a request to CSWE for a postponement of the School's reaccreditation process. The request was approved and reaccreditation will be extended to 2010. ● <i>Feasibility of joint programs between School of Social Work and Schools of the Health Professions, including the MSW/MPH, will be explored; decision about whether or not to proceed will be made.</i> <ul style="list-style-type: none"> ○ The Deans of the SSW and the SHP have agreed to develop the MSW/MPH degree. ○ The Dean of the SSW is also exploring a dual degree focusing on pastoral counseling and social justice/ policy/ and community organization with the Dean of the Rabbinic School at Jewish Theological Seminary. <p>CUNY and its colleges will draw greater recognition for academic quality.</p> <ul style="list-style-type: none"> ● <i>Hunter will maintain its rating in <u>US News and World Report</u> and "Best Value" designation in <u>The Princeton Review</u>.</i> <ul style="list-style-type: none"> ○ Hunter's 2007 <i>US News and World Report</i> student selectivity rank (33 in 2007, 51 in 2003), alumni giving rank (60 in 2007, 118 in 2003), and financial resources rank (118 in 2007, 138 in 2003) have all improved significantly in recent years. ○ Hunter's 2007 <i>US News and World Report</i> overall rank (62) is the same as its 2006 rank and significantly better than its 2003 rank of 87. ○ Hunter continues to be designated a "Best Value" by <i>The Princeton Review</i>. ● <i>Campus Schools will maintain their excellent national rankings</i> <ul style="list-style-type: none"> ○ Hunter High School was rated as one of the nation's 19 "public elite" high schools by <i>Newsweek</i> (May 28, 2007 issue). <i>Newsweek</i> classifies schools as "public elites" because they have very high average SAT scores (1300+). Bronx Science and Stuyvesant are the only other New York high schools designated as "public elites." <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> ● <i>Faculty will continue to win prestigious grants, awards and honors; faculty scholarship will exceed 2005-2006 levels.</i> <ul style="list-style-type: none"> ○ Examples include Roy DeCarava, Distinguished Professor of Art, was awarded the 2006 National Medal of Arts by President Bush. Godfrey Gumbs, Physics, and Emily Braun, Art, were named CUNY Distinguished Professors. Mark Hillery, Physics, was elected Fellow of the American Physical Society. Mimi Abramovitz, School of Social Work, was named Educator of the Year by the NYS Social Work Education Association.

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	<ul style="list-style-type: none"> ○ Hunter has ongoing RCMI, MARC, and SCORE grants from NIH and COR and MIDARP were competitively renewed in 2006-7. Ten Hunter faculty, in Biological Sciences, Chemistry, Psychology, and the Health Sciences, have NIH R01 grants. One biologist has an NIH R37 award and two psychologists have NIH Career (K01) awards. ○ Hunter has an ongoing NSF ADVANCE Institutional Transformation award (\$750,000 per year for five years). Two Hunter faculty, in Biological Sciences and Film & Media Studies, obtained new NSF funding in 2006-7. Two biologists, one chemist, one computer scientist, and one physicist have ongoing NSF CAREER awards. ○ Four faculty, in English and Political Science, won Fulbright Fellowships, one member of Film & Media Studies won a Guggenheim award, and a political scientist, a geographer, and a historian obtained awards from the Carnegie Corporation, the Social Science Research Council, and the American Council of Learned Societies, respectively. A member of Classical & Oriental Studies has a STARTALK grant from the National Foreign Language Center at the Univ. of Maryland. A faculty member in Urban Affairs and Planning has been awarded a year long Russell Sage Fellowship. ○ Faculty at the Schools of Social Work and Education have grants from the U.S. Administration for Children & Family Services and the NYS Department of Education, respectively. ○ College-wide, 286 Hunter faculty report 35 books, 80 chapters, 286 peer reviewed articles, and numerous creative works, edited books, other articles and presentations. ● <i>Hunter's outstanding Creative Writing Program will continue to draw recognition for its events, programs, and faculty.</i> <ul style="list-style-type: none"> ○ Director Peter Carey was nominated for his third Booker Prize and wrote a <i>New York Magazine</i> article on Creative Writing Programs featuring Hunter's MFA programs (May 26 issue). Tom Sleight published <u>Space Walk</u>, gave numerous readings around the country, and was invited to tour Lebanon with the American Academy of Poets. Colum McCann published <u>Zoli</u>, which was reviewed in <i>New York Times</i> and topped the best seller list for some weeks in Germany. Lecturer Michael Thomas published his first novel, <u>Man Gone Down</u>, which was featured as lead article in the Sunday <i>New York Times Book Review</i>; he's been hired as an assistant professor for fall 2007. The reading series and Hertog fellows programs attracted Philip Levine, Eavan Boland, Claire Messud; Ian McEwan; Deborah Eisenberg, Nathan Englander. <p><u>School of Education.</u></p> <ul style="list-style-type: none"> ● <i>SOE will gain recognition via participation on national panels like the National K-12 Education Reform Initiative, including the Core Knowledge National Advisory Committee, and the National Panel on the Future of Liberal Arts Education.</i> <ul style="list-style-type: none"> ○ The SOE initiated a partnership with nationally recognized charter school organizations (KIPP, Uncommon Schools, and Achievement First) to design a new masters program of teacher preparation. ○ Taken together, the Dean and faculty from the SOE participated in the Thomas Fordham Institute's National Steering Committee on K-12 Education Reform, the MLA National Initiative on the future of Liberal Arts Education, the national educational technology committee of the AACTE (American Association of Colleges of Teacher Education), the Consulting Editors panel of the National Association for the Education of Young Children, and the board of the Sloan Consortium of Colleges and Universities, the leading national organization for online university education.

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	<p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • <i>School of Nursing will maintain its ranking in <u>US News and World Report</u>.</i> <ul style="list-style-type: none"> ○ The 2008 issue of <i>America's Best Graduate Schools</i> ranks Hunter among the top 20% of the 400 nursing programs that were evaluated. ○ The SON continues to be nationally ranked by <i>US News and World Report</i> and maintained its rating score; however, because of an unusually high number of tied scores, Hunter's actual ranking dropped (from 58 to 72). A consultant was hired and resources were provided to improve the quality and visibility of the SON. <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • <i>School of Social Work will be re-envisioned under the leadership of a new dean; a new vision statement will be drafted.</i> <ul style="list-style-type: none"> ○ School of Social Work (SSW) administrative offices have been restructured with a new associate dean for faculty and academic affairs, a new associate dean for research, the creation of a Center for Sponsored Projects and Partnerships, and new Director of Student Affairs. Initial work in crafting a visioning process is underway. <p>Program reviews, paired with analysis of enrollment and financial data, will demonstrably shape academic decisions and allocations by colleges.</p> <p><u>School of Arts and Sciences</u></p> <ul style="list-style-type: none"> • <i>Program reviews will be completed for Philosophy, Classics, Religion, and Film and Media Studies. Reviews will continue for Africana and Puerto Rican/Latino Studies, Dance and Religion. Action plans will be implemented, with resources to be invested according to enrollments, growth potential, and excellence. Review will be initiated in Women's Studies.</i> <ul style="list-style-type: none"> ○ Program reviews were completed for Philosophy, Classics and Oriental Languages, Religion, Film & Media Studies, Africana and Puerto Rican/Latino Studies and Women Studies. Work on action plans has begun. <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • <i>As a result of program review, Medical Laboratory Sciences will continue to develop a joint MS program in Medical Laboratory Management with NYU School of Continuing and Professional Studies.</i> <ul style="list-style-type: none"> ○ The Letter of Intent for the masters' degree in med lab management has been modified so that the program will now offer a Hunter degree with a NYU certificate. The LOI was approved by the SHS and Division Curriculum Committee, and will go to the Senate Graduate Courses of Study Committee in fall 2007. ○ Compact funding for workforce development was used to hire an additional faculty member, allowing 30 new students to be admitted to the program and a new section to be added. • <i>Based on program review, employment and enrollment trends, the Community Health Education undergraduate program will submit a plan to either phase out the undergraduate program and concentrate on graduate programs, or redirect program resources to re-conceptualize the undergraduate program.</i> <ul style="list-style-type: none"> ○ This program is being retained and reconceptualized to respond to workforce needs. <p>Colleges will expand online course and program offerings and use technology to enrich teaching among CUNY colleges.</p> <ul style="list-style-type: none"> • <i>Put all courses on Blackboard for the first time in Hunter's history.</i> <ul style="list-style-type: none"> ○ As of fall 2006, all Hunter courses are on Blackboard.

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	<ul style="list-style-type: none"> • <i>SOE will add 2 online courses and further integrate instructional technology into its existing course offerings.</i> <ul style="list-style-type: none"> ○ Two new on-line courses added. ○ A state-of-the-art smart classroom, built through donor funds, came online in 2006-7. Supported by the latest technology, it facilitates a variety of teaching styles. ○ Via a \$100,000 grant, the SOE will partner with the Center for New Media Teaching and Learning at Columbia University to incorporate video clips of mathematical thinking in young children into their course assignments and presentations. • <i>Employ a nationally recognized expert in the area of educational technology to enhance quality of its teaching and programs.</i> <ul style="list-style-type: none"> ○ A nationally renowned expert in technology worked to integrate digital technologies into teaching and learning and began to define the technical competencies all SOE graduates will possess in the future. His work will expand to embrace Hunter's other schools and initiatives. • <i>SOE will double the size of its teacher videotaping initiative and seek sustained funding for continued growth of the program.</i> <ul style="list-style-type: none"> ○ The size of the teacher videotaping initiative doubled. Growth will continue through a new alumni gift of \$1 million. • <i>Become the first CUNY college to pilot Podcasting thru iTunes U. This will allow students, faculty, and staff the ability to download events and lectures.</i> <ul style="list-style-type: none"> ○ Podcasting was piloted with different software because CUNY did not sign on to iTunes. Wider implementation is planned for fall 2007.
<p>2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity</p>	<p>Colleges will continuously upgrade the quality of their faculty, as scholars and as teachers</p> <ul style="list-style-type: none"> • <i>Scholarly promise and productivity will assume an even larger role in new hires in all four schools.</i> <ul style="list-style-type: none"> ○ We are recruiting outstanding scholars by offering competitive salaries, faculty development, and generous start-up packages in all disciplines. ○ Recent new hires include exceptional scholars. For example, Joachim Pissarro (Art) is a distinguished scholar, author, and curator of MOMA, Michael Thomas' (English) first novel, <i>Man Gone Down</i>, was featured on the front cover of <i>The New York Times Book Review</i>, Tricia Striano (Psychology) has over 70 publications, Karen Hunter (Film & Media Studies) is a Pulitzer prize winning journalist, Ellen Chesler, Director of the Eleanor Roosevelt Initiative on Women and Public Policy, is a distinguished public intellectual, and Neal Cohen (School of Health Sciences) is a former NYC health commissioner. • <i>New tenure and promotion guidelines stressing scholarship will be developed.</i> <ul style="list-style-type: none"> ○ In light of the new tenure clock, tenure and promotion guidelines stressing scholarly productivity are being developed. • <i>Faculty research will be encouraged via Presidential Travel Award Program</i> <ul style="list-style-type: none"> ○ The program doubled over last year with \$300,000 distributed for research-related travel to faculty in 2006-7. • <i>Offer faculty development workshops on preparing for tenure and promotion and improving grant-writing, and teaching.</i> <ul style="list-style-type: none"> ○ A well-attended series of tenure and promotion and grant writing workshops were held. These will be offered regularly. <p>Faculty research/scholarship will increase from 2005-2006 levels.</p> <ul style="list-style-type: none"> • <i>Faculty research as measured by numbers of books and peer-reviewed journal articles will increase.</i> <ul style="list-style-type: none"> ○ Number of valid electronic reports of books and peer-reviewed articles are comparable to 2005-2006 levels.

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	<p>Instruction by full-time faculty will increase incrementally.</p> <ul style="list-style-type: none"> • <i>Instruction by full-time faculty will increase or be maintained.</i> <ul style="list-style-type: none"> ○ In fall 2006, 52% of Hunter’s courses were taught by full-time faculty, a decrease from 55.3% in 2005. The drop in the contractual teaching hours is due to an increase in sponsored research for all faculty and unsponsored research for new hires, a function of the excellent start-up packages made by the college. <p>More under-represented faculty and staff will be recruited.</p> <ul style="list-style-type: none"> • <i>Hunter will maintain its excellent record in recruiting underrepresented faculty and staff.</i> <ul style="list-style-type: none"> ○ New hires in 2006-7 included 4 tenure-track and 7 non-tenure track faculty from underrepresented groups (4 Black, 4 Hispanic/Puerto Rican, 1 Asian, 2 Italian-American). One of the new tenure track hires was in the SSW, making it one of the most diverse in the country. ○ Newly hired staff included 11 Black, 15 Hispanic/Puerto Rican, 5 Asian, and 1 Italian-American.
<p>3. Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study</p>	<p>Colleges will implement approved CUE plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in teaching and support.</p> <ul style="list-style-type: none"> • <i>Mellon Project will be launched to examine and improve general education at Hunter College. Hire Director of the Mellon Project, who will help set goals for the coming year. Form committees of faculty, students and staff and begin the work of evaluating the current undergraduate curriculum.</i> <ul style="list-style-type: none"> ○ The Mellon Project is underway. A director was hired, a steering committee was formed, surveys were distributed and the kick-off conference was held in May, 2007. • <i>Intensify efforts to improve academic support services and increase percentage of students passing gateway courses with C or better.</i> <ul style="list-style-type: none"> ○ All gatekeeper courses were systematically studied and reviewed for best practices, leading to changes in pedagogies, different uses of technology, increased student support such as tutorials and recitation sections, and other faculty development efforts. While Hunter maintains a high percentage of students passing core courses with a C or better in 2006 (85.3%), we will intensify our efforts to support students in gatekeeper courses. • <i>Intensify efforts to increase number of credits taken by lower division students.</i> <ul style="list-style-type: none"> ○ Major efforts in advising and the allocation of scholarships resulted in a small increase in the number of credits earned by full-time first-time freshman in their first 12 months (24.5 credits for freshman entering in fall 2005, up from 23.5 credits for freshman entering in fall 2002). • <i>Increase declarations of majors among students with more than 60 credits.</i> <ul style="list-style-type: none"> ○ The percentage of students who have declared a major by the 70th credit increased steadily from 2003 (49.5%) to 2005 (68.8%). In fall 2006, we had a decrease from the high of 2005, experienced mostly by transfer students (51.6%, a decrease from 61.3% in 2005). Rates for students who started at Hunter as freshmen were more stable. A fall 2006 change in college policy to check transfer students’ transcripts more thoroughly for course prerequisites is likely responsible for the drop. • <i>Pilot “9 to 12” program to encourage degree-completers to take more credits.</i> <ul style="list-style-type: none"> ○ The program was piloted with 15 students graduating at an accelerated rate. The program will be revised and then expanded to include a larger sample of students. <p>Colleges will draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes University-wide.</p> <ul style="list-style-type: none"> ○ The ESL Task Force met throughout year, integrating faculty from Arts and Sciences, Education, Continuing Studies (IELI) and academic support staff. Initial outcomes include new model for ESL support over summer, cross-college faculty development, GTF (graduate teaching fellows) workshops, and strategic deployment of graduate students in SOE’s ESL programs.

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	<ul style="list-style-type: none"> • <i>Develop new course on reading and writing intended for teacher education students who are not native speakers of English.</i> <ul style="list-style-type: none"> ○ The course was developed and piloted (with an experimental course designation) in 2006-7. Show & pass rates on the proficiency exam will rise CUNY-wide. • <i>The show rate on the CUNY Proficiency Exam will increase by 1 percent from 80.4 %.</i> <ul style="list-style-type: none"> ○ Hunter's pass rate of 96.1% leads CUNY. ○ The show-rate for 2006 was 79.2%, down slightly from last year's rate of 80.4%, but up from our 2003 rate of 74.7%. Colleges will work to improve readiness of high school students by meeting 95% of enrollments targets for College Now, achieving a 75% successful completion rate; implementing College Now strategic plans <ul style="list-style-type: none"> ○ Hunter College's College Now achieved over 100% of its enrollment target. College Now achieved a successful completion rate of 82% for fall 2006 and 81% for spring 2007. • <i>Pilot the Hunter College Now Student Ambassador Program at several local schools.</i> <ul style="list-style-type: none"> ○ College Now Ambassadors are in place at over 15 College Now schools, including Art and Design, Fashion Industries, Environmental Studies, ○ Hunter High School, LaGuardia and others. Applications have grown more than 80% at these schools. • <i>Enhance professional development activities for CN faculty.</i> <ul style="list-style-type: none"> ○ Small group faculty orientations were conducted with College Now faculty, and CN worked with IELI and TESOL faculty to develop curriculum appropriate for CN ESL students. • <i>Maintain or increase the number of CN students recruited into BA programs from baseline of 22 students via targeted recruitment activities.</i> <ul style="list-style-type: none"> ○ Through targeted recruitment, 26 CN students enrolled in fall 2006 (an 18% increase). ○ Two Manhattan Hunter Science High School students were accepted into the Honors College (one is enrolling) and two were accepted and are enrolling in the Teacher Academy.
4. Increase retention and graduation rates	<p>Retention rates will increase by an average of 2 percentage points.</p> <ul style="list-style-type: none"> • <i>Recent strong increase in retention rates will be maintained or improved.</i> <ul style="list-style-type: none"> ○ Hunters' two year retention rate for full-time first-time freshman in BA programs for classes entering in fall 2003 and 2004 (66.5% and 66.7% respectively) was up from the 62% retention rate for the entering class of fall 2001. A similar positive trend was seen in 2 year retention rates for full-time transfer students in BA programs (60.6% for those entering fall 2004, 57.6% for those entering fall 2001). • <i>Develop and disseminate a guide for new students focused on the necessary information for freshman and transfers to begin their studies at Hunter. The Office of Advising Services will compile a guide to be posted on-line for incoming students. In writing this guide, we will consult with other offices and academic departments as appropriate.</i> <ul style="list-style-type: none"> ○ The guide is being completed and will be available for First Year Orientations in summer 2007. • <i>Promote and market academic skill-building workshops to all new freshman.</i> <ul style="list-style-type: none"> ○ All first year students benefited from a new first year seminar intervention with a web-based tutorial, meeting with a designated advisor and a GER workshop.

Objectives	2006-2007 University Targets
	<ul style="list-style-type: none"> • <i>Notify students with 90 plus credits of transcript review services: both electronic and in- person advising services designed to prepare students for final graduation audit review.</i> <ul style="list-style-type: none"> ○ A pilot program was conducted in fall 2006 for 178 students; the program was revised and piloted again in April 2007. • <i>Utilize/promote Degree Works among the student body as a planning tool for meeting academic requirements in an efficient and timely manner.</i> <ul style="list-style-type: none"> ○ Accomplished – see objective 7. <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"> • <i>Recent strong increase in graduation rates will be maintained or improved.</i> <ul style="list-style-type: none"> ○ Hunter’s 4-year graduation rate for the entering class of fall 2002 (17.7%) was almost double the rate for the entering class of fall 1999 (9.7%). Hunter’s 6-year graduation rate is also up (from 32.8% for the entering class of fall 1997 to 37.5% for the entering class of fall 2000). ○ Hunter’s 6-year graduation rate for full-time transfer students has shown a consistent increase since 1997 (45% for the entering class of 1997 to 51% for the entering class of 2000). ○ The 4-year graduation rate for Master’s students has also steadily increased (from 66.4% for the entering class of 1999 to 68% from the entering class of 2000). • <i>Use the Closed Course Report to improve graduation rates by identifying and offering high-demand courses that fulfill key requirements.</i> <ul style="list-style-type: none"> ○ Successfully implemented. <p>The University will retain and graduate more black males by implementing recommendations of the Black Male Initiative report.</p> <ul style="list-style-type: none"> • <i>Implement all planned initiatives. Intensify recruiting efforts among black males and other students from underrepresented groups to Hunter College and the CUNY Honors College</i> <ul style="list-style-type: none"> ○ Following intensive recruiting efforts, 10% of the Honors College class of 2011 are Black and 16% are Hispanic, up from 4% Black and 7% Hispanic in the class of 2010. ○ Black male freshmen who enrolled at Hunter in 2006 had an average SAT score of 1063, 200 points higher than the national average for Black males (863). ○ Career panels, workshops, enhanced advising and opportunities to conduct research at the SSW BMI Health Initiative were provided to all in the BMI.
5. Improve post-graduate outcomes	<p>Professional preparation programs will improve performance of their students on certification/licensing exams or maintain high performance.</p> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • <i>SOE will maintain its excellent performance on certification exams.</i> <ul style="list-style-type: none"> ○ Assessment of Teaching Skills- Written: 100%; Liberal Arts & Sciences Test: 99%; Content Specialty Tests: 96%. <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • <i>High first-time pass rates for SHP programs will be maintained or improved for Nursing, PT, and Communication Sciences.</i> <ul style="list-style-type: none"> ○ The first time pass rate of 100% for Communication Sciences was maintained in 2006. ○ The 2006 NYCLEX pass rate (86.7%) showed an increase over last year’s rate (84.9%). ○ The 2006 PT pass rate was 80%, up from 76% in 2006 (the state average is 70%). • <i>Continue to survey, as part of accreditation outcome evaluations, graduates’ job placements and satisfaction with their programs. Use this information to improve options for graduates.</i> <ul style="list-style-type: none"> ○ 2006-7 surveys were completed and the results have been analyzed and sent to programs for use in curriculum revision.

Objectives	2006-2007 University Targets
	<p><u>School of Social Work.</u></p> <ul style="list-style-type: none"> • <i>Increase the percentage of students passing the NYS Social Work Licensing Examination.</i> <ul style="list-style-type: none"> ○ 2005-6 data are not yet available. ○ New licensing exam preparation course, designed by SSW faculty, was offered for the first time in spring 2007; 87 students enrolled in January and 141 are currently taking one of three course options. <p>All colleges will establish performance baselines on graduate exams.</p> <ul style="list-style-type: none"> • <i>Performance baselines are being established for GRE, LSAT, MCAT, and GMAT.</i> <ul style="list-style-type: none"> ○ GRE requested from ETS, but not yet available. ○ In 2005-2006, 212 Hunter students/graduates took the LSAT. Their average score was 149. [LSAT scores range from 120 to 180, with a national average of 150.] ○ In fall 2005, the 85 Hunter students/graduates who took the MCAT had a mean score of 20.7. [MCAT scores range from 8 to 39 and the national mean is 27.6.] ○ In 2006, 79 Hunter students/graduates took the GMAT, with a mean score of 461.8. [The average national score for the 2006 administration was 533.] <p>Job and education placement rates for associate graduates will rise; job/education and satisfaction rate baselines will be established for baccalaureate graduates.</p> <ul style="list-style-type: none"> • <i>Job and education placement rates will be established.</i> <ul style="list-style-type: none"> ○ Career Development Center benchmarked employers participating in job fairs, students using services, and postings in electronic job bank. • <i>Inaugurate use of National Survey of Student Engagement (NSSE) to establish baselines for student outcomes.</i> <ul style="list-style-type: none"> ○ The NSSE underway with report due in summer 2007.
6. Improve quality of student support services	<p>Student satisfaction with academic support services, student services, personal counseling and use of technology to strengthen instruction will rise CUNY-wide.</p> <ul style="list-style-type: none"> • <i>Student satisfaction with academic, counseling, and technological services as measured by the Student Satisfaction Survey will rise.</i> <ul style="list-style-type: none"> ○ Student satisfaction ratings remained flat. We look forward to the results of the NSSE and other surveys to help us identify problem areas that can be targeted for improvement. ○ Personal Counseling services were restructured and enhanced. • <i>Increase student access to academic advisors by stationing professional and peer advisors at strategic areas throughout the College during peak advising periods.</i> <ul style="list-style-type: none"> ○ “Advising on the Go” was initiated to reach out to students in common areas of the College in order to enhance services during the busiest advising times. • <i>Hire a new academic advisor to promote and coordinate e-Advising initiatives. Increase student use of the Office of Student Services website through an aggressive publicity campaign that will direct them to our redesigned, comprehensive website.</i> <ul style="list-style-type: none"> ○ New advisor hired and initiatives underway. • <i>Increase student use of the Office of Student Services website through an aggressive publicity campaign that will direct them to our redesigned, comprehensive website.</i> <ul style="list-style-type: none"> ○ Accomplished.

Objectives	2006-2007 University Targets
	<ul style="list-style-type: none"> • <i>Conduct informational outreach programs/initiatives to increase students' and faculty's knowledge of personal counseling, services to differently abled students and health/wellness services available to students.</i> <ul style="list-style-type: none"> ○ Successfully completed. • <i>Expand Student access to the Transfer Course Evaluation System (XCES) via the internet by adding non-CUNY schools with ten or more Course equivalences to the database.</i> <ul style="list-style-type: none"> ○ Database containing course equivalencies for non-CUNY schools created; student access will be given in conjunction with redesign of admissions website. • <i>Begin implementation of MyChoice@hunter.cuny.edu –an on-line commitment response for admitted degree applicants (freshmen, transfers, and graduates) and provide for an automated response system.</i> <ul style="list-style-type: none"> ○ Successfully implemented. • <i>Begin the redevelopment of the Admissions web-site making it student centered.</i> <ul style="list-style-type: none"> ○ The redevelopment is underway. • <i>Provide access to the graduate readmission application via the internet.</i> <ul style="list-style-type: none"> ○ Access was provided in fall 2006. • <i>Implement an on-line transcript request process.</i> <ul style="list-style-type: none"> ○ Active as of April 2007. • <i>Positively impact student support services and improve planning among administrative offices through the use of a BARFIT universal calendar.</i> <ul style="list-style-type: none"> ○ Calendar system will be implemented in conjunction with web redesign. • <i>Publish Financial Aid Office policy and procedure documents and complete the imaging component of the financial aid paperless office initiative.</i> <ul style="list-style-type: none"> ○ Documents were published online in fall 2006 and the imaging component of the project has been implemented. • <i>Revise system for obtaining student information from SIMS.</i> <ul style="list-style-type: none"> ○ An interdepartmental taskforce has reviewed SIMS for FERPA compliance. Revision of the system and the acquisition of a FERPA tutorial for new SIMS users underway. • <i>Further expand the use of technology to communicate with students through continuously increasing utilization of a growing email group of officers from every student organization to advise them of campus activities, events, and students organization related information.</i> <ul style="list-style-type: none"> ○ Use of the email network has increased by 8.4%. • <i>Use existing technology to increase utilization of G-Blasts, which allow the student governments to electronically communicate with their constituents.</i> <ul style="list-style-type: none"> ○ Completed in fall 2006. • <i>Provide full training and orientation program/outreach to all newly elected student representatives through separate training sessions determined by officer category for all newly elected student representatives to familiarize them with Hunter policies, procedures and regulations. All training/orientation sessions will be scheduled to allow sufficient time for all new officers to be properly trained by the time they assume office.</i> <ul style="list-style-type: none"> ○ All 26 newly elected representatives were trained.

Objectives	2006-2007 University Targets
	<ul style="list-style-type: none"> • <i>Conduct academic advising sessions that specifically target student leaders.</i> <ul style="list-style-type: none"> ○ Sessions conducted. • <i>Continue to improve the quality and quantity of social and educational programs offered at the Residence Hall, some programs will be coordinated by Resident Advisors.</i> <ul style="list-style-type: none"> ○ Resident Hall Advisors coordinated 52 programs, including work on personal finances and budgeting, stress management, Katrina Fundraiser, Facebook 101, and Drug and Alcohol Awareness. • <i>Increase College's awareness of, and adherence to, the academic integrity policy through continued dissemination of verbal and written information regarding recently approved Hunter College disciplinary procedures. These efforts will include presentations and written reports to the Hunter College Senate, Faculty Delegate Assembly, and students and will include information regarding the procedures, number and type of cases, various sanctions and other actions.</i> <ul style="list-style-type: none"> ○ Accomplished with ongoing efforts to maintain momentum. • <i>Expedite the approval and reimbursement process for all student activity fee supported budgets, modifications and line transfers; make all College Association forms available on the website; schedule mandatory budget related meetings for club officers.</i> <ul style="list-style-type: none"> ○ Processes expedited, forms available online and required meetings held. • <i>Redesign the College Association office to improve efficiency.</i> <ul style="list-style-type: none"> ○ Accomplished. • <i>Continue the expansion of web-based voting for student elections.</i> <ul style="list-style-type: none"> ○ Web based voting continues to be marketed and has been expanded to include graduate students. • <i>Develop a student leadership council comprised of student club presidents.</i> <ul style="list-style-type: none"> ○ Accomplished. • <i>Establish a Dean of Students' Advisory Council.</i> <ul style="list-style-type: none"> ○ Accomplished.
<p>7. Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs</p>	<p>Colleges will meet enrollment targets for degree and adult and continuing ed enrollment; colleges will heighten recruitment efforts for black males; mean SATs/CAAs of baccalaureate entrants will rise.</p> <ul style="list-style-type: none"> • <i>The College will maintain its enrollment at 20,800 student of which 25% (5,200) will be at the graduate level.</i> <ul style="list-style-type: none"> ○ Hunter has maintained an annualized enrollment of 20,802 with 24.1% of students enrolled in the graduate program. • <i>The College will increase entrants' mean SAT/CAA scores.</i> <ul style="list-style-type: none"> ○ In fall 2006, the mean SAT score of first-time freshman enrolled in BA programs increased to 1089, an 84 point increase from 2001. ○ The mean CAA also increased to 85.3 (from 84.2 in fall 2003), the highest in the College's recent history. • <i>The College will sustain the minimum 2.3 grade point average for entering transfer students.</i> <ul style="list-style-type: none"> ○ The minimum transfer criterion of a 2.3 grade point average was maintained for the fall 2006 and spring 2007 admission cycles. There has been a slight increase in the average GPA of new transfer students (from 2.84 in 2003 to 3.03 in 2006).

Objectives	2006-2007 University Targets
	<ul style="list-style-type: none"> • <i>Target recruiting efforts among prospective students, parents, guidance counselors, and community organizations with particular attention to male students and high achieving students of color. In addition, we will work specifically with the Hunter CUNY Honors College to improve the diversity of our qualified applicants for that program.</i> <ul style="list-style-type: none"> ○ Following intensive recruiting efforts, 10% of the Honors College class of 2011 are Black and 16% are Hispanic, up from 4% Black and 7% Hispanic in the class of 2010. ○ Intensive recruiting efforts continued. • <i>Engage in focused recruitment efforts with CUNY and non-CUNY community colleges including continuing to work closely with two feeder schools, identified in 2005-2006, (CUNY/LaGuardia; non-CUNY/Westchester Community College) to increase the number of applicants from these institutions.</i> <ul style="list-style-type: none"> ○ Efforts continue with individual site visits to counsel students at BMCC and Westchester Community College, participation in CUNY hosted Transfer Counselor Workshop and a nursing program workshop for transfer students hosted in conjunction with the School of Nursing. • <i>The college will increase enrollment in its adult and continuing education program by 5%.</i> <ul style="list-style-type: none"> ○ 2,705 students were enrolled in Hunter's adult and continuing education program, a 5% increase over last year. <p>All colleges will have completed TIPPS equivalency evaluations for 90% of courses by June 30, 2007; all colleges will install Degree Works by June 30, 2007; for each month that Degree Works is installed, an additional 1% of students will access this planning and advisement tool.</p> <ul style="list-style-type: none"> • <i>Increase TIPPS equivalency evaluations to meet university target.</i> <ul style="list-style-type: none"> ○ Hunter increased its TIPPS equivalencies by a third. In May 2007, the percentage of course evaluations completed in TIPPS (83.2%) was among the highest in CUNY. ○ Hunter also has one of the lowest percentages of courses evaluated as not transferable in CUNY. • <i>Install Degree Works by June 30, 2007. Promote use of Degree Works among students, faculty, and staff. Train advisors on use of Degree Works.</i> <ul style="list-style-type: none"> ○ Degree Works was successfully rolled out to the undergraduates, faculty, and staff during spring 2007.
8. Increase revenues from external sources	<p>Alumni-corporate fundraising will increase 10% CUNY-wide.</p> <ul style="list-style-type: none"> • <i>Hunter will increase alumni and corporate fundraising by 10 percent.</i> <ul style="list-style-type: none"> ○ Hunter continues to achieve its fundraising targets. Alumni and corporate fundraising increased by at least 19% (2006-7 data not yet complete). <p>Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact.</p> <ul style="list-style-type: none"> • <i>Hunter will complete agreed-upon restructuring of philanthropic foundations and document participation in the CUNY Compact.</i> <ul style="list-style-type: none"> ○ We have completed restructuring of guidelines to be in line with CUNY. ○ Hunter College met its target and provided over \$500,897 in philanthropic resources to support the CUNY Compact. This was invested in renovations to the library, Lowe Plaza, and a biology lab. <p>Contract/grant awards will rise 5% CUNY-wide.</p> <ul style="list-style-type: none"> • <i>Hunter will maintain its excellent level of grant submissions and external funding.</i> <ul style="list-style-type: none"> ○ Hunter faculty increased grant submissions by 15% over last year. ○ Data about Hunter's grant funding in FY2006 will be complete on June 30, 2007.

Objectives	2006-2007 University Targets
	<p>Indirect cost recovery ratios will improve CUNY-wide.</p> <ul style="list-style-type: none"> • <i>Strong indirect cost recovery ratios will be maintained.</i> <ul style="list-style-type: none"> ○ Data about Hunter’s indirect recovery rate in FY2006 will be complete on June 30, 2007. <p>Each college will meet agreed upon revenue targets for adult and continuing education.</p> <ul style="list-style-type: none"> • <i>The college will increase revenue collection by 5% from its adult and continuing education program</i> <ul style="list-style-type: none"> ○ The college collected \$790,323 in revenue through April 20, 2007, a 5% increase over last year.
<p>9. 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"> • <i>Hunter will achieve 100 percent of its productivity target and redirect savings to the academic enterprise.</i> <ul style="list-style-type: none"> ○ Accomplished. <p>Student satisfaction with administrative services will rise or remain high at all CUNY colleges.</p> <ul style="list-style-type: none"> • <i>Student support areas including academic advising, career services, and health and wellness services will re-examine its policies from a student-centered perspective. Staff will participate in “customer service training.”</i> <ul style="list-style-type: none"> ○ Despite increased efforts, 2006 student satisfaction with administrative services at Hunter is down slightly (2.71 in 2004 to 2.64 in 2006). We continue to work on student satisfaction issues. Key efforts include: <ul style="list-style-type: none"> ○ First Year Programs: Increased staffing and one-on-one personal advising for all freshmen. ○ Transfer Programs: A new Director and a dedicated academic advisor were hired. Web presence was updated and transfer orientation was improved. ○ Continuing Students: Advising outreach initiatives targeted at students at critical junctures. ○ Petitions and appeals: A new director was hired. ○ Customer service training for staff and professional development for staff and faculty were implemented. • <i>A series of facilities, technology and service upgrades will improve the student experience, including:</i> <ol style="list-style-type: none"> 1. <i>Students will participate on a Presidential Task Force on the Library to improve our libraries’ holdings, facilities and services.</i> <ul style="list-style-type: none"> ○ The Presidential Task Force on the Library included students and submitted its report in June 2007. 2. <i>Recommendations from reengineering of graduate admissions project will begin to be implemented.</i> <ul style="list-style-type: none"> ○ Director of Graduate Admissions position created and search underway. 3. <i>Technology upgrades will improve the student experience, including: a) Implement the A&S Scheduling Project, which will improve how classes are scheduled to facilitate student program planning and increase the availability of high demand courses. b)Implement Phase 2 of the OneCard system, which will add book voucher capacity in fall 2006 and dining services capacity in spring, 2007.</i> <ul style="list-style-type: none"> ○ The project has been completed and A&S is now scheduling courses one year in advance. ○ Phase 2 of the OneCard system was completed providing book vouchers and dining transaction services.

Objectives	2006-2007 University Targets
	<p>Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services.</p> <ul style="list-style-type: none"> • <i>The college will hold constant the percentage of its tax-levy spending.</i> <ul style="list-style-type: none"> ○ The college controlled expenses and lowered the percentage of tax-levy funds spent on administrative services while the tax-levy spending for academic enterprise increased in FY07. • <i>Implement Phase 1 of the Electronic Personnel Action Form college-wide. The new system will process appointments for adjuncts, temp services, and continuing education faculty.</i> <ul style="list-style-type: none"> ○ The Electronic Personnel Action Form project is being evaluated to fit within the ERP time table. • <i>Implement and enhance the Financial Oversight Comprehensive Information System (FOCIS), a new web-based budget modification and procurement system and implement a new accounting system.</i> <ul style="list-style-type: none"> ○ FOCIS continues to be enhanced and updated to provide better service to the college community. The accounting system was successfully updated to improve reporting and office operations. <p>All colleges will have & implement financial plans with balanced budgets.</p> <ul style="list-style-type: none"> • <i>The college will implement its financial plans and maintain a balanced budget.</i> <ul style="list-style-type: none"> ○ During FY 2007, the college implemented its financial plans and maintained a balanced budget. <p>The % of instruction delivered on Fridays, nights, weekends will rise CUNY-wide, to better serve students and use facilities fully.</p> <ul style="list-style-type: none"> • <i>We will maintain our evening classes at capacity levels, and increase weekend, summer, and winter sessions where appropriate.</i> <ul style="list-style-type: none"> ○ The number of Friday, Saturday, and Sunday daytime classes increased from 1441 in 2005-6 to 1507 in 2006-7. ○ The number of evening classes increased from 3,122 in 2005-6 to 3,360 in 2006-7. <p>All colleges will develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions.</p> <ul style="list-style-type: none"> • <i>Hunter College will implement a chemical inventory and hazardous waste management system procured by CUNY</i> <ul style="list-style-type: none"> ○ Chemtracker program to be implemented once available through CUNY EHS. • <i>We will increase participation in hazardous waste training sessions.</i> <ul style="list-style-type: none"> ○ 10 training sessions run with additional sessions to accommodate faculty and staff as needed.
10. Improve physical planning for the College	<ul style="list-style-type: none"> • <i>Continue to improve library facilities by increasing functionality of the main circulation desk and the Browsers' Lounge and enhancing study space on the main floor of the 68th Street library with new furniture, lighting, and the addition of wireless internet access.</i> <ul style="list-style-type: none"> ○ Through alumni gifts, the browser's lounge and main circulation desk of the library were totally refurbished; main library and Brookdale satellite now completely wireless. • <i>Work with a space planner to improve library service by examining options for making more efficient use of the library.</i> <ul style="list-style-type: none"> ○ Consultation underway with the Library Task Force.

Objectives	2006-2007 University Targets
	<ul style="list-style-type: none"> • <i>Continue to work with the central office and consultants to secure and develop the Julia Richman site for Hunter's Science and Health Center.</i> <ul style="list-style-type: none"> ○ Work continues with central office and consultants to secure and develop the Julia Richman site for Hunter's Science and Health Professions Building. The Request for Expressions of Interest (RFEI) was released January 2007 and we received 8 responses and strong interest from developers. The Request for Proposals (RFP) is on track to be issued in summer 2007. We continue to meet with Community Boards 6 and 8 and have received strong support for this project from the four neighborhood medical institutions. Space inventory for relevant departments is underway. • <i>Work with central office and consultants to seek leased space in the Armory for Hunter's arts programs.</i> <ul style="list-style-type: none"> ○ Work continues with central office to seek leased space in the 7th Regiment Armory. We are in negotiations to resolve code issues and space costs before entering a rental agreement and offering classes. • <i>Explore possible new sites for Hunter's School of Social Work</i> <ul style="list-style-type: none"> ○ Planning underway. • <i>Continue to work with central office on the reconstruction of Roosevelt House.</i> <ul style="list-style-type: none"> ○ Construction is underway and on schedule for opening in fall 2007.