HUNTER COLLEGE STRATEGIC PLAN

TRANSFORMATION AND LEADERSHIP FOR THE 21ST CENTURY

DRAFT, MARCH 29, 1999
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The committee would like to thank the many individuals who have contributed to the success of this project. Each Dean prepared written statements, provided supplemental information and took time from their busy schedules to discuss their schools with the committee. Vice President Thomas Tyburczy, Executive Director of Finance, Tina Salandra and the Executive Director of Facilities, Julio Vazquez provided information on finances and facilities. Bill Mendez, the college's affirmative action officer provided an overview of the requirements of affirmative action hiring. The committee also benefitted from the expertise of David Adams, Director of Office of Institutional Research who created statistical profiles of each of the college's departments. Assistant Provost Eija Ayravainen and members of the Block Task force provided information on the Block Program. Denise Ondishko, the former director of OICIT provided data on the technology needs of the college. Robert Buckley, Director of the Office of Research Administration provided data on Hunter's grants, contracts and the Research Foundation. Louise Sherby, Chief Librarian, gave an overview of the needs of the college's libraries. Professor Richard Barickman discussed Writing Across the Curriculum programs, while Professor Michael Griffel gave an overview of the Thomas Hunter Honors Programs. Howard Krukofsky, director of the Pre-professional Office provided data on the success of Hunter's students in entering medical, health and law schools. We would like to thank Laura Schor for her early guidance of the committee and for her insight into the workings of the academic enterprise of the college.

COCHAIRS - Evangelos Gizis, Acting Provost
- Stephen Zoloth, Associate Provost

Gabrielle Evertz Art (CLT)
Joseph Fantozzi - Admissions
Sylvia Fishman - Student Affairs
Helene Goldfarb - Alumni
Barbara Hampton - Music
Margaret Herron - Student Representative
Gary Krasilovsky - Schools of Health Professions
Paul Kurzman - Faculty Delegate Assembly
Louis Mangone - Hunter College Foundation
Pamela Mills - Hunter College Senate
Elaine Walsh - Urban Studies
Stuart Zimble - Graduate Student Association

CHAIR - Laura Schor, Provost (through June, 1998)

Audrey Berman - Admissions (HEO)
Eugenie Birch - University of Pennsylvania (General Public)
Gabrielle Evertz Art (CLT)
Joseph Fantozzi - Admissions
Sylvia Fishman - Student Affairs
Evangelos Gizis - Vice President for Administration
Special Thanks

We would like to specifically thank the student and outside members of the committee. They gave an extraordinary amount of time, thought and dedication to the success of this planning effort.

Margaret Herron - Student Representative
Stuart Zimble - Graduate Student Association
Mr. Lou Mangone, Member, Executive Board, Hunter College Foundation.
Ms. Helene Goldfarb - President, Hunter College Alumni Association

Finally, the committee would like to extend its most sincere appreciation and thank you to Dr. Bruce Matthews who has worked tirelessly to produce a document that both reads and looks outstanding. Bruce served as the editor of the plan and played an instrumental role in shaping the tone and format of the final document. Most importantly, Bruce forcefully brought the point of view of our adjunct faculty to the table.
VISION

“Change is inevitable, but it will be thoughtful and reflective so as to take advantage of new opportunities and insights…”
David A. Caputo, President

TRANSFORMATION AND LEADERSHIP FOR THE 21ST CENTURY

The vision of this Strategic Committee is clear: within the next five years Hunter College must become a nationally recognized leader and innovator in public urban education. To realize this vision we must transform current strategies. We must appreciate change as intriguing, as the invigorating possibility of creating a new model for educating the future leaders of our city, our state, and the world. What will not change however, is our fidelity to the ideals that define Hunter’s mission. Indeed, the transformation we envision is driven by our commitment to excellence and access. Our recommendations that follow strive to honor this commitment and establish Hunter College’s leadership role in the 21st Century.

The success of our students is the clearest indicator of how we are honoring our commitment to excellence and access. The aspiration that animates our strategy is the creation of a community that values success; a community whose graduates display the knowledge and expertise required to assume positions of leadership in the coming century. To this end we must continue providing our students with the highest quality liberal arts and professional education, using advances in educational technology to transform the dynamic interaction of teaching and learning. We must become a college that cultivates and rewards faculty scholarship, no matter whether it is in research, in the art of teaching, in performance or in service to the community. By creating a robust culture of excellence Hunter will continue to attract the outstanding scholars necessary to support and expand our research and service programs. Most importantly we must recommit ourselves to creating an open and engaged learning community grounded in the values of civility and respect for others.

President David A. Caputo outlined the first step in our process when he charged our committee to assess the internal and external factors that will influence the future course we envision for the College. The most obvious and pressing variable is the demand for change: from both within and from outside the Hunter community the calls for the transformation of current strategies ring loud and clear. How we as a community respond to these demands remains to be seen. What is abundantly clear is, as President Caputo has observed, that if we do not take action now “others will attempt to do it for us.”
TO BECOME THE NATIONALLY RECOGNIZED LEADER AND INNOVATOR IN PUBLIC URBAN EDUCATION

To make our vision a reality requires more than words. It requires specific objectives that focus and measure our efforts, and concrete actions that realize our commitment to students, mission and New York City.

We have identified four defining objectives for the next five years. Each is equally important and all are interrelated. To facilitate our efforts to realize these goals we provide recommendations and an implementation schedule for each objective.

1ST OBJECTIVE
STRENGTHEN THE FRAMEWORK OF THE COLLEGE

Our first objective is to strengthen the framework of the college by targeting several cross-cutting issues that directly impact the performance of the entire College. We recommend the following course of college-wide actions to construct mechanisms of accountability that will ensure excellence and access in all areas of the college:

- PURSUE access through targeted recruiting
- PROMOTE excellence through comprehensive performance measures
- CONDUCT rigorous Academic Program Reviews
- INTEGRATE adjunct faculty into the life of the College
- INTRODUCE a system of Administrative Program Reviews
- PROVIDE increased support for educational technology
- ESTABLISH a comprehensive Management Information System
- INITIATE a program of enrollment management
- IMPLEMENT the Master Plan
- RATIONALIZE resource allocation through financial planning.

2ND OBJECTIVE
CREATE UNDERGRADUATE PROGRAMS OF EXCELLENCE

Our second objective is to provide every student with the highest quality experience by creating undergraduate programs of excellence. The measure of our success in fulfilling this commitment will be demonstrated by our performance in recruiting, retaining and graduating students. Accordingly, we propose a course of concrete actions whose successful implementation will be measured by improved recruitment of new
students, increased retention rates of students and more timely graduation from the College:

- REEXAMINE the undergraduate curriculum
- INTENSIFY recruitment efforts
- EXPAND the Freshman Block Program
- STREAMLINE integration of transfer students
- DETERMINE guidelines to cultivate excellence in advising
- ESTABLISH a Writing Across the Curriculum Program
- CREATE an Honors College
- STRENGTHEN elements of Upper Division Education
- SUPPORT the Scholarship of Teaching and Learning
- FOUND and endow a Center for Instructional Excellence.

3rd OBJECTIVE
DEVELOP GRADUATE PROGRAMS OF EXCELLENCE

To become a national model of a truly comprehensive college our third objective is to develop graduate programs of excellence. The measure of our success in this arena will be the national prominence of our programs, the increase in the number of students enrolled, and their placement after graduation. We make the following recommendations to directly support and expand Hunter College's graduate offerings:

- COORDINATE services to graduate students
- RE-ENGINEER graduate recruiting and admissions
- SYNCHRONIZE Education Programs with those of Arts and Sciences
- REVIEW our relationship with the Graduate Center
- INAUGURATE graduate scholarships
- REVIEW the School of Arts and Sciences’ graduate programs
- STRENGTHEN the Capital Campaign for graduate programs.

4th OBJECTIVE
TARGET PROGRAMS FOR GROWTH, ENHANCEMENT AND REVIEW

Finally, after long and careful consideration we articulate our response to President David A. Caputo's charge to recommend departments and programs for support and review. The objective is clear. To achieve excellence on a college-wide basis we must examine all areas to determine how best to allocate resources in the coming years:

- DETERMINE programs of excellence and recommend ways to enhance them
- DISTINGUISH strong programs which have the potential for excellence
- SPECIFY newly emerging programs for investment
- IDENTIFY programs not central to the Hunter mission or not unique to CUNY
- SUGGEST a list of priorities in each of the above categories and match resources to priorities.
REALITY

EXPECTATIONS AND PRESSURES ON THE COLLEGE

The success of strategic planning depends on the clear and accurate assessment of factors that will shape -- but not determine -- the future direction of the College. Internally our pursuit of excellence entails many considerations and expectations. Externally our existence as an institution dedicated to serving the public requires that we address its needs and demands. Far from being obstacles that obstruct our view of the future, these factors present us with the challenges and opportunities for the next millennium.

INTERNAL EXPECTATIONS

FACULTY AND STAFF

Our most important resource is our faculty and staff. The College will be challenged to continue to recruit and retain the highest quality faculty and staff. Campus consideration of the "scholarship of teaching and learning" will lead to new reward systems for innovation in teaching and advising. Opportunities for the staff to engage in lifelong learning and specialized training will increasingly be part of campus life at Hunter.

But as our self-study process made clear the ability of the College to fulfill its mission is called into question by a faculty that is "too heavily tenured and insufficiently diverse." Moreover, the reliance on adjunct faculty to teach on average "50% of undergraduate and 25% of graduate courses" is a continuing issue. To establish our leadership role in urban public education the College must develop innovative solutions to these systemic challenges.

STUDENTS

In the next five years we will need to create new models of education for increasingly diverse groups of lifelong learners, older students, students for whom English is a second language and non-traditional students. The demand for extra-classroom academic support will increase accordingly.
RECRUITMENT

The introduction of The Welcome Center has significantly strengthened our efforts to recruit new students. To successfully execute the vision of this strategic plan the College must not only further improve the recruitment of qualified undergraduate students, but we must expand our efforts to recruit graduate students. Our commitment to access demands that we redouble our efforts in this arena.

RETENTION

Several improvements have been made that directly impact student retention. The Block Program, New Student Center, and The OASIS are among recent innovations that provide students with increased access to faculty and services. Our commitment to excellence demands that we achieve the nation's highest retention rates for public urban institutions.

STUDENT ADVISING

To raise our retention rates we must make student advising a top priority. Although the quality and availability of advising have improved significantly over the past several years, much remains to be done. The challenge is not only to provide quality advising to our declared majors, but to provide comprehensive advising services to students before they commit to a course of study.

OUTCOMES ASSESSMENT

The Middle States Self Study called for improving outcomes assessment. To guarantee progress towards our goals we must develop concrete systems of measures to provide objective data and accountability. Each department will need to develop appropriate measures and routinely collect data on student outcomes.

INQUIRY BASED LEARNING

The curriculum of the College will increasingly make use of inquiry-based learning in every major, creating the need for internships, practica, portfolios, service learning, capstone projects, and research experience.
SCHOLARSHIP OF TEACHING AND LEARNING
To expand, strengthen and enhance Hunter's leadership position in transforming undergraduate education the College must broaden the definition of research to include innovation in teaching and advising. Campus consideration of the scholarship of teaching and learning will lead to new reward systems for faculty achievement in this arena.

RESEARCH
While the College has long been a leader in securing research grants and contracts, it will face increasing competition from other institutions. To strengthen our position for the 21st Century the College will need to increase investment in its research programs, equipment and technology infrastructure.

MANAGEMENT INFORMATION SYSTEMS
The need for substantial improvement in the College's management systems is clear. The College will need to invest in an integrated management information system to increase efficiency and productivity.

TECHNOLOGY
In the face of the growing importance of technology and computers in our society the College will be challenged to ensure computer literacy in our students and provide them with state-of-the-art computer services.

MARKETING
An essential challenge in the coming years is to make sure that our community is fully aware of what Hunter College is and how it serves New York. The successful resolution of this challenge will result in improved recruiting, fund-raising and esprit de corps.

URBAN MISSION
The College will increase its commitment to New York City through service-learning, outreach programs and activities directed towards urban issues.
ACCOUNTABILITY AND OVERSIGHT
We foresee greater accountability and oversight at all levels, from the Board of Trustees, Regents and elected officials. We anticipate the implementation of external measures designed to gauge and ensure the college's accountability to stakeholders.

PERFORMANCE BASED BUDGETS AND STANDARDS
Many states have implemented performance based budgeting for their public colleges. Although CUNY has in the past used performance based budgeting in limited arenas, we expect this practice to expand significantly. The College will be challenged to establish performance measures for all of its schools.

PROFICIENCY IN CORE COMPETENCIES
There will be a renewed emphasis on measuring our student's proficiency in core competencies of English and Mathematics.

RETENTION AND GRADUATION RATES
A central measure of accountability will target our ability to retain and graduate students.

GENERAL EDUCATION REQUIREMENTS
The current push for CUNY colleges to develop uniform general education requirements will continue to grow in intensity.

RESOURCE BASE
In New York, the battle for state funds places tax relief, health care, education and the justice system at cross purposes. The University has requested a 5% increase in Tax Levy Funds over the next five years. The likelihood of significant increases in this budget is small. The College will be challenged to raise these funds itself.

DIVERSITY AND CHANGING DEMOGRAPHICS
An increase in the number of high school graduates and the growth of adult students will continue to challenge the College.

EMERGENCE OF A GLOBAL ECONOMY AND CULTURE
It is clear that New York is the focal point of the emerging global economy and culture. Hunter students must be prepared to work and thrive with the peoples and ideas from around the world.
EXTERNAL DEMANDS

CHANGING ECONOMY
The changing economy will increase demands for individuals with strong critical thinking and writing skills, and the ability to function in team settings. A solid liberal arts foundation will continue to provide students with the maximum flexibility for a wide variety of employment opportunities. The changing economy will also continue to increase the demand for Hunter's professional and postgraduate programs.

 TECHNOLOGY
Technology will continue to transform education. New technologies will change the delivery and content of virtually all of our educational programs. New York City will continue to lead in global networking and Internet content. The College must position itself at the forefront of developments in this arena.

HEALTH CARE
The health care sector has long been a driving force of the New York City economy. Even with the volatility and rapid changes experienced in the health care sector, we expect that the demand for professionals will remain strong.

DEMAND FOR TEACHER EDUCATION
The School of Education will play a central role in New York State's renewed emphasis on educational needs of the K-12 system. The College will be challenged to play a leading role in correcting the shortage of trained teachers in the sciences.

SERVICES TO STUDENTS
Improvement and innovation in providing students with services will be an ongoing challenge. The College must continue to create an environment that is both user friendly and service oriented.

OUTREACH PROGRAMS TO COMMUNITY
The already significant contribution to New York City made by Hunter service projects must be expanded by developing the continuing education programs and distance education programming that will address the needs of our community.
STRENGTHENING THE FRAMEWORK OF THE COLLEGE

There are several cross-cutting issues that have a significant impact in every area of the College. Our treatment of these points is directed by Hunter's guiding values of excellence and access. Indeed, a central objective of this strategic plan is to provide concrete meaning to these two ideals of excellence and access.

While it is clear that excellence and access define the College's mission, it is just as obvious that there is and can be no unequivocal definition of their meaning. Many of the differences in interpretation can be attributed to substantial differences among the schools and disciplines that make up our college. We have strived to coordinate -- and thereby unify -- these differences by developing broad guidelines that allow each school to monitor progress in meeting these two central tenets of the College's mission.

Access is defined by the committee as providing pathways and support for all the students of New York, regardless of their age, ethnicity, gender, sexual orientation, and social or economic status. It is clear that we have serious differences in the composition of various departments and programs. While many of these differences reflect national norms, some clearly do not. The committee believes that Hunter College must strengthen its commitment to serve a constituency that reflects the population of the City of New York. Further, the committee strongly believes that Hunter College should take a proactive position, one that insures that students who are under-represented in various disciplines are recruited to take leadership positions in those fields.

It is equally important that we have a diverse faculty. We must continue and expand our efforts in recruitment at every level in order to assist departments in their compliance with affirmative action hiring.

RECOMMENDATIONS

- To identify patterns of under-representation, every department must include in its academic program planning an analysis of the ethnicity and gender of its students and graduates.
To support and promote the future leaders of New York City, all departments must make every effort to build a supportive and diverse learning environment.

To assist in meeting affirmative action guidelines, every academic program review must contain an analysis of the composition of the faculty.

The committee strongly believes that excellence should be a measurable and attainable goal for the schools, departments and programs of the College. Of course excellence does not lend itself to a uniform definition -- particularly when we consider the spectrum of departments and programs in a comprehensive college such as Hunter. Nonetheless, in general, programs that attain excellence have a recognized standing in the national arena. Whether this standing arises from a unique and innovative curricula, stellar records of faculty research, the accomplishments of program graduates, or exemplary models of community service, each department should strive to attain national prominence. The committee believes however that national prominence is only one measure of excellence, and that additional measures of success must be identified and incorporated into program evaluation.

To cultivate excellence we must identify a set of indicators that can be used to assess progress toward our goal of becoming the national leader in public urban education. What we are calling for is the creation of a blueprint for excellence that will clearly articulate our progress in this journey. This mechanism will enable us to collect significant data whose meaning translates across departments and throughout the College.

The blueprint for excellence will be based on two initiatives: outcomes assessment and performance measures. Outcomes assessment targets our progress in enhancing student learning whereas performance measures monitor our success as an institution. In each case, the measures are organized around a three tiered structure of indicators that monitor performance of the College, the Schools and the Departments and Programs.

"Excellence is not only a goal we will constantly be striving to attain, it will be an integral part of our very being..."

President Caputo
When completed, these new measures will enable us to communicate our success both horizontally among departments and programs, and vertically between Schools, the Administration, and the public we serve. As the Middle States Report emphasizes, the creation and employment of an effective institutional assessment plan is a necessary step to reaching the highest level of academic excellence.

RECOMMENDATIONS

OUTCOMES ASSESSMENT:
The committee requests the President begin the campus discussions necessary to create a framework for outcomes assessment at Hunter. We understand that the full development of an outcomes assessment plan is a multi-year endeavor. The planning process should involve as many different organizational units as possible and reflect the need of each academic department to conduct the assessment most appropriate to its discipline. The College must make a strong commitment to the effective use of the results. We recommend that the plan:

- Identify and recommends intended outcomes and objectives for general education requirements
- Identify and recommends broad guidelines and an implementation strategy for discipline based assessments
- Identify multiple assessment criteria and procedures for each outcome/objective
- Identify a blend of both quantitative and qualitative measures.
- Identify an implementation strategy for outcomes assessment that includes routine reporting of results.

PERFORMANCE MEASURES
Performance measures focus on key indicators that “monitor institutional performance and ensure future success.”

Performance measures generally focus on students, faculty and the success of the College’s graduates. Measures often include retention rate, graduation rate, student satisfaction, alumni satisfaction and measures of instructional efficiency. The annual employment of these performance measures will quantify Hunter’s progress towards institutional excellence.
Currently, the Deans and the Provost are working to create a balanced set of measures that capture the performance of each School. The committee recommends that a set of key performance measures be developed for each School and for the College as a whole. These indicators should be linked to the goals of this strategic plan and reported annually.

**COLLEGE-WIDE**

- The President should instruct the Provost and Deans to develop, with community input, a college-wide set of performance measures that articulates Hunter’s quest for excellence.

- Inter-school and cross departmental standards of excellence should be established to facilitate the creation of reliable and consistent performance data.

**SCHOOL-WIDE**

- Each Dean, working with faculty, should establish measures of excellence that can be used as benchmarks for their School and its departments. A paradigm for such measures can be found in the criteria the committee developed to evaluate departments and programs (Appendix A).

- Specific targets and implementation schedules should be formulated that detail how and when each academic program will achieve their goals. These schedules should be incorporated into each department’s Academic Program Review.

- Departments and programs should be reviewed by their respective deans on an annual basis to determine progress towards realizing performance objectives.

- To maximize accountability, benchmarks, internal reviews, student evaluations, retention and graduation rates should be made public. Through the use of the Internet information used to determine and evaluate the College’s measures of excellence should be made readily accessible to the Hunter community and the public it serves.
A strengthened Academic Program Review is essential to realizing the excellence called for in this strategic plan. The quality of program reviews has clearly improved over this initial five-year cycle. There has been a marked improvement in the quality of institutional data provided to the departments, in the quality of the self studies and in the utility of the external site visits. However, the program reviews should be significantly strengthened and expanded for the next cycle of evaluations. In the future, these reviews should provide the highest quality information possible in order to best inform future decisions regarding resource allocation.

RECOMMENDATIONS

- The Provost should establish a committee to fully review the current guidelines, measures, and practice of Academic Program Review at Hunter.

- New college-wide guidelines for the APR should be available by July of 1999 to allow sufficient time for implementation in the coming academic year.

- Quantitative and qualitative performance objectives should be articulated to help departments focus their respective APRs.

- The Academic Program Review should fully incorporate graduate programs into the review process.

- Programs or departments that lead to licensure must (a) share their graduates' performance data for the past five years with their faculty and with the Provost, (b) must measure it against parallel national, state and CUNY data, and (c) submit a plan to their Dean and to the Provost (if performance has fallen short of the norm) indicating how they propose to bring it up to standard.

- Departments and programs should report the number of service courses they offer and the percentage of courses being taught by full-time and adjunct faculty (taking into account both major-to-faculty and seat-to-faculty ratios in their plan).
The Provost and Deans should determine the optimal faculty mix—both by position and employment category—for the instruction of service courses based on Hunter's mission and financial resources.

The committee suggests a new sequence of reviews based on the new guidelines and the Deans' assessment of their programs.

The report of the conference on the Growing Use of Part-time and Adjunct Faculty notes that "the proportion of part-time and adjunct faculty in relation to all faculty appointments has increased substantially, from 22 percent in 1970 to more than 40 percent in 1993." Hunter College has witnessed a similar trend that now requires us to carefully determine and plan our "faculty mix"—both by position and employment category—based on mission, educational objectives and financial resources.

The lack of a long-term commitment to and from the institution, together with the need in many cases to have other employment, may diminish the investment a part-time faculty member makes in the college. The College must provide faculty development opportunities—including advancement and rewards—to adjunct faculty.

RECOMMENDATIONS
The Provost and Deans should appoint a Committee on Adjunct Faculty, with union representation, whose charge is to

- Formulate meaningful measures to quantify the role full-time and adjunct faculty play in staffing service courses, and determine whether this "mix" is consistent with each department's needs and Hunter's mission.

- Determine how best to support and invest in adjunct faculty.

- Consider how other public colleges have addressed this issue and provide a strategy suited to the needs of our community by the beginning of the Fall 1999 semester.
Our success as an institution depends on continued enhancement and in some cases the redesign of our administrative support systems. The success of the OASIS, Telephone Registration, the Welcome Center, and the New Student Center all attest to the value of examining the quality of our administrative units. Improving services to students on every campus is a paramount goal of the next five years.

RECOMMENDATIONS

- The committee recommends that the administrative units of the College undergo a review process similar to Academic Program Review.

- The Vice Presidents and Provost should propose a blueprint and timetable for these reviews by July 1999; the first review(s) should be conducted during the Fall 1999 semester (see Appendix B for implementation schedule).

- The review should include an External Visiting Committee comprised of students, faculty, and administrators as well as visits by external administrators of similar units in CUNY or other similar institutions.

It is clear that the use of technology in instruction, information systems and research is transforming higher education. New forms of instructional technology, established by a few Hunter pioneers, has already had a significant impact on course delivery and communications between faculty and students. However, few of even the newest educational technologies have reached their promise of delivering more education to more students at no sacrifice in quality and no increase in cost. Transformation of undergraduate education through technology remains a constantly moving target, one with rapidly increasing costs.

While lecture and discussion remains the primary type of communication between faculty and student at Hunter, we expect the use of educational technology to grow and expand. In order to facilitate this growth we identify three key areas for investment:

FUND A TECHNOLOGY INFRASTRUCTURE
Continued and enhanced investment in our technological infrastructure and facilities will be critical to maintaining a leadership role for the
College. The committee recommends maximum feasible expenditures in this area. However, it is clear that tax levy funding alone cannot support our growth. The college must find capital, foundation and other sources of external funding to support technology infrastructure.

The Director of OICIT identified the minimum amount of funding necessary to support capitalization of our computer equipment on a five year renewal cycle. Capitalization of 2000 desktop systems (faculty desktops and student laboratories) and 100 servers would require a continuing annual investment of almost $750,000. The college would also need to make an initial investment of $150,000 to bring library computer systems up to the level of other open campus computer laboratories.

In addition, to renew and replace equipment OICIT requires a significant level of funding to reach even its basic, long term technology goals. We estimate that it will take at least $850,000 per year to:

- Provide basic computer services in a satisfactory manner.
- Provide reliable and secure network services within and outside the College, including remote dial-up connection to the Internet and campus network.
- Establish an integrated program for achieving computer literacy for students, faculty and staff.
- Extend the campus backbone to all buildings and classrooms.
- Extend and support distance learning over video conference and computer networks.
- Provide tools to administrative offices and academic departments for accessing data from available databases, and to students for accessing their records.

In addition, it is also clear that the college will continue to need to maintain and upgrade its backbone, network electronics and telecommunications. Support for high bandwidth connections will continue to be a priority as the need for access to high performance computing, digital media libraries and multimedia databases grows.
ENSURE ACCESS AND COMPUTER LITERACY
Hunter should be in the vanguard of public comprehensive colleges in providing access to technology for its students. The College should expand the creation of open campus computer laboratories. It should actively support and encourage access to computers through negotiating aggressive purchase and lease policies on behalf of our students, and provide mechanisms of financial support for those who need it. Most importantly, the College should develop a systematic mechanism to ensure that every Hunter student is computer literate by the end of the first semester.

DEVELOP AND SUPPORT A TECHNOLOGY STRATEGY
A laissez faire approach to the development of educational technology is likely to increase cost and lead to excessive differentiation that will impose significant burdens on our students. The college should create a flexible technology strategy that combines technology with a high quality educational experience. The basis of the strategy is to identify ways to integrate technology into a re-organized teaching learning process. The strategy should be flexible enough to meet constantly evolving technologies. The instructional technology group (ITG) provides a working example of a technology strategy. The ITG has recently explored web based course management software and will shortly recommend the adoption of a single standard. Development of college-wide approaches to technology is critically important to maintaining leadership in this area. The ITG approach which represents a collaboration between OICIT, faculty and administration should be continued and its efforts supported.

RECOMMENDATIONS

- Develop and support a Technology Strategy.

- The College should set as a goal that all incoming Freshmen and transfer students be computer literate by the end of their first semester at Hunter. The First Year Committee and the Committee on Transfer Students are charged to devise ways of achieving this goal and will report to the President before the beginning of the Fall 1999 semester.

- A more comprehensive system of incentives and rewards should be developed to facilitate the use of computer technologies in the delivery of educational material.
• The College must aggressively pursue outside funding from foundations and corporations to help Hunter upgrade its digital infrastructure.

Hunter College, like all large organizations, amasses a large quantity of data in the process of conducting its day to day business. However, the committee repeatedly heard complaints from college leadership at all levels about the difficulty in obtaining information necessary to make sound decisions. Indeed, we found that much of the information necessary for strategic planning was not readily available.

To remedy this situation we propose the development of a college-wide data warehouse. This data warehouse will provide college leadership with the information needed to support effective decision making. The data warehouse will combine extracts from a variety of legacy systems that currently support student data collection, personnel information, curriculum and faculty workload data, fiscal systems, student services, facilities, institutional research, and other administrative service operations. These data extracts, when combined and made available through a simplified and uniform format, will allow college leadership access to critical information on a timely basis. It will also create a more accessible community in which faculty, staff, students and the community we serve will be able to reach our information systems via their computer.

The College has begun discussing the background information and technical needs that are necessary to support creation of a data warehouse. We understand that significant financial and institutional support will be necessary. Clearly, current college funding can not support development of a data warehouse. Therefore, while we ask each of the Vice Presidential areas of the College to make significant investments in this effort, we also encourage the Vice Presidents of Administration and Institutional Advancement to explore all avenues of funding for the development of this critical system. The committee believes that the creation of a fully functioning management information system is a key component of Hunter's future.

RECOMMENDATIONS
• The College should aggressively pursue funding to support the creation of a comprehensive MIS, and thereby lay the groundwork for productive outcomes assessment.
Enrollment management is a systematic and integrated approach to achieving the College's enrollment goals. A successful strategy identifies sources of potential students, and tracks the path admitted students pursue either towards a Hunter degree or transfer to another institution. The committee believes that a more active program of enrollment management could exert more institutional control over factors that shape the student population of Hunter. Effective enrollment management would help the College by maintaining the desired balance between freshmen and transfer students and between graduates and undergraduates. It will encourage the recruitment of the strongest class of freshmen and transfer students, and eliminate the late acceptance of students and the late opening of new sections.

Currently, enrollment management is accomplished primarily through the Vice President of Administration, the Admissions and Provost's offices. Accurate data that describes the recruitment, retention and graduation of students is a critical necessity and is currently being developed by the Office of Institutional Research. However, there is no individual or group with the responsibility for coordinating our enrollment efforts. In order to reach the goals of this strategic plan it is clear that we must unify and coordinate our efforts to maximize the success of our students.

RECOMMENDATION

- The committee recommends that the President create a Committee on Enrollment Management. This group should examine enrollment management activities in other CUNY colleges and nationally, and suggest a model appropriate to the College by the end of the Fall 1999 semester.

The college will recommend a Master Plan to the Board of Trustees in August of 1999. This Plan proposes a strategy for developing a physical plant that will remedy existing space deficits and meet enrollment projections through the year 2005. It will create new teaching and learning space for the College and expand our Distance Learning Facilities.

The Master Plan enrollment projections and space analysis are important components of this strategic plan. The committee has used
the master plan enrollment data to project future tax levy revenues. Further, the committee strongly endorses the current synthesis of planning options which provide for future support of laboratory sciences and the further integration of the Brookdale Campus, Social Work and MFA into the College community.

<table>
<thead>
<tr>
<th>Table 1 Master Plan Enrollment Projections: New Students</th>
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<tr>
<td></td>
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<tr>
<td>Undergraduate</td>
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<td>Graduate</td>
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<td>Total</td>
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<td>Total</td>
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</table>

The committee agrees that Hunter should attain the enrollment growth outlined in the Master Plan.

Changes in Student Population
Consistent with our stated academic priorities for this planning period, we propose two target ratios that define the composition of our student population. We propose to increase the ratio of graduate students to undergraduates from 22:78 to 25:75. In addition, it would be desirable to increase the ratio of freshmen to transfer students from 50:50 to 60:40. In each case, the changes in composition are consistent with the goals of this strategic plan: an enhanced undergraduate experience and the expansion of graduate programs.

These enrollment targets however, can only be met if the initiatives described in this strategic plan are successfully executed. For example, to attain the freshman to transfer ratio of 60:40 requires a steep increase in retention in order to meet the total enrollment growth called for in the master plan. The benefits from this change however will significantly strengthen our undergraduate program. Whereas the current annual influx of transfer students requires the repeated offering of an annual cycle of large 100 level courses, larger freshmen cohorts will reduce this need and stabilize college offerings.
ENROLLMENT TARGETS:

PROPOSED REDISTRIBUTION OF UNDERGRADUATE-TO-GRADUATE STUDENT RATIO

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>97-98</td>
<td>98-99</td>
<td>99-00</td>
<td>00-01</td>
<td>01-02</td>
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<tr>
<td>Undergraduate-to-Graduate Student ratio</td>
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<tr>
<td>22% to 23% to 24% to 25% to 25% to</td>
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<tr>
<td>78% 77% 76% 75% 75%</td>
<td></td>
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</tr>
</tbody>
</table>

PROPOSED REDISTRIBUTION OF FRESHMEN-TO-TRANSFER STUDENT RATIO

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>97-98</td>
<td>98-99</td>
<td>99-00</td>
<td>00-01</td>
<td>01-02</td>
</tr>
<tr>
<td>Freshman-to-Transfer Student ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% to 52%- 55%- 58%- 60%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>50% 48% 45% 42% 40%</td>
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</tbody>
</table>

The committee reached the following points of agreement in evaluating the fiscal environment:

- No single revenue source or budget strategy can solve our financial challenges.
- State support for public higher education will not increase in real terms.
- Tuition levels will not increase.
- The College’s technology investment is critically short while the need increases.
- Investment in maintenance of the physical plant will continue to grow.
- Significant new investment in administrative and student information systems will be required.
- Continued pressure will exist to expand grant, contract and foundation support.
RESOURCES AND ALLOCATIONS

- The College will increasingly be called upon to use performance goals and productivity measures in resource allocation.

- The current consultative process in which financial planning, resource distribution and evaluation methods are open and fully discussed will expand.

- Further decentralization of planning and budgeting that allows financial planning to rest at the school level will occur, with resource allocations reflecting departmental and school needs.

SOURCES OF FUNDS
The committee reviewed our current financial framework and identified six major funding sources directly or indirectly available to support new initiatives and growth of the College:

- State Tax Levy Funding
- Overhead and Research Funding
- Hunter College Foundation Funds and Income
- Capital Campaign
- Continuing Education and other IFR's
- College-wide initiatives, e.g., Title III grants.

Flexibility in the use of some of these funds is extremely limited and the amount of available funds after base expenditures is quite small. It is clear that support for needed investments and innovations cannot be funded from the tax levy budget alone. The tax levy budget is barely adequate to support current instructional costs. Funds found through cost cutting in the tax levy budget would be immediately absorbed by the backlog of unmet needs and deferred maintenance. To achieve the goals set out in this plan there must be a thorough review of current funding and the creation of a financial plan for the future.

EXPECTED SOURCES OF REVENUE
The committee identified areas where new revenue can be expected or it is possible to re-allocate resources. These include:

- Enrollment Growth.

The enrollment targets specified in the Master Plan will lead to approximately 105 additional full time
and adjunct teaching lines. These new lines will begin to bring the College closer to meeting its target ratio of 60:40 full-time to adjunct faculty. This is the equivalent of an increase to the base budget of five million dollars. OTPS/TS support is difficult to forecast.

- **Capital Campaign**
  The President has indicated that he will invite more participation by college administration and faculty in the planning and conduct of the next capital campaign. It is likely that the campaign will be more closely tied to the strategic planning process. The plan calls for a focus on graduate education in the capital campaign. Our goal is $1,000,000 in the next campaign.

- **IFR Accounts**
  IFR Accounts could play an increasing role in budget planning. Funds from continuing education could be used to support recruitment of graduate and undergraduate students. We anticipate $100,000 within five years.

- **Foundation**
  It is likely that the foundation will also continue to support strategic campus initiatives. This support is critical for large scale projects in technology.

- **Anticipated Retirements**
  Anticipated retirements should be employed as a planning tool for resource reallocation.

- **Overhead**
  Currently overhead allocations are fixed across the campus. We suggest that variable rates of return be used to strengthen Schools, departments or to seed innovative research projects.
• Master Plan Savings
  Currently, a sizeable portion of the College's overhead funds are used to renovate and upgrade science laboratories and facilities. If the Master Planning process results in a new science facility, some savings should begin to accrue at the end of the next decade. Currently, $300,000 are spent per year in renovations.

• Increased Research Capacity
  The increase in research facilities should result in an increase in the number of grants obtained, thereby producing a significant increase in overhead.

RECOMMENDATIONS
The committee strongly believes that a key element in realizing the objectives of this strategic plan is an open financial planning and budget process for all academic areas. We therefore recommend an institutional financial framework be established that is guided by the following principles:

• While the planning process should work from the base of tax levy funding, we should also consider alternative sources of support.

• The planning process should begin with the Deans and their Personnel and Budget Committees.

• Each School should be given the opportunity to request additional resources that advance the goals set out in this strategic plan.
COLLEGE-WIDE FUNDING PRIORITIES

The President, Vice Presidents and Deans should attempt to meet the following priorities identified by the committee, consistent with the budget plans proposed by the Schools:

- Support requests for additional OTPS and TS costs.
- Re-allocate resources to support new programs, new initiatives called for by this strategic plan, and units that provide a specific and accountable plan to reach excellence.
- Continue investment in the physical plant, with preventive maintenance a priority.
- Support initiatives that will improve advising, recruitment and retention of students.
- Continue investments in technology.
- Balance faculty and staff replenishment according to School priorities.
- Increase the visibility and stature of the College through continued investment in marketing and recruitment.
SECOND OBJECTIVE

CREATE UNDERGRADUATE PROGRAMS OF EXCELLENCE

Our second objective is to significantly enhance the quality of undergraduate education. We make several recommendations for action in the next five years that will improve the performance of our undergraduate programs through increases in recruitment, retention and graduation.

The single most important factor in this effort is to create a stable and consistently advancing freshmen cohort. Our ability to increase retention of freshmen through to graduation will lead to direct savings for the college. It will also lead to a richer and more supportive learning environment. We envision a seamless and integrated process whereby students move into the Freshman Block Program, receive early advising for their second year, are advised into their major, participate in internships or other experiences, and successfully graduate. It is anticipated that these students will also remain close to Hunter as alumni.

REEXAMINE THE UNDERGRADUATE CURRICULUM

Our mission demands that the Hunter College curriculum provide students with the skills, knowledge and understanding they need for their future lives and careers in the 21st Century. To realize excellence in our undergraduate program we must therefore rethink what general education consists of in the global environment of the information age. The way we address this central element of our mission will significantly impact our long-term planning for the next decade.

We recognize and applaud the efforts of the Faculty Senate’s Committee on the Curriculum that is currently examining this crucial issue. Improvement of what is arguably the foundation of a Hunter education calls for the broadest and most penetrating discussion possible. The committee suggests the following considerations be examined:

- Analyze the structure and focus of courses in the area distribution and pluralism and diversity requirements to ascertain whether they fulfill their educational intent.
• Evaluate making a two-course sequence – one introductory and one intermediate – mandatory within area distribution requirements.

• Provide for greater flexibility in interpreting the area distribution requirements for transfer students.

• Create a consistent mechanism for integrating Freshman Block Paths with the general distribution requirements.

• Consider how general education requirements would facilitate or hinder the Freshman Block Program and the acceptance of transfer students’ credits.

• Determine whether and how computer literacy should be incorporated into the curriculum.

• Judge the merits of integrating a Writing Across the Curriculum program as a degree requirement.

• To improve the accuracy of course scheduling the College must enforce its own rule of declaration of the major by the 45th–60th credit. Registration should be blocked for students who have failed to declare their major by the 45th–60th credit.

Over the past three years, Hunter has had increasing success in recruiting quality undergraduates. The establishment of the Welcome Center as a point of entry has markedly improved our ability to meet our enrollment targets. However, if Hunter is to remain competitive it must develop a long range recruitment and marketing plan. Additional resources should be directed towards recruiting a diverse cohort of students who are academically prepared. This will require more direct recruitment of students from high schools and qualified transfer students. Hunter must excel in the recruitment of students as policy changes improve the performance of our city’s high schools.

RECOMMENDATIONS

• Hunter must strive to market its strengths, perhaps through the development of one or more “magnet” programs, designed to attract students to specific courses of study.
EXPAND THE FRESHMAN BLOCK PROGRAM

- We must become more aggressive in cultivating and effectively communicating Hunter’s image. An organized effort must be made to develop effective marketing strategies that reflect our strengths and core values.

- We must create a marketing plan that includes a comprehensive advertising plan, a series of recruitment publications, and the creation of the appropriate recruitment databases and software.

A cornerstone of Hunter’s efforts to improve the quality of the undergraduate experience is the Freshman Block Program. The College has created a strong and vital freshman year program that substantially eases the transition from high school. The program provides a sound and coherent academic base for first year studies. Initial evaluations have shown that the Freshman Block Program is quite successful with a significant increase in one year retention rate.

CONCERNS
As the Freshman Block Program has grown and expanded it organizes and selects introductory level courses for a growing number of students. Consequently it now establishes de facto pathways through the distribution requirements. There is concern that additional thought be given to these pathways. For example, should the blocks reflect vocational or career choices? Or would students be better served by courses that provide the needed foundation for studies in the liberal arts? The current reexamination of Hunter’s curriculum will be critical to the design of the Freshman Block Program in the future.

RECOMMENDATIONS
The committee strongly endorses the continuation of the current Freshman Block Program. In order to serve Hunter students more effectively, the committee makes the following recommendations.

- Explore the concept of a common course that links academic content with the ORSEM. Many programs nationally, even those at non-residential colleges, successfully incorporate a common course into the first year experience. Hunter has had two semesters of experience with a credit bearing ORSEM, EXPER 100. A formal evaluation of this course by faculty and students
should be used as a foundation to create the common course.

- Strengthen the evaluation of the Block Program. This evaluation could be used as a model for an effective outcomes assessment of a college-wide program. This may require specific allocation of resources and possibly hiring a program evaluator.

Following the evaluation of the block program, the program could be modified with the addition of the following items:

- Create a mechanism that will integrate the courses of Freshman Block Program with distribution requirements.

- Expand the program to include full year of courses.

- Integrate computer components into every block to ensure that all freshmen are computer literate at the beginning of their first college semester.

- Explore the possibility of a freshman capstone experience. A capstone experience, possibly linked to a common course, can serve as a reinforcement of the years learning and further bond students to the college.

- Provide second semester block advising. Faculty advising should assist students in the transition from the structured environment of the block program to their third semester.

- Pre-register for a year of study. Annual scheduling and the expansion of the block should allow students to pre-register for a full year of study.

- Provide services to “non block” students. Competing demands of family, work and outside obligations will keep block program participation at 80% of the freshmen class. The success of the block program suggests that we should strive to provide “block like services” to all freshmen. Elements of the block program, including focused advising and enhanced registration, should be extended to all students.
Hunter College accepts fully as many transfer students each year as freshmen. It is our duty to ensure that these students enter the College and progress to degree in the most efficient manner possible. New transfer students need as much, if not more advising as incoming freshmen. The College has made significant gains in serving these students through Transfer Fairs and the New Student Center. The forthcoming use of PACE and TES systems should make the process of transferring to Hunter much simpler. Nonetheless, it is clear that we must continually improve our services to transfer students. We must identify, recruit, retain and graduate the strongest, most diverse population of transfer students possible.

RECOMMENDATIONS
The committee recommends that the Provost and Deans establish a Committee on Transfer Students. We urge the College to make the following commitments and institute the systems necessary to fulfill our obligation to transfer students:

- Exempt transfer students with AA degrees from a CUNY college from Hunter’s distribution requirements.

- Provide a meaningful introduction to the College, including library, computer facilities and learning centers.

- Guarantee evaluation of all transfer courses by the middle of the first semester.

- Guarantee academic program planning, including orientation to Hunter's majors.

- Pair each student with over 45 credits to a major advisor.

- Enhance advising and faculty mentoring throughout the first year.

The committee also believes that further information is necessary to characterize our transfer population:

- We recommend that the Provost and Office of Institutional Research collect data to identify and articulate the profile of our transfer students. We should clearly understand the basic demographics of the transfer population, the
number of credits that are transferred, and the proficiency status of non-CUNY students.

- We recommend that the Committee on Transfer Students review these data and identify barriers to the success of our transfer students.

- Following this review, the committee should recommend to the college community a detailed plan for recruitment and advising of transfer students by the Fall 1999 semester.

The success of our efforts to improve retention and graduation rates depends on a significant improvement in advising. It is clear that our students need more structured, more comprehensive and more frequent advising.

OVERVIEW

In the first year, advising has been substantially improved through recent innovations by Student Services and the Freshman Block Program. These innovations should be continued and expanded.

Second year advising is a critical necessity, yet currently it appears to receive the least emphasis. The loss of students during the second year is almost as great as during the first year. Student Services plans to increase their emphasis on second year advising.

Beyond the second year, the quality of major advising varies significantly by department. Several departments, both large and small are well known for the strong advising that they give to their majors.

RECOMMENDATIONS

The committee recognizes the formation of the Senate Select Committee on Student Life, Advising and Retention.

- In addition to this action, the committee further recommends that the Provost and Deans establish an Advising Committee. This committee should focus specifically on responsibilities and rewards for faculty advising, and should report to the community no later than the Fall 1999 semester.
• Current research strongly suggests that consistent and early faculty contact is essential for student success. The committee recommends that funding be made available to support innovative approaches to academic advising that provide solutions to advising second year students.

• The Advising Committee should explore ways to provide tangible incentives and rewards to departments and faculty who take a leadership role in advising.

• The Advising Committee should collaborate with Student Services and the Senate Committee to develop a plan for an integrated system of advising from admissions through graduation that involves active involvement of faculty and professional staff.

• The committee recommends that each department develop written advising strategies for their programs.

• Every Academic Program Review should include a review of the success of departmental advising plans.

To further strengthen the undergraduate experience at Hunter, the Committee recommends enhancing Hunter's current Writing Across the Curriculum program. The current program requires new course proposals to indicate their writing requirements. Nationally however, many institutions have had great success in accomplishing this end through a more formal Writing Across the Curriculum program. The goal is not only to give students additional practice in basic composition, but to strengthen their ability to think clearly and express their thoughts more precisely.

The committee notes that the 1999 - 2000 CUNY budget request indicates that writing across the curriculum is a major effort in the coming year, and that a pilot program will be established at several colleges by June 2000. The pilot project plans to place CUNY doctoral students on the undergraduate campuses in order to assist faculty in ensuring high quality writing in all the disciplinary areas. A board resolution supporting this was passed on January 4, 1999.
The English Department Chair suggested that a carefully designed and adequately supported program could be especially beneficial for Hunter's students. One model would require students to take a series of writing intensive courses at the 200, 300 and 400 level as part of their graduation requirements. The identified courses would require a minimum of 5000 words of writing, have smaller class sizes and feature writing assistants to help the faculty with grading. Another option would be to place CUNY doctoral students into the Writing Center, where they could serve students from several targeted courses. It is clear that our transfer students, as well as students who have interrupted their college work, frequently lack recent experience in college level writing. A writing across the curriculum program that includes courses at the 300 level and above can give students continued access to courses that improve their writing and communication skills.

**Recommendations**

Since several models exist nationally for writing across the curriculum programs the committee recommends:

- The English Department and the Reading/Writing Center should briefly and critically review current models of WAC programs by early in the Fall 1999 semester.

- Based on this review, before the end of the Fall 1999 semester the Department should create and propose to the Senate Undergraduate Course of Study Committee the model best suited to Hunter College. The model should incorporate the pilot project proposed by the central administration.

It is clear that strengthening Hunter’s undergraduate experience will involve expanding and capitalizing on our successes. The Thomas Hunter Honors Program, MARC, MBRS, COR and Mellon Programs are among the most successful of our undergraduate program. These honors programs serve as the cornerstone of academic excellence at Hunter, providing a nurturing campus community, direct access to faculty, and a stimulating intellectual environment. The committee believes that creating a broad-based Honors College will challenge a
A greater number of students to perform at the highest levels of academic quality. It will incorporate existing honors programs as well as expanding opportunities for freshmen and transfer students.

RECOMMENDATIONS

- The Provost should create a committee dedicated to developing a broad-based Honors College, one that is academically demanding and consistent with the mission of the College. At a minimum the committee should consist of representatives of Thomas Hunter Honors Program, MARC, MBRS, COR and Mellon Programs. This committee should report by the end of the Fall 1999 semester.

The strategic planning committee recommends that the Honors College meet the following objectives:

- Accommodate up to 10% of Hunter's students.

- Allow existing honors programs to continue under the rubric of the Honors College.

- Provide pathways for honors students to explore their chosen fields in more depth.

- Provide an integrated honors experience from the first year of college to graduation.

- Provide a pathway for qualified transfer students to be admitted to the Honors College.

- Create an Honors College Council to coordinate and support all of the honors programs at Hunter. With suitable space and staffing, the council office will serve as single point of contact, referral and resources.

- Establish recruitment strategies to ensure that the Honors College attracts and retains the most qualified Hunter students.

- Establish a mechanism to include students in professional programs and part-time students in the Honors College.
Upper division education is characterized by opportunities to engage in focused study in a college major. As the skills demanded by a changing society and economy expand, we must encourage the incorporation of inquiry based learning into our majors, offering to undergraduates the opportunity to engage in research, internships, practica, portfolios, service learning and capstone projects.

President Caputo will shortly begin a series of campus wide discussions to define the concept of the scholarship of teaching at Hunter. At its root, the scholarship of teaching involves the sharing of good teaching practice both within and across disciplines. It includes a focus on student learning outcomes as well as on faculty. As the concept has evolved, the scholarship of teaching movement encourages faculty to, as Russell Edgerton recently stated, “consider teaching as a form of scholarly work, worthy of inquiry and peer review”. Fully developed, the recognition of the scholarship inherent in teaching has encouraged many institutions to rewrite guidelines of promotion and tenure to reflect this expanded view of scholarly work.

At Hunter, the initial step focuses on creating campus conversations about the definition of the scholarship of teaching, and barriers/supports to its enactment. Later goals will be to take action on a specific campus teaching issue. Finally, Hunter may participate in a community of campuses working together on student learning and the scholarship of teaching.

As a concrete realization of the importance of undergraduate learning at Hunter, the committee recommends [exploring] the establishment of a center for instructional excellence. This center could provide a focus for many of the existing efforts at Hunter to improve teaching and learning effectiveness. Modeled after similar centers at Brown, Harvard and Rensselaer, Hunter's center could provide support for faculty, adjuncts and graduate teaching assistants through materials, expertise, programs and grants. The center could serve to further stimulate a "culture of teaching" throughout the college, emphasize the connection between teaching and research, and support the dissemination of successful pedagogies.
At Rensselaer, the Anderson Center is “dedicated to improving undergraduate education through the deployment of new pedagogical methods and innovative uses of technology.” At Harvard the Bok Center focuses on supporting and developing teaching excellence in new adjuncts and graduate teaching fellows. While at Brown the Sheridan Center ensures “that a diverse student body has the best possible environment for learning and promotes the notion of a mutually productive relationship between teaching and research.”

The development of a similar center at Hunter will focus faculty efforts in the scholarship of teaching and learning, in the development of new pedagogies, and the improvement of classroom teaching effectiveness. This effort could be highly attractive to external funding and foundation support.

RECOMMENDATIONS

- The President should assemble a committee to investigate the creation of the center, and allocate non-tax levy funds to invite representatives from other such centers to report to the Hunter community on their mission, goals, and implementation strategies.

- The center should 1) be a clearinghouse for national models and trends in higher education, 2) support curriculum innovation thru cross-fertilization between disciplines and areas, 3) provide resources and workshops to help adjunct faculty develop their pedagogy, and 4) compile and publish data on courses from student and other quantifiable sources to improve the quality of instruction and accountability of all faculty.

- The committee should develop a mission statement for the center and report by the end of the Fall 1999 semester.

- Institutional Advancement should begin a campaign to endow the center and possibly find a person to name the center after.
### Create Graduate Programs of Excellence

We have three objectives for graduate education during this planning period: excellence, access and growth.

- **Excellence**: We must ensure that all of our graduate programs operate at a level of excellence that warrants national prominence. A few programs have already achieved this national standing, and many of the more than 50 separate Masters degree programs operate at a respectable level of quality. We offer recommendations below that will allow and encourage these programs to develop national distinction. To do this will require significant energy, continued planning and most certainly, resource reallocation.

- **Access**: The College cannot afford to maintain programs that do not measure up to this exceptional standard of quality. Programs that fail to attract sufficient numbers of students, suffer from a lack of career opportunities, or exhibit poor outcome measures are candidates for closure. Each Masters Program must be reviewed as part of the departmental Academic Program Review, and each program must attain a measurable level of distinction. Programs that fail to achieve such distinction in numbers, quality or need must be re-evaluated.

- **Growth**: We must build on our progress in diversity and access. Several of our Masters Programs play an important role in providing a pathway to the Ph.D. for women and under-represented minorities. We must encourage these programs by allocating resources specifically to support this mission. In turn, these programs should set measurable goals that at a minimum reach, but ideally surpass, appropriate national benchmarks.

The third goal for graduate programs at Hunter is growth. Coming off a sharp decline in graduate admissions, Hunter’s graduate enrollment is slowly rising. Unfortunately this enrollment growth is still far below the projected increase established in the 1998 Master Plan. This shortfall
must be corrected and the committee believes that expansion of the graduate programs is both possible and desirable.

Graduate program expansion achieves several important goals. Among these are establishing programs that respond to compelling state and societal needs in education, in the environment, and in health and welfare. The current shortage of teachers is a good example of an area where expansion of Hunter’s program can make a significant contribution. Expansion also serves an institutional goal by bringing to the campus a population of students that is both committed to learning and to the completion of their degrees. In classes and on campus, the stability of these students and their high retention and graduation rates add immeasurably to the college’s well-being.

To evaluate the current status of graduate programs, the committee received written comments from each of the Deans, consulted the Middle States Self-Study and the Report of the Provost’s Task Force on Graduate Programs (1998). The Task Force found that graduate programs at Hunter could be organized into three basic groups:

**PROFESSIONAL PROGRAMS THAT LEAD TO ENTRY LEVEL POSITIONS**
These are primarily Masters programs in the Schools of Social Work, Education, and Health Professions. In the School of Arts and Sciences, this group includes the MFA in Art, the MS in Urban Affairs, and the MUP. Students in the professional schools comprise over 90% of the Masters Program enrollment at Hunter.

**ARTS AND SCIENCES PROGRAMS THAT LEAD TO DEGREES IN SECONDARY EDUCATION**
Many of the Masters Programs in the School of Arts and Sciences are combined programs with the School of Education. Such Teacher Education Programs (TEP) provide a path for students to obtain educational content and specialized masters degrees. In several departments the TEP students are the majority of the enrolled Masters students. TEP programs include the Masters Program in English, History, Music, Math, Latin and the Romance Languages.
GRADUATE PROGRAMS OUTSIDE OF THESE CATEGORIES
Art History, Anthropology, Psychology, Biology, Theater, Social Research and Communications fall outside the above categories. English and History also have significant enrollment outside their TEP programs. Several of these degree programs serve as pathways to doctorate degrees for under-represented students or for individuals changing careers.

NEW GRADUATE PROGRAMS

As the following table illustrates there are several new graduate programs currently under discussion and development:

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<tr>
<th>Degree Program</th>
<th>Department</th>
<th>Target Dates</th>
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<td>M.F.A. Writing</td>
<td>English</td>
<td>First Class Fall 1999</td>
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<tr>
<td>Urban MPH</td>
<td>School of Health Sciences</td>
<td>First Class Fall 2000</td>
</tr>
<tr>
<td>MA Film and Media in 'New Media'</td>
<td>Film and Media Studies</td>
<td>Departmental Report: Spring 1999</td>
</tr>
<tr>
<td>MA Computer Sciences</td>
<td>Computer Sciences</td>
<td>Departmental Report Spring 1999</td>
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<tr>
<td>MA Science Education</td>
<td>Education/Science Dept.'s</td>
<td>Proposal Spring 1999</td>
</tr>
<tr>
<td>MA Biotechnology or BS/MA</td>
<td>Biology and MLS</td>
<td>Proposal under development</td>
</tr>
<tr>
<td>MA Accounting</td>
<td>Economics</td>
<td>Letter of Intent, Spring 1999</td>
</tr>
</tbody>
</table>

CONCERNS

The committee identified the following major concerns that impede the ability of graduate programs to both grow and reach excellence:

- Lack of adequate resources.
  The Deans indicated that lack of an adequate resource base remains a barrier to achieving and maintaining excellence in graduate education.

- Lack of support for Masters students.
  While tuition costs are relatively low at Hunter, the lack of almost any form of tuition assistance impedes recruitment.
• Lack of coordination among offices and programs. Several administrative areas are all critical to the success of Hunters programs, including admissions, financial aid, student services and the Provosts and Deans offices.

• Relationship with the Graduate Center. Hunter College anchors several doctoral programs for the GSC and Hunter faculty play a major role in other doctoral programs. The committee noted that for many departments doctoral education is a major part of their educational mission. However, it is not clear whether the current relationship is ideal.

In addition to the initiatives discussed above, the committee makes the following recommendations designed to strengthen and grow Hunter’s graduate programs.

• **Fund New Graduate Programs.**
  All new graduate programs should receive resources adequate to support recruitment of students as well as fund limited initial program development. These supplemental funds should not last longer than three years. New programs currently include funding priorities in the following areas:

  **Science Education for Secondary School Teachers**
  We strongly support new initiatives by the School of Education and the School of Arts and Sciences to develop new programs for secondary school teachers in the natural sciences. We believe that external funds are available to support this effort. However, in order to seed immediate development, we recommend allocation of sufficient release time for both education and science department faculty (Chemistry, Physics and Biology) to support both program development and grant writing. A joint faculty line in this area is currently under consideration and additional hires may be necessary to fully support this initiative.
URBAN PUBLIC HEALTH

Urban Public Health, a re-organized program in the School of Health Sciences, should receive near-term enhanced funding to support recruitment and limited program development. This program represents the fruition of strategic planning in this area and will result in a strengthening of programs in Nutrition, Public Health and Environmental/Occupational Health in the Schools of Health Professions.

BIOTECHNOLOGY

We also recommend allocation of a shared line and sufficient additional resources to support further development of an interdisciplinary program with Medical Laboratory Sciences in the area of Biotechnology. We note that the current Workforce Development Initiative and the Local 1199, NYC’s hospital and healthcare union, are two sources of additional funds already committed to this project. The Deans should begin investigating how to support this initiative following the completion of this grant.

MFA WRITING

The new MFA in Writing program should receive supplemental funds to enhance recruitment.

FILM AND MEDIA STUDIES

The committee recognizes that the Film and Media Studies Department is proposing to re-organize its Masters Program to emphasize “new media” and “digital convergence.” This initiative should be supported if and when the department's plan receives the Dean's approval. We support limited additional full-time and adjunct lines to support this initiative. We strongly recommend that the funding for equipment and program growth be procured through the College's Capital Campaign, collaborative projects with industry, and start-up incubators.
RECOMMENDATIONS

- **COORDINATE SERVICES TO GRADUATE STUDENTS.**
  The committee recommends that a working group consisting of representatives of the Provost’s Office, Deans and the Directors of Admissions, Financial Aid, faculty and appropriate representatives from Student Services meet to coordinate services offered to graduate students. This working group should coordinate policies, procedures and areas of overlap in graduate recruiting, enrollment, financial aid, and housing. This group should meet early in the Fall 1999 semester and report a plan by the end of the Fall 1999 semester.

- **RE-ENGINEER GRADUATE RECRUITING AND ADMISSIONS.**
  Currently, graduate recruiting is a responsibility of the Schools and Departments and is coordinated by Admissions and the Provost’s Office. The committee believes that the Office of Admissions should play a larger role in recruitment and graduate admissions. The Director of Admissions should review the current process and procedures for graduate recruitment and admissions, and make specific recommendations to the Vice President for Administration by the beginning of the Fall 1999 semester. We recommend that the Office of Admissions be given resources to support effective graduate recruiting and to effectively re-engineer the admissions process.

- **REVIEW RELATIONSHIP WITH THE GRADUATE CENTER.**
  The President should appoint a committee to examine all aspects of Hunter’s relationship with the Graduate Center. The committee should include faculty from Ph.D. Programs based at Hunter as well as from programs that are active in the Graduate Center. The committee should report at the end of the Fall 1999 semester.

- **COORDINATE TEP PROGRAMS.**
  The Dean of Education and the Dean of the School of Arts and Sciences should review the coordination of the TEP programs. The review should suggest methods for coordinated recruiting, admissions and advising.
• **Establish Scholarships for Masters Students.**
  We recommend that the Provost explore the possibility of graduate scholarships with the Scholarship and Welfare fund. We recommend that scholarships be established to support competitive graduate recruiting.

• **Utilize Residence Hall.**
  The committee believes that the residence hall can be a more effective tool in recruiting Master's students. The committee recommends that consideration be given to using residence hall accommodations to attract competitive students to the college.

• **Seek Funds from Capital Campaign.**
  The next capital campaign should include an emphasis on raising funds for graduate programs and graduate education. We suggest a goal of $1,000,000 for this area.

• **Review the Arts and Sciences Graduate Programs.**
  The committee requests that the Dean of the School of Arts and Sciences undertake a comprehensive review of the School's graduate programs. The review should focus on at least four areas: 1) academic quality relative to local and national standards; 2) the ability of programs to attain excellence; 3) cost effectiveness; and 4) identify programs and initiatives that have successfully attracted under-represented minorities to Hunter, particularly in those programs that provide pathways to the Ph.D.
FOURTH OBJECTIVE

TARGET PROGRAMS FOR GROWTH, ENHANCEMENT AND REVIEW

President David A. Caputo charged this committee to:

- Identify programs of excellence and recommend ways to enhance them.
- Identify strong programs which have the potential for excellence.
- Identify newly emerging programs worthy of investment.
- Identify programs not central to the Hunter mission or not unique to CUNY, or those which cannot continue to be supported.
- Develop a list of priorities in each of the above categories and match resources to priorities.

The committee has examined the academic program reviews, heard from each of the Deans, and fully reviewed relevant information from Middle States and other planning documents. Based on these reviews we have reached general agreement in the following areas.

CRITERIA FOR EXCELLENCE

The committee reviewed and discussed criteria for excellence. The draft criteria are listed in Appendix A. These eleven criteria are expected to be incorporated as a framework for departmental evaluations in each academic program review. We have chosen not to rank programs according to these criteria. We instead identify areas for growth, resource enhancement, deregistration and review.

Several areas in the college will grow as the Master Plan enrollment targets are met. As noted earlier, this growth will produce at least 120 additional lines above the increase in lines experienced in FY's 97, 98 and 99. Our recommendations for allocating these additional full-time faculty and adjunct lines fall into two categories: 1) growth in lines proportionate to increase in FTEs, and 2) line allocations to areas specifically targeted for resource enhancement.
The recommendations for resource enhancement outlined below are in addition to the recommendations contained elsewhere in this report.

In addition to growth in graduate programs, the committee expects program growth in many of the departments of the School of Arts and Sciences. This growth will be due to increased enrollment as Hunter meets the targets specified in the Master Plan.

Hunter clearly has several departments and programs that are excellent. Yet excellence does not necessarily equate with immediate resource enhancement. Consequently, we have chosen to focus enhanced departmental resources in four areas:

- Newly emerging programs
- Areas with high student demand
- Areas that represent interdisciplinary partnerships
- Areas that are critical to the mission of the College.

The programs we have targeted are as follows, in priority order:

1. **Computer Sciences**
   Given the high demand for access to the computer science major, we strongly recommend faculty recruiting in this area. We agree with a recent departmental review that recommends department hiring focus on software engineering. The department should explore flexible models of appointments (including fractional lines and visiting faculty), and enhanced salary funds to attract new faculty to Hunter. We also note growth in computer science courses may also require concomitant increases in student support and prerequisite mathematics courses.

2. **Professional Schools**
   **School of Education**
   The committee encourages additional support for the School of Education as it realizes program changes mandated by New York State. Careful consideration should be given to the needs of the School articulated in its recent strategic plan. It is clear that
both resource re-allocation within the School and new resources are necessary for it to continue to strive towards excellence in teacher education.

SCHOOL OF SOCIAL WORK
Hunter's School of Social Work is recognized as one of the top programs in the nation. The decrease in tax levy funding however, coupled with faculty and staff retirements over the past several years, may jeopardize its standing. We recommend that the Provost explore with the Dean the level of resources necessary to meet its existing enrollment targets (matriculated, grant funded and non-matriculated), and continue to provide an outstanding education.

SCHOOLS OF HEALTH PROFESSIONS
The School of Health Professions requires an additional allocation of OTPS support to fully fund its existing teaching laboratories. In the near term additional line support, technology enhancements, and renovation of space are necessary for program growth in several high demand areas. We recommend that this school receive immediate OTPS support, and remain a candidate for additional support that is specifically tied to program growth in the immediate future.

NEW GRADUATE PROGRAMS
New graduate programs cited above on page 39 should receive limited funding to support their initial efforts.

URBAN AFFAIRS AND PLANNING
The Department of Urban Affairs and Planning has recently lost several of its senior faculty. Although excellent new hires have been made at the Assistant Professor level, the central role of this department requires additional seasoned academic leadership. We recommend that a search for a senior faculty member with leadership potential be initiated as soon as possible. We also believe that this department, given its centrality to the urban mission of the college, is a prime candidate for early Academic Program Review and planning. We therefore ask that the Dean initiate this process as soon as possible. Following this review, the department is likely to remain a strong candidate for additional line allocations in the near term.
We also suggest that the Dean and department review whether the use of focused, high quality, fractional and visiting appointments may be used to strengthen the department in the near term.

5 MATHEMATICS/STATISTICS
This strong department is likely to play an even more central role in undergraduate liberal arts education at Hunter. New models for the delivery of pre-college mathematics outside of the college, entry level college mathematics at Hunter, the new quantitative literacy requirement, mathematics teacher education, and the calculus and statistics teaching reform movements all make this department a potential candidate for significant resource enhancement. We believe that this department is positioned to attain excellence in undergraduate mathematics education.

We therefore recommend the development of a plan that focuses specifically on these areas as a necessary precursor to determining the appropriate level of resource enhancement. Further, the committee believes that significant external funding may be available to assist the department in program growth in undergraduate mathematics education. Visiting faculty, fractional lines, and other models may be used to provide the near term strength to assist the department in developing successful grant proposals.

6 ECONOMICS, GEOGRAPHY, HISTORY, POLITICAL SCIENCE, SOCIOLOGY
These departments, -- working with Urban Planning, Urban Public Health, Social Work and Education -- form the base of the urban focus of the College. The committee welcomes new and interdisciplinary initiatives from these departments that strengthen our urban mission. The recent discussion of a Hunter College Poll is an ideal example of an interdisciplinary project that strengthens the urban mission of the College.

7 THE PERFORMING AND FINE ARTS: ART, MUSIC, DANCE, THEATER AND FILM AND MEDIA STUDIES
The performing and fine arts departments at Hunter are areas of excellence and strength. A recent strategic plan by the Chairs of Art, Dance, Music, Theatre, and the Dean of the School of Arts
and Sciences, identifies the need for sustaining these departments in exhibition and performance. The committee agrees that these departments play a key role in the public visibility and reputation of Hunter College. We recognize the high quality of the faculty and the increasing demand by students for these majors, and the significant role several departments play in the College and the University.

The strategic plan identifies the need for allocation of significant additional resources to create a "highly visible, public and excellent center for the arts at Hunter." These resources however, should not come from new tax levy funds. Instead, we encourage the Dean to revisit the total amount of staffing and funding available across these departments, and re-allocate existing resources to meet anticipated costs. We endorse the goal of raising funds for performance from external and foundation sources. We believe that given the strength of the arts at Hunter, the inclusion of these areas and Film and Media Studies in upcoming fund raising efforts by the Vice President for Institutional Advancement is both necessary and warranted.

We note that the Deans of Health Professions and the School of Education have recommended the following programs for suspension of admissions and deregistration:

- Nursing Administration, MA
- Teacher of Art, BA
- Teacher of Latin, BA

In addition, the School of Education has suspended admissions to the Health Education BA, with the intention of deregistration in 2003.

Languages

Several departments contribute to the teaching of languages at Hunter. The committee believes that the college may wish to review its language offerings. We recommend that the Dean of Arts and Sciences immediately initiate a review of this area and consider the following points:
AREAS FOR REVIEW

- Languages are currently offered in three departments. The review should consider whether this structure or alternative models will best allow for the further development of excellence in language instruction and literature.

- Reconsider the number of languages offered at Hunter, and whether strategically strengthening or, if necessary, eliminating language instruction in some areas may serve to increase depth in remaining areas.

- The relationship of the TEP programs in the languages and the priority language needs for the School of Education.

- Levels of courses offered, particularly for transfer students.

- Needs of doctoral programs

- Language placement tests, course scheduling and follow up.

- Course access.

ACCOUNTING

We recommend that the Dean of Arts and Sciences fully review and evaluate the Accounting programs move to the mandated 150 credit program. If this review finds that Hunter's program is likely to continue to fill an important niche that is not duplicated elsewhere in CUNY, we strongly support the allocation of additional resources necessary to complete the transition to a 150 credit program.

LIMITING ENROLLMENT IN THE MAJOR

We note that three majors may be candidates for limited enrollment. These majors have effectively capped enrollment through success in pre-requisite courses. In order to better serve Hunter's students, we therefore recommend the Dean and the Departments explore limiting enrollment in psychology, computer science and accounting.
APPENDIX A

SUGGESTED PERFORMANCE MEASURES AND CRITERIA OF EXCELLENCE

RESEARCH AND SCHOLARSHIP
- How much publication, appropriate to the discipline involved, has a department produced over the last few years?
- Is such publication likely to continue?
- Does it come from all or most of the members of the departments?
- Is it placed in prestigious presses and journals?
- Has the department's status been recognized by an expected amount of grants and outside funding?

GRANTS AND OUTSIDE FUNDING
- Does the department have a solid and long-term record in successful applications for grants and other forms of outside research funding? (This includes training grants as well as "pure" research; individual as well as institutional grants should be taken into account)
- Would you supply the exact dollar amount for the past several years, where appropriate?

PROFESSIONAL EXCELLENCE
- Are there members of a department with genuinely national reputations?
- With important positions in the professional organizations in their fields?

CENTRALITY TO MISSION
- Taking the College's mission statement into account, which departments are crucial to our purposes?
- Does the department spend resources on service course?

DEMAND FOR MAJOR/MINOR AND GRADUATE LEVEL COURSES
- Are enrollments vigorous in the upper division courses of a department?
- Are the majors increasing in number?
- How much graduate instruction (M.A. and Ph.D.) does the department do, and how would you assess this, in terms of increasing or decreasing projections and resources needed?
Cost Efficiency
- Does the department already absorb large amounts of resources?
- Does it help generate resources (through large M.A. enrollments, for example)
- Is the ratio between costs and revenue generated justifiable?

Excellence in Teaching, Advisement, and Services
- Is the department able to show it has effective teachers (through peer and student evaluations)?
- Do the members of the department give generously of their time outside the classroom?

Dedication of Faculty and Strong Leadership
- Do the faculty in the department participate in College-wide activities?
- Does the department have a good sense of its own direction and development possibilities?

Potential for Demand/Growth
- Is it possible to foresee that a department will be especially well positioned for future growth or increased student demand?
- Are there objective criteria for saying this -- such as demographic studies or analysis of job and career opportunities?

Adequacy of Resources
- Does the department already have enough to sustain its program and its current levels of productivity?
- Does the department seem to face a weak future even if additional (but modest) resources were made available?

Other
- A catch-all category to allow for special circumstances and flexible application of the above criteria.
- For example, is a department unique or especially strong within CUNY?
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## APPENDIX C

### COMMITTEES AND REPORTING DATES

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<tr>
<th>Committee</th>
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<tbody>
<tr>
<td>Academic Program Review Committee</td>
<td>July 1999</td>
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<tr>
<td>Committee on Adjunct Faculty</td>
<td>Beginning Fall 1999 semester</td>
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<tr>
<td>Committee to Establish Timetable and Guidelines for Administrative Program Reviews</td>
<td>July 1999</td>
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<td>Committee on Enrollment Management</td>
<td>End of the Fall 1999 semester</td>
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<td>Committee on Transfer Students</td>
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<td>Advising Committee</td>
<td>End of Fall 1999 semester</td>
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<td>English Department Report on Writing Across the Curriculum</td>
<td>End of Fall 1999 semester</td>
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<td>Honors College Committee</td>
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<td>Exploration Committee: Center for Instructional Excellence</td>
<td>End of Fall 1999 semester</td>
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<td>Committee to Review Relations with the Graduate Center</td>
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