

## The School of Arts and Sciences Strategic Plan 2013-20

A&S Strategic Planning Committee:

Jeff Allred, Associate Professor, Department of English  
Barbara Bosch, Professor and Chair, Department of Theatre  
Lynn Francesconi, Professor, Department of Chemistry  
Tamara Green, Professor and Chair, Department of Classical & Oriental Studies  
Owen Gutfreund, Associate Professor, Department of Urban Affairs and Planning  
Laura Keating, Associate Professor and Chair, Department of Philosophy  
Erec R. Koch, Dean, School of Arts & Sciences  
Ines Miyares, Professor, Department of Geography  
Katy Siegel, Professor, Department of Art  
Michael Steiper, Associate Professor, Department of Anthropology  
Charles Tien, Professor and Chair, Department of Political Science

### **Mission Statement**

The School of Arts and Sciences provides undergraduate and graduate education of the highest quality while preserving, producing, and disseminating knowledge, understanding, and creative work. We

- Foster student understanding, appreciation, and generation of knowledge and creative achievements;
- Prepare an already diverse student population for ethical leadership and civic engagement in a complex global society;
- Capitalize on our strength drawn from the intellectual and cultural vitality of New York City and beyond and contribute to it through scholarship, creative activity, and outreach.

### **A Vision of the School of Arts and Sciences, Hunter College in 2020**

The School of Arts and Sciences aims to be a vibrant community of diverse scholars, learners, and participants in the global academy, who are committed to the preservation, generation, and dissemination of knowledge and creative work. A&S renews its longstanding commitment to excellence in research, teaching, and service and will continue to exemplify the College's commitment to being a "student-centered, research-oriented university" of the highest quality.

## **The Unique Position of the School of Arts and Sciences within Hunter College**

As the largest school in Hunter College, Arts and Sciences is a central driver of the College's academic accomplishments and ambitions, including the instruction of undergraduate and graduate students in Arts and Sciences and other schools. The School delivers 88 percent of all Hunter bachelor's degrees and 60 percent of all degrees conferred. A&S confers BA, BS, BMUS and BFA degrees as well as MA, MS, MM, MFA, MUP, and PhD degrees. A&S brings in a majority of the College's sponsored research funding.

Arts and Sciences is an integral part of the research enterprise at Hunter, both in areas that are eligible for major external grant funding and in areas for which such funding is limited. The School's amount of grants and contracts continues to grow and has essentially doubled in the past ten years. Thanks to the efforts of the School's faculty and students, the quantity and quality of research and creative activity produced continue to increase. The School's unmatched breadth contributes to its remarkable production of new knowledge in fields ranging from the Arts and Humanities to the Social and Natural Sciences. Interdisciplinary programs, unique to Arts and Sciences, foster collaboration and creativity among faculty and students in research, teaching, and learning. As research becomes increasingly cross- and interdisciplinary, the School of Arts and Sciences is very favorably positioned to lead the way in developing these emerging areas of knowledge. In addition to our academic functions in teaching and research, the School is a major contributor to outreach and engagement efforts within the local, State, national, and international communities. These efforts include building synergistic partnerships with other Hunter schools.

## **Opportunities and Challenges**

Opportunities and challenges for the College are listed below in relation to A&S's immediate circumstances.

### Circumstance 1.

A greater campus-wide emphasis on educational experiences that promote student engagement with the campus, the local community, and the world.

Opportunities:

- To make substantial contributions to the College's undergraduate retention and graduation rates.
- To engage students in research with or under the supervision of faculty.
- To engage students in campus life.

- To make substantial contributions to College's education abroad initiatives.
- To help students become responsible, globally-engaged citizens.

#### Challenges:

- To balance the demand for experiential and high-engagement educational experiences with other institutional demands on faculty time.
- To develop assessment protocols that measure accurately the outcomes associated with "engaged learning."
- To create conditions necessary for students to remain on campus when not in class and return to campus for events in addition to scheduled classes.
- To have a favorable full-time faculty/student ratio that will allow the School of Arts and Sciences to fulfill its mission.
- To engage in pre-major advising that directs students to majors earlier in their academic careers.
- To establish greater coordination between academic departments and advising in Student Affairs.

#### Circumstance 2.

Hunter College has significant needs in infrastructure and space.

#### Opportunities:

- To remodel and design new facilities and to accommodate new models and technologies for instruction in both undergraduate and graduate programs.
- To upgrade lab, studio, research, office, and social space for students and faculty in all disciplines.

#### Challenges:

- To fund remodeling of aging facilities and construction of new facilities.
- To expand facilities to match increase in enrollments and faculty needs.
- To maintain this investment in all facilities in the College.
- To cope with deferred maintenance of facilities.
- To involve faculty in planning process that will address infrastructural needs.
- To have technology commensurate with campus teaching and research needs and adequate tech support.

### Circumstance 3.

Hunter College has the widely-supported ambition to become a student-centered, research-oriented institution.

#### Opportunities:

- To provide a top-quality, research-driven education for our undergraduates and graduate students.
- To have a faculty deeply engaged in teaching and research.
- To update the curriculum by incorporating more interdisciplinary, international, and exploratory experiences for undergraduates.
- To improve faculty-student interactions--in classroom, laboratory, and studio settings and in mentoring and advising.
- To enhance the quality of course work for undergraduate students by increasing the number of full-time faculty.
- To increase funding opportunities and resources that will allow faculty to pursue research and teaching opportunities.

#### Challenges:

- To address the competing needs of departments and interdisciplinary programs.
- Faculty must balance a heavy teaching load with maintaining research and creative activity.
- To strengthen a robust ACERT that will participate in mentoring/training of faculty in current pedagogical best practices.
- To review faculty workload policy so that engagement in a broad range of pedagogical activities is acknowledged.
- To increase the size of the full-time faculty and reduce dependence on part-time faculty.

### Circumstance 4.

The Pathways Initiative presents significant challenges in maintaining the distinctive and rigorous liberal education that is at the center of the Hunter College mission.

#### Opportunities:

- To improve time to degree for transfer and first-time freshman (FTF) students by streamlining requirements.
- To create new interdisciplinary courses as part of the Core requirements.

- To expand opportunities for experimental courses, new pedagogies, and team-taught courses.
- To create or expand the number of certificate programs, minors, and possibly majors.

Challenges:

- To maintain a distinctively rigorous liberal education for Hunter FTF and transfer students.
- To prepare students for graduate and professional school study as well as for other post-baccalaureate pursuits.

## Goals

The goals of this plan align with the five goals of the Hunter College Strategic Plan, 2013-2020. Each goal is elaborated by objectives and strategies. The goals are:

- I. Continue Building a World-Class Faculty and Staff That Will Help to Shape the Distinctive and Distinguished Identity of the College.
- II. Deliver a High Quality Undergraduate Education That Emphasizes Breadth and Depth of the Liberal Arts and That Provides Opportunities for Student Research and Creative Activities.
- III. Selectively Strengthen and Expand Graduate Programs; Improve Quality of Graduate Education.
- IV. Enhance Resource Base.
- V. Engage in Ongoing Assessment of Progress toward All Goals.

### **Goal I: Continue Building a World-Class Faculty and Staff That Will Help to Shape the Distinctive and Distinguished Identity of the College**

OBJECTIVE 1: Recruit and retain world-class faculty.

Strategies:

- Continue growth of our full-time faculty—especially our professorial faculty-- and strategic growth of targeted departments and programs while maintaining a commitment to a broad liberal arts education.
- Continue refining the RFP (Request For Proposals) process for allocating faculty positions.
- Support new faculty through mentoring at the department and College levels.
- Integrate new faculty into the College by providing opportunities to interact with faculty in other departments and programs.

- Offer start-up and ongoing funds for research and development comparable to aspirant group of research universities.
- Provide the physical and human infrastructure needed to allow the faculty to focus on teaching, research, and service.
- Expand the use of development funds to retain and recruit outstanding faculty of all ranks.
- Recruit distinguished visiting faculty.
- Recognize the full range of scholarship in the tenure and promotion process, with an emphasis on reevaluating the changing venues for scholarship (e.g., digital realm).
- Increase number of faculty from underrepresented groups and coordinate with the Office of Diversity and Compliance to provide training on diversity hiring and retention.

OBJECTIVE 2: Promote and support excellence in scholarship, research, and creative activity.

Strategies:

- Continue and expand support for conference and research travel, support such as the Presidential Travel Award program for research and conference travel.
- Support all constituents—faculty, graduate and undergraduate students—in presenting scholarly results at prominent national and international meetings.
- Support unsponsored research and creative activity, particularly in fields with limited external grant funding.
- Support faculty research seminars and research collaborations beyond Hunter College.
- Provide Hunter and A&S fora for faculty to present their research.
- Support departments with funds to invite outside speakers and publicize those events.
- Address creatively the heavy faculty teaching load to encourage greater faculty research activity.
- Enhance the quantity, quality, and visibility of faculty scholarship and creative activity.
- Increase financial support for the dissemination of faculty scholarship and creative activity to national and international audiences.
- Support robust outreach programs that disseminate scholarship to local and state audiences in support of our mission.
- Nominate faculty for College, CUNY, as well as nationally and internationally recognized awards.

OBJECTIVE 3: Raise Hunter Profile as Major Research Center.

Strategies:

- Partner with Office of Communications to promote faculty expertise, research, and artistic accomplishments; use websites and emerging infrastructure of centrally controlled

video monitors to better promote sponsored events and faculty accomplishments in research and creative activity. Publicize faculty publications and market faculty expertise to appropriate print, broadcast, and internet media outlets.

- Provide administrative support for ongoing research activities.
- Use Roosevelt House to encourage faculty collaboration on policy issues and connect Hunter scholars to the broader New York City intellectual community.
- Establish a plan, with a suitable infrastructure, to support interdisciplinary research, collaborative activities, and community-institutional partnerships.
- Develop focused areas of research excellence, and transparent criteria for selecting these areas.
- Increase external funding for research, especially from federal agencies and private foundations.
- Partner with the Office of Research and Office of the Dean to maximize institutional support to identify opportunities for external funding and for preparing grant proposals.
- Increase the number of large, multi-PI center-based grant proposals.
- Develop and support research-generating centers that enhance external funding.
- Leverage the geographic advantages of Hunter College to enhance the success of grant proposals.
- Procure more external funding in areas of underdeveloped potential, particularly in the social sciences, the arts and the humanities.
- Increase in-house seed funding for research projects.

**Goal II. Deliver a High Quality Undergraduate Education That Emphasizes Breadth and Depth of the Liberal Arts and That Provides Opportunities for Student Research and Creative Activities**

**OBJECTIVE 1:** Strengthen the Curriculum at all Levels. Reinforce and develop programs that distinguish Hunter College within CUNY while maintaining the breadth of a liberal education; promote academic rigor and innovation.

Strategies:

- Improve student research, writing, quantitative reasoning, public speaking, and presentation skills across the curriculum.
- Enhance personal interactions between faculty and students by reducing faculty course load and class size.
- Broaden students' global awareness through the study of languages and by promoting in-depth knowledge of world cultures, including study abroad, both long-term and short-term.
- Reduce obstacles to and increase incentives for cross-disciplinary curriculum innovation.
- Increase and fund opportunities for student research and creative activities in the arts.

- Adapt Pathways in ways that promote Hunter's academic standards and values. This strategy should be both short-term and long-term. Leverage the Flexible Core to develop and deliver more interdisciplinary courses.
- Create more opportunities for internships, community service, translational research, training and program partnerships, and job placements. Fund unpaid internships to make those opportunities possible for all qualified students.
- Promote the development of skills that students will need as citizens and members of the workforce in the 21<sup>st</sup> century.
- Achieve student competence in information literacy and the use of appropriate information technologies.
- Introduce, formalize, and publicize pathways from undergraduate majors into professional graduate programs.
- Critically review the Hunter College Core on a triennial schedule in view of maintaining a broad and rigorous educational experience.
- Encourage faculty participation in/contribution to Arts Across the Curriculum and other curricular initiatives.

OBJECTIVE 2: Foster interdisciplinary and multidisciplinary learning.

Strategies:

- Develop a sustainable funding model that supports interdisciplinary instruction and programs.
- Revise the College's faculty workload template to facilitate the reporting of interdisciplinary teaching.
- Develop evaluation guidelines for faculty whose responsibilities span multiple academic units.
- Develop effective means of making faculty hires to serve interdisciplinary programs.
- Facilitate interdisciplinary educational opportunities for students.
- Provide infrastructural support to interdisciplinary programs.

OBJECTIVE 3: Encourage effective teaching by all faculty.

STRATEGIES:

- Encourage faculty participation in the reinvigorated ACERT.
- Enhance training and mentoring of faculty with respect to teaching.
- Increase support for excellent, innovative pedagogy.
- Promote the systematic exchange of information about best practices in the classroom, drawing on the expertise of faculty from all Hunter schools.
- Expand mentoring efforts to improve the classroom performance of both full-time and adjunct faculty through departments and administrative offices like ACERT.



- Work with ACERT center to develop programs that assist faculty in improving teaching.
- Provide incentives for outstanding teachers to serve as faculty mentors.
- Increase and make visible recognition of and rewards for excellent teaching.
- Increase TA and other support for large lecture classes, especially off-hour classes.
- Improve learning opportunities in large lecture classes through creative use of technology and other means.
- Promote the use of technology in the classroom and modernize instructional space to capitalize on new instructional technology.
- Continue attention to the teaching potential of new tenure-track hires.

OBJECTIVE 4: Promote among students a strong sense of intellectual, academic, and career purpose.

Strategies:

- Communicate the value of a liberal arts education in meeting students' career and life goals.
- Participate in orientation programs, guidance, and tools to help students early in their academic careers so that they may connect their interests and abilities to possible majors and career options.
- Provide more opportunities for students to create and disseminate original work (e.g., through departmental publications, websites, poster presentations, and performances) and to collaborate with faculty in ongoing research.
- Enhance faculty advising through training and workshops.
- Encourage appropriate service learning and internship opportunities for undergraduate students.

OBJECTIVE 5: Enhance student engagement and retention; improve four- and six-year graduation rates.

Strategies:

- Engage academic programs/departments in helping students make progress toward their degrees, especially through enhanced advising at the departmental level.
- Improve sharing of information with advising and other related services in Student Affairs.
- Enhance enrollment management in conjunction with other pertinent administrative offices of the College. Make annual schedule planning more systematic, in order to increase seat availability in high-demand courses, particularly those that fulfill the General Education Requirements and new Core requirements.
- Design department/program academic road maps for students to facilitate planning of course offerings at the discipline/major level.

- Promote and fund student-faculty interaction at the department level to foster the sense of academic community among faculty and student majors. For example, offer faculty talks or research presentations that target undergraduates; offer advanced research seminars for majors that culminate in public presentations of undergraduate research.
- Encourage active and collaborative teaching and learning in order to engage students with individual faculty and their disciplines.
- Continue improving academic and career advising within the College and its units.
- Devise and maintain tracking criteria that promote timely graduation.

### **Goal III. Selectively Strengthen and Expand Graduate Programs; Improve Quality of Graduate Education**

OBJECTIVE 1: Increase the quality of graduate students applying to and enrolled in our graduate programs.

Strategies:

- Coordinate funding/scholarship and admission processes and timing to maximize yield of admitted students.
- Strengthen and broaden the applicant pools for graduate programs by providing marketing/advertising support, and by making the availability of fellowship grants for graduate students more predictable from year-to-year.
- Develop strategies to recruit under-represented groups.
- Coordinate effectively admission standards of programs that require inter-school collaboration.
- Actively recruit Hunter and CUNY undergraduates for MA programs.
- Standardize admission process and calendar to align with national norm for programs.
- Develop new funding sources and tuition waivers for MA and MFA student support, especially merit scholarships.
- Improve funding from the Graduate Center.
- Encourage graduate programs to track post-MA placement and professional attainments of alumni and promote these accomplishments as a recruitment strategy.

OBJECTIVE 2: Enhance quality of education and graduate experience.

Strategies:

- Allow graduate programs to hire uniquely qualified experts/practitioners as niche-instructors or one-time visiting adjuncts.
- Provide support for graduate students to travel to professional conferences.
- Improve the infrastructure and resources available to sustain a greater number of graduate students in A&S while maintaining high standards.

- Recognize the specific needs of graduate students, ranging from housing to career services, and coordinate planning across schools and programs to meet those needs.
- Establish new advanced degree programs as appropriate in line with disciplinary and professional trends.
- More strongly encourage departments and programs to nominate graduate students for external and internal graduate fellowship opportunities.
- Provide greater institutional support for identifying and applying for graduate fellowships.
- Improve mentoring of graduate student teaching.
- Improve mentoring of graduate student scholarly activities.

OBJECTIVE 3: Increase the number of graduate students receiving graduate degrees and improve time to degree in the School's four areas: fine arts, humanities, social sciences and natural sciences.

Strategies:

- Improve departmental funding to offer required courses on regular cycle.
- Provide research stipends and grants for students to complete capstone projects and degree requirements in a timely fashion.
- Optimize faculty/MA student ratio.
- Reduce minimum class size for graduate seminars.
- Integrate MA students into faculty research.
- Require cross-program skill building sessions for graduate study (e.g., library research, writing with citation software, copyediting skills, proposal writing, etc.).
- Integrate select MA students into programs as adjunct/lab instructors where appropriate.
- Increase the number of Federal Training Grants at Graduate Center and Hunter.
- College funding for tuition and stipends to increase the number of graduate student admissions into the Ph.D. programs in the sciences at Hunter College.

OBJECTIVE 4: Selectively expand opportunities for accelerated BA/MA and joint-degree programs, including opportunities with other schools of Hunter College.

Strategies:

- Develop template protocol for accelerated BA/MA programs.
- Assist departments in creating such programs and recruiting students for them.

OBJECTIVE 5: Develop process for selective growth of graduate programs.

Strategies:

- Develop quantitative and qualitative measures for identifying successful graduate programs.
- Make use of metrics in allocation of faculty lines.

#### **GOAL IV: Enhance Resource Base**

OBJECTIVE 1: Elevate the visibility of the arts and sciences at Hunter College and communicate their importance to the city.

Strategies:

- Create distinctive identities for academic programs and majors unique to Hunter, and use these consistently in communications with constituencies within and outside of the College.
- Increase the public profile of research centers, institutes, and programs in the arts.
- Publicize through increased web presence and newsletters distinctive A&S programs.
- Develop mechanisms for publicizing and drawing on faculty expertise.

OBJECTIVE 2: Build relationships with alumni and other external stakeholders and communicate College successes, priorities, and goals to these audiences.

Strategies:

- Facilitate contact with alumni and other external stakeholders at the level of individual academic units.
- Maintain School-level contact with alumni and other external stakeholders through traditional paper newsletters and new electronic media.
- Publish an A&S Annual Report for broad distribution internally and externally.
- Publish A&S and department/program strategic and development priorities on the web.
- Enhance intra-CUNY and regional communication of A&S activities and accomplishments.

OBJECTIVE 3: Increase sponsored research funding and external partnerships.

Strategies:

- Continue to enhance interactions with Research Office.
- Create closer ties between faculty and Research Office, including individual consultation at key points in faculty careers.
- Develop more fora in which faculty can interact with Research Office.
- Develop mechanisms for inclusion of social sciences and, wherever possible, humanities and arts in seeking research/creative activity funding.

- Strengthen and reorganize Hunter’s research infrastructure to facilitate sponsored faculty research.
- Re-evaluate research funding processes to achieve greater efficiencies and encourage greater faculty entrepreneurship in seeking external funds.
- Re-evaluate the IRB review process to achieve greater efficiencies and encourage greater faculty entrepreneurship in seeking external funds.
- Identify and tap new and non-traditional research funding opportunities, including granting agencies, corporations, and foundations.
- Develop and expand partnerships with area organizations and institutions that will bring new human resources to the School, provide facilities, increase the School’s course offerings and/or potentially reduce costs through economies of scale.

**OBJECTIVE 4:** Identify new, creative sources of revenue.

Strategies:

- In cooperation with relevant faculty and governance structures, explore the potential of high-margin executive-education programs that target demand in the New York City region and are suited to the School’s academic strengths.
- Develop potential of non-degree academic and co-curricular programs targeted toward members of the College’s surrounding community and incentivize the creation of those programs. For example, alumni trips abroad, language-culture courses, etc.

**OBJECTIVE 5:** Develop culture in which faculty collaborate in fundraising.

Strategies:

- Clarify development protocol with the Office of the President.
- Encourage departments and programs to develop White Papers on initiatives that can be targets for funding.
- Cultivate stronger ties between departments and programs, on the one hand, and Development, on the other.
- Involve the faculty in the cultivation of appropriate donors.

### **Goal V: Engage in Ongoing Assessment of Progress toward All Goals**

The School of Arts and Sciences will engage in ongoing assessment of its progress toward goals I-IV. We will compile the following general data as well as data described below, which is intended to assess progress toward individual goals. We will assess data and data collection on an ongoing basis.

#### **Dashboard Data**

These are general quantitative measures used to assess progress toward A&S’s main goals.

1. Number of undergraduate degrees granted annually by A&S departments and programs, and four-, five- and six-year graduation rates of students receiving undergraduate degrees from A&S.
2. Number of graduate degrees granted annually by A&S departments and programs, and time to degree, reported by degree type (certificates, MA, MS, MM, MFA, MUP, PhD) and discipline.
3. Fraction of student credit hours in undergraduate A&S courses that are delivered by tenure-line faculty members.
4. Fraction of A&S undergraduate majors that are involved in original research, scholarship, or creative activity.
5. Fraction of graduate students, by department, receiving financial support (through internal or external assistantships, fellowships, or external grants or contracts).
6. Number and percentage of graduate students receiving external fellowships.
7. Number of journal articles, books, exhibitions, and performances by A&S faculty.
8. Number and percentage of A&S faculty receiving nationally-recognized awards.
9. Grant awards and expenditures, both overall and from Federal sources.
10. Total annual revenue generated by endowments in A&S and its departments and programs.

Data Specific to Individual Goals.

**Goal I:**

- Number of grant proposals submitted by A&S principal investigators.
- Grant awards and expenditures, both overall and from Federal sources.
- Grant awards outside of the natural sciences and mathematics.
- Disciplinary impact data as appropriate: citation analysis, number of publications appearing in highly-ranked journals, or books published with highly-ranked presses.
- Number of invited presentations at national and international conferences.
- Number of invited seminars, colloquia, and other presentations at other universities.

- Number of academic outreach presentations by faculty.
- Number of A&S faculty receiving nationally-recognized awards.
- Number of faculty in A&S who have funded Professorships or Chairs, or receive salary supplements from development or other funds.
- Percentage of A&S allocated space or principally used by A&S departments that has undergone significant renovation or has been newly constructed in the last 10 years.
- Number of faculty in A&S from globally (rather than discipline-specific) under-represented minorities.
- Number of faculty in A&S from discipline-specific under-represented minorities.
- Net gain/loss of diverse faculty on annual basis and by pertinent categories (tenured/untentured).
- Number of faculty, and distribution of faculty by rank, utilizing research or scholarly leave opportunities.
- Number of staff who undertake professional development workshops or seminars annually.

**Goal II:**

- Average time for students to successfully complete their Core requirements.
- Average time for students to successfully complete their first upper-division course in their major.
- Student credit hours delivered by interdisciplinary programs.
- Number of interdisciplinary program graduates.
- Fraction of A&S undergraduate majors that are involved in original research, scholarship, or creative activity.
- Number of undergraduate students who participate in study-abroad programs.
- Number of undergraduate students who participate in internships.
- Scores of graduating students on the National Survey of Student Engagement, CLA, and other pertinent surveys and assessments.

**Goal III:**

See “Dashboard Data,” 2, 5, and 6 above.

**Goal IV:**

- Number of departments and programs in A&S with advisory boards that meet at least once per year.
- Number of departments and programs in A&S that publish newsletters at least once per year.
- Number of visits to A&S, department, and program websites.
- Number of departments and programs in A&S that post strategic priorities on their websites.
- Number of individuals who receive A&S Annual Report.
- Number of development "white papers" developed by departments and programs in A&S.
- Total annual private fundraising supporting College activities.
- Total annual F&A returned to A&S.
- Number of College professorships supported by development funds.
- Number of A&S graduate fellowships funded by private gifts.
- Total annual revenue generated by endowments in A&S and its departments and programs.

#### General Statistics

These are measurable factors not directly under A&S's control that affect its ability to achieve its goals.

1. Total number of tenure-line faculty.
2. Ratio of undergraduate student Full-time Equivalent (FTE) to A&S tenure-line and lecturer-line faculty FTE, and comparison with peer-aspirational institutions.
3. Discipline-specific graduate support compared to peer-aspirational institutions.