

Goal: Raise Academic Quality**1.1 Resources will be shifted to Univ. flagship and college priority programs to support the Univ.'s commitment to become a research-intensive institution**

- A. *Continue to make progress toward the acquisition of new space and continue planning for the new building for the School of Social Work*
- Working with Central Office, RFP for sale of Brookdale site was issued and RFP selection committee, which reviewed proposals and shortlisted bidders, was convened; potential transaction structure was developed. Review underway with city officials to progress to final selection.
 - Worked with Central Office to identify overflow space, explore options for renovation or relocation of MFA building, and complete construction of Roosevelt House
 - Plans for the new Hunter School of Social Work (SSW) building are on a 2-year schedule, demolition to begin in Summer 2009 and completion expected in 2011
 - Developed and implemented community outreach plans which have included briefings with elected officials, presentations to the executive board and the full board of Community Board 11, ongoing meetings with community agencies, and development of community partnerships in areas of health and social services.
- B. *The library planner will complete the first phase of the library renovation plans*
- Assessment of the library was completed and a conceptual plan to renovate all 9 floors of the library in phases was developed.
- C. *Make continued progress on implementing the freestanding School of Nursing (SON) and the proposed CUNY School of Public Health (SPH) at Hunter College*
- Recruited renowned scientist to serve as Founding Dean of the proposed CUNY SPH
 - Made progress toward building an accredited CUNY School of Public Health in 2010 and 2011: Governance and structure plans for the proposed CUNY SPH drafted; third and largest class of 21 Doctor of Public Health (DPH) students admitted for Fall 2009; second DPH track in epidemiology opened in Fall 2008; third track in environmental and occupational health set to open in Fall 2009; the last two Masters programs (Biostatistics and Epidemiology and Health Policy Management) opened; four new faculty hired and 8 searches underway
 - Raised \$1 million endowment and attracted a national leader to reinvent the SON
 - New administrative structure for the School of Nursing developed; advisory board of prominent New Yorkers formed
 - For the first time, filled all open School of Nursing vacancies, including one named chair
- D. *Make continued progress on joint doctoral programs in the sciences and hire a science advisor to the President*
- Hunter committed to accepting 24 members of the first cohort of CUNY science doctoral students - to date, 21 have selected Hunter. Hunter agreed to accept another 24 science from the second cohort and Hunter faculty have increased their grant-writing activities to support these new doctoral students
 - Jeffrey Laurence, Professor of Medicine in the Division of Hematology-Oncology at Weill Medical College of Cornell University (WMCC), Attending Physician at New York Presbyterian Hospital (NYPH), and Director of the Laboratory for AIDS Virus Research at the WMCC and NYPH, was named senior science advisor to the President and the Provost. Dr. Laurence is assisting Hunter's science departments and science faculty in supporting grant activity, making outstanding hires, recruiting and supporting top doctoral students, and fostering key collaborations and partnerships.
 - Two of the four science EOs (in Biology and Physics) are Hunter faculty
- E. *Make substantial progress toward opening the Roosevelt House Public Policy Institute*
- Renovations of Roosevelt House are nearing completion with a scheduled opening planned for Fall 2009.
 - Space has been allocated for programs and funds have been raised to support programming and visiting professorships.
 - Extensive public programming in 2008-09 sponsored by the Roosevelt House Public Policy Institute attracted renowned scholars and public figures including Ted Sorenson, Robert Schlesinger, Nancy Pelosi, and Lesley Stahl.
 - The undergraduate curricula in public policy have been approved by NY State; students will be enrolling in this minor certificate program in 2009-10
 - Faculty have made substantial progress in planning academic conferences and new curricula in human rights, supported by a \$250K gift.
- F. *Continue to hire outstanding scholars in key areas and to invest in research infrastructure*
- To date, Hunter has hired 47 faculty in 2008-09, including 12 full-time faculty on new lines and 35 on replacement lines
 - Notable new hires were made throughout the college, including
 - Arts & Sciences: **Linda Martin Alcoff**, formerly the Meredith Professor for Teaching Excellence, 2005 Distinguished Woman In Philosophy, and one of the 100 Most Influential Hispanics in the U.S. according to *Hispanic Business* magazine in 2006, as Professor of Philosophy; **Carol Gould**, editor of the *Journal of Social Philosophy* and President of the American Section of the International Society for Philosophy of Law and Social Philosophy, as Professor of Philosophy; **Edgardo Melendez**, author of 5 monographs, one of which, *Puerto Rican Government and Politics*, won Choice

Magazine Outstanding Academic Title, 2000, as Professor of Africana, Puerto Rican, and Latino Studies; **Felisa Vasquez Abad**, an expert in adaptive control of stochastic discrete event process, simulation, theory and applications of automatic learning, as Professor of Computer Science; **Mary Roldan**, formerly of Cornell University and winner of the Robert and Helen Appel Award for Distinguished Teaching and Research in the Humanities, as Dorothy Epstein Chair in History; **Don Hernandez**, Chief of the U.S. Bureau of the Census- Marriage and Family Statistics Branch, awarded Presidential Citation by the American Psychological Association for distinguished contributions to the health and well-being of immigrant children as Professor of Sociology and CUNY Demography Institute. Five incoming junior hires have won prestigious postdoctoral fellowships: **Kelle Cruz** (Physics)- Spitzer Fellow at the California Institute of Technology and NSF Astronomy and Astrophysics Postdoctoral Fellow, **Hendrik Dey** (Art) - 2009 Center for Advanced Study in the Visual Arts Postdoctoral Research Fellow at the National Gallery of Art, Washington DC, **Kelvin Black** (English) – John Hope Franklin Post-Doctoral Fellowship at Duke University, **Eduardo Contreras** (History) – 2009 Post-doctoral Fellowship University of California: Berkeley, and **Devin Fergus** (History) – Residential Fellowship at the Woodrow Wilson International Center for Scholars

- **Professional schools:** **William Gallo**, an epidemiologist and expert in the economics of aging from Yale School of Public Health, as Professor of Public Health, and **Stacey Pitchta**, as Professor of Urban Public Health and coordinator of the newly created Health Policy and Management Track were hired and offers are being prepared for two nationally renowned physicians from Harvard Medical School and an internationally known epidemiologist from USC; **Diana Mason**, editor-in-chief of the *American Journal of Nursing*, was hired as Rudin Professor of Nursing, **Jonathan Prince**, from the Rutgers University Institute for Health, Health Care Policy, and Aging Research, was hired as Assistant Professor in the SSW,
 - For the first time, every new faculty hire in the professorial rank in Hunter's five schools received a start-up package to support their scholarship
 - The animal facility is undergoing extensive renovations, laboratory renovations completed for neuroscientists in Biology (Goldfarb) and Psychology (Hauber), biological anthropologist (Rothman) and linguist (Clemente) in Anthropology; renovations underway for neuroscientists Lewis, Preuss, Serrano in Psychology, a community health psychologist (Golub), and a developmental psychologist (Striano)
 - Three newly named Executive Officers are from Hunter: Gerald Creed (Anthropology), Helena Rosenblatt (History), and Jean Graham-Jones (Theatre); 12 Hunter faculty now serve as EO, sub-program head, or health science coordinator of doctoral programs
 - The Presidential Travel Award Program, which supports faculty participation in art exhibits, film festivals and professional conferences, as well as data collection and other research and assessment-related activities, distributed over \$190,000 to nearly 200 faculty in 2008-09. Since the program was initiated in 2005-06, over \$650,000 has been invested.

G. *Continue to develop and implement critical programs in flagship areas*

- See above for science/public health and social science (Roosevelt House Public Policy Institute)
- Continued investment in flagship arts programs: The endowed MFA in playwriting was approved by the CUNY BoT; substantial progress made in developing programs in Dance and Dance Education
- Two new nursing programs developed to meet workforce needs: Won approval for a) the accelerated BS program in nursing and admitted first class of 17 students this summer and b) the clinical nurse leader program and admitted the first class of 15 students, which will start in Fall 2009
- New programs for adolescent education developed, including biology, chemistry, earth sciences, mathematics, physics, Spanish and the teaching of Chinese; students enrolled in all programs
- Organic chemistry teaching laboratory completely renovated for use in Summer 2009
- The Macaulay Honors College at Hunter College continues to grow without any diminution in the quality of students. The 136 students who are planning to enroll in Fall 2009 (5 additional students have deferred their acceptance to Fall 2010) have an average SAT of 1388 and CAA of 91.5. The class of 2013 is even more diverse (12% African American, 17% Hispanic, 1% Native American) than the previous class (8% Black, 15% Hispanic, 1% Native American).

1.2 CUNY and its colleges will draw greater recognition for academic quality

A. *Hunter will continue to draw recognition for academic quality*

- In 2009, *The Princeton Review* named Hunter College one of its top ten "Best Value" public colleges, citing its outstanding academic programs, the scholarship of its faculty, and affordability
- Hunter was once again ranked 12th among public universities in the north in the Best Universities-Masters category in the 2009 edition of *Americas Best Colleges* by *U.S. News and World Report* (2008 rank was also 12, 2007 rank was 13). Overall, among the 572 public and private institutions in this category, Hunter is in the first tier with a rank of 52, up substantially from its overall rank of 62 in 2006 and 2007 and 87 in 2003.
- Applications to Hunter increased dramatically. Hunter received almost 12,000 first choice undergraduate applications for Fall 2009, up more than 10 from last fall. Transfer applications showed an even larger increase (over 25%). Graduate applications are up 37% overall (23% in the School of Social Work and 57% in the School of Education); Hunter's most competitive programs (e.g., Accounting, Communication Sciences, Creative Writing, Studio Art, Urban Planning) received a record number of applications.
- A Winter 2009 article in the *Journal of Social Work Education* ranked graduate programs in social work based on student selectivity and faculty publications. Hunter's SSW ranked 4th among PhD program and 7th among MSW programs, well above NYU (ranked 31 for PhD and 72 for MSW) and Columbia (ranked 19 for PhD and 89 for MSW).
- Faculty recognition over the past year includes
 - Benjamin Hett (History) and Jonathan Shannon (Anthropology) won Guggenheim Fellowships, representing 2 of the 6 Guggenheim Fellowships awarded throughout CUNY; Hett also received an American Council of Learned Societies (ACLS) Fellowship

- Joachim Pissarro, Bershad Professor of Art History, curated *Van Gogh and the Colors of Night* at MOMA, which garnered much press attention and was greeted with critical acclaim in the *New York Times*
- Michael Thomas (English) was awarded the world's largest literary prize, the €100,000 International IMPAC Dublin Literary Award, for his debut novel, *Man Gone Down*. The IMPAC judges said the book was a "masterful debut" and described Thomas as "a writer of enthralling voice and startling insight".
- Two-time Booker Prize winner Peter Carey, the executive director of Hunter's MFA program in creative writing, made the shortlist for the Man Booker International Prize 2009. The Prize is given every two years for lifetime achievement by a fiction writer who writes in English or whose work is widely available in English translation.
- Colum McCann's new book, *Let the Great World Spin*, was named Amazon "Best of the Month" in June 2009
- Additional literary and book prizes include: Candice Jenkins (English) - William Sanders Scarborough Book Prize from the Modern Language Association and the Leadership Alliance Commendation; Tom Sleight (English)- Prize for Best American Travel Writing, 2009, and prize for Best American Poetry, 2009; Louise DeSalvo(English)- Premio Letterario Giuseppe Acerbi for Women's Literature; Pamela Stone (Sociology) – 2009 William J. Goode Award for best book on the family from the American Sociological Association
- Phillip Alcabes (Urban Public Health) published *Dread: How Fear and Fantasy Have Fueled Epidemics from The Black Death to Avian Flu* to critical and popular acclaim; the book was reviewed in the *New York Times* and Alcabes was interviewed in numerous media outlets, including *The Daily Show with Jon Stewart*
- Louisa Thompson (Theatre) won an Obie Award for Theatre Design Off Broadway for her design for Sahra Kane's *Blasted*
- Mick Hurbis Cherrier and Gustavo Mercado's (Film and Media Studies) screenplay, *Empire of Dirt*, was names one of three finalists for the 2009 University Film and Video Association Competition
- Beatrice Krauss served as a consultant to the United Nations on HIV and AIDS and was asked to serve the World Helath Organization as they develop guidelines on counseling children and their caregivers on disclosure of AIDs status
- Additional faculty fellowships include: Jeffrey Mongrain (Art)-Silver Medal in Korean Biennial and New York Foundation for the Arts Fellowship, Jennifer Hayashida (Asian American Studies)- New York Foundation for the Arts Fellowship; Alexander Ellison (Classics- Arabic Studies)- Summer Fulbright Fellowship; Angela Reyes (English) - Spencer Foundation Fellowship, Nancy Giunta (Social Work) – Hartford Fellowship

B. *Increase visibility and recognition for Hunter's research centers and institutes*

- Roosevelt House Public Policy Institute: Acting Director of Academic Programs appointed; over a dozen public programs sponsored, included two in collaboration with the Aspen Institute, received three major grants – one to support a distinguished scholar with a focus in public health, one to support internships and initiatives in the proposed human rights program, and one for public programming
- Center for Puerto Rican Studies (Centro) Under the dynamic leadership of new Director, Edwin Melendez, the structure of CENTRO was assessed and revised, a strategic plan was developed in broad consultation with constituents and implemented, a research agenda was reinvigorated, and an external advisory board, including prominent members of the Hispanic community, was formed.
- Autism: ABA Advanced Certification program approved at all levels of Hunter and CUNY and submitted to the State of New York for approval; acquired 3,000 sq ft satellite center in East Harlem to develop behavior analytic intervention programs for children, families, and practitioners; continued Presidential Speaker Series on Autism; Hunter's Regional Center for Autism Spectrum Disorders received a FAR Fund award to mentor professionals for leadership roles in NYC and ASD interventions
- Brookdale Center for Health Aging and Longevity successfully completed the first phase of the NYC Health Indicators Project and launched phase two; completed the first economic assessment of community-based daily money management programs to prevent elder financial abuse; launched a new masters-level course in urban public health.
- CUNY Institute for Sustainable Cities hosted numerous events, including those focused on Manhattan shoreline open space, green building design, and food mapping; numerous projects address New York City adaptation to climate change, Jamaica Bay ecosystem services, and food consumption.
- Center for Gifted and Talented Education: Recruited Dr. Razel Solow as Center Director; enrollment in the Gifted Education Advanced Certificate program increased by 50% over last year; the curriculum was evaluated and courses are under revision; field work opportunities have increased; website is under development
- Hunter College Campus Schools: In June 2009, *Newsweek* named Hunter College High School one of the nation's 16 most elite public high schools.

C. *Hunter will continue to invest in external collaborations*

- Hunter's participation in the Clinical Translational Science Center (CTSC) that includes Weill Cornell Medical College, Hospital for Special Surgery, Memorial Sloan-Kettering Cancer Center, and the Cornell University Cooperative Extension is flourishing. 2008-09 highlights include a Gene Center collaborative pilot project, potentially patentable, which improved the resolution of ultrasound of the eye 10-fold, Gene Center research proposals including a \$2M American Reinvestment and Recovery Act (ARRA) proposal for translational research; and a \$600K ARRA proposal for community engagement; SON expanded its role in the CTSC by winning research grants funded by the consortium, becoming partners in increasing numbers of multi-disciplinary studies and contributing to multiple committees and activities of the CTSC
- In preparation for the CUNY School of Public Health, Hunter is developing a MOU with Weill Cornell that will increase curricular and research collaborations among our faculty and students
- The Roosevelt House Public Policy Institute entered its 3rd year of collaboration with the renowned Aspen Institute, this year sponsoring two evenings of conversation on leadership and the economic crisis,

moderated by Brian Lehrer and Lesley Stahl

- Hunter's relationship with Teacher University (Kipp Academy, Uncommon Schools, Achievement First, Teach for America) continues to strengthen and has enrolled 120 teachers in its childhood education program in Summer 2008. This initiative has attracted national press coverage.
- Hunter's School of Education has also partnered with New Visions in an innovative urban teacher residency program that fully integrates graduate coursework with hands-on experiences in NYC public schools and leads to a Masters degree in Education with certification in adolescent English in one of the sciences.
- Hunter entered into MOUs with four Chinese universities and hosted visits from senior administrators from two, Chongqing University and the Central Academy of Fine Arts (CAFA)
- Our partnership with the Asia Society has grown with two faculty members being named Asia Society Associate Fellows, Dr. Rupal Oza (Geography) and Dr. Manu Bhagavan (History); multiple Hunter students have served as interns at Asia Society, in departments that include Chinese Language Initiatives and Cultural Programs
- Hunter is expanding its collaboration with Autism Speaks and the New York Center for Autism in areas of mutual interest.
- Hunter's SSW expanded the CUNY Veterans Program (PROVE), locating a unit of social work students under supervision to four CUNY campuses. New ACE/Walmart funding will allow expansion to two additional campuses in 2009-10.
- The SSW signed an MOU with Filius Institute for Disabilities at the University of Puerto Rico

1.3 Program reviews, with analyses of enrollment and financial data, will demonstrably shape academic decisions and allocations by colleges

A. Prepare self-study and host evaluation team visit for Hunter's decennial Middle States review

- Hunter successfully completed its decennial review by the Middle States Commission on Higher Education (MSCHE) and met all 14 standards of excellence

B. Prepare for and host evaluation team visit for the School of Education's NCATE re-accreditation

- The School of Education successfully completed its five-year NCATE evaluation meeting all NCATE standards and was commended in four areas – educational technology, faculty support, preparation of students for a diverse population, and assessment.

C. Prepare for the School of Social Work's (SSW) re-accreditation review in 2010 and the School of Nursing's (SON) re-accreditation in October 2009

- The SSW is preparing its self-study, which will be submitted this summer for review in 2010.
- Hunter's SON is preparing for an accreditation visit in Fall 2009.

D. Use last year's program reviews in English and Dance, with analyses of enrollment and financial data and recommendations of the Mellon Committee on General Education, to shape decisions and allocations; begin implementing recommendations

- Program reviews in English and Dance have led to approved plans of action that include curricular revisions and new program development and the allotment of new full-time faculty lines

E. Trends in enrollment and external analyses of areas of growth will continue to be incorporated in planning

- Enrollment trends and societal and workforce needs have resulted in investment in Art, Dance, English, Psychology, Public Health, Special Education, and Urban Affairs and Planning
- As a result of workforce needs and high demand, the School of Social Work opened a January class of 56 students, the School of Nursing launched an accelerated BS in nursing to train students with bachelor degrees in other areas to become nurses, the Medical Lab Sciences program instituted a joint degree program with NYU to train medical laboratory managers and Hunter inaugurated a Teaching of Chinese program to address the dire shortage of teachers of Chinese in NYC high schools

F. Progress will be made on program reviews in Art, Geography, Physics, and Music. New reviews will begin in Political Science and Psychology

- Self-study and external review site visits completed by Geography, Physics, Music and Political Science; external reports received and call for plan of action submitted to those four units; Art and Psychology will complete their self-studies in 2009-10

G. Revise curriculum in selected areas

- In a major initiative, Hunter's faculty approved a resolution making the minor optional and placing it under the control of the minor department. This landmark curricular change is expected to accelerate progress toward degree and improve the coherence and value of the minor.
- Curricular revisions were made in Arabic Studies, English; Computer Science, Film and Media Studies, Math, Music, Political Science, and Urban Affairs and Planning; Within one month, 16 departments created new minors, some of them more than one.
- In 2008-09, the SSW initiated its new curriculum, which is streamlined and allows students more flexibility to choose electives. A new two-semester multi-method course and a new epistemology elective were implemented.
- The Teacher of Students with Speech and Language Disorders (TSSLD) curriculum was approved by CUNY in June 2008 and registered with the NY State Dept of Education in November 2008.

1.4 Colleges will use technology to enrich courses and teaching

- Hunter created a new position, Associate Provost for Instructional Technology, and appointed Professor Manfred Kuechler (Sociology) to serve in an acting position.

- In Fall 2008, the percentage of instructional FTEs offered partially or totally online increased 3%, through major initiatives in the Schools of Education, Nursing, and Social Work
- A. *Support faculty who are committed to the use of innovative technologies in their courses through the President's new Faculty Initiative in Teaching with Technology (FITT) program and other initiatives to incorporate technology into the curriculum; assess and communicate the outcomes to other Hunter faculty*
 - Round 1 of FITT (Summer 2008) was so successful that the College invested its PMP incentive funds in round 2 (Summer 2009), which will support 27 faculty; faculty regularly share their experiences and disseminate their findings via "Technology Thursdays." Each year, the FITT program potentially affects 20 – 30 courses, 200-400 sections, 8000-10,000 students.
- B. *Increase the number of technology-enhanced classrooms and provide training in their use to faculty*
 - Hunter College created more than 50 new enhanced classrooms and maintained and upgraded classrooms enhanced in past years. Now over 90% of Hunter's classrooms incorporate enhanced technology. Faculty is trained in using the enhanced classrooms throughout the year.
- C. *Increase the number of students who participate in the School of Education's videotaping program from 25% to 50%; launch the SOE's online technology tutorials, and implement the SOE's technology assessment requirement for graduation*
 - The SOE increased student participation in the videotaping program from 25% to 70%, well above its 50% target. Online technology tutorials were launched and the technology assessment requirement for graduation was implemented.
- E. *Define technology competencies for a liberal arts education and begin planning to incorporate these competencies into the curriculum*
 - All A&S departments articulated technological competencies required for majors and indicated mapping of competencies in the curricula and the Senate Technology Committee proposed 7 technological competencies for all Hunter undergraduates, to be discussed in 2009-10.

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

- A. *Continue to increase investment in faculty development, including a new website for the Provost's Office to serve as a clearinghouse for faculty development efforts and materials, a new science advisor to the President who will provide enhanced grant support for the sciences, enhanced pre-award grant support for all faculty, continued development of Hunter's adjuncts and Graduate Teaching Fellows, and a broad series of workshops and meetings*
 - In addition to Presidential travel awards and FITT (noted above), ongoing Presidential faculty supports include initiatives to increase student engagement (see 4.1C below), the Faculty Laptop Computer Subsidy program, which makes it easier for faculty to apply technology in the classroom, and the Computer Replacement program to equip every faculty member with an up-to-date on-campus computer
 - Pre-award grant support was enhanced via grant-writing workshops, investment in new resources including the Foundation Directory Online, expansion of the Office of Research and Grant Support (ORGS) to faculty in the Schools of Nursing and Social Work, and assistance from Dr. Jeffrey Laurence, Hunter's new science advisor to the President and Provost.
 - In addition to FITT, other teaching support included workshops for faculty teaching first year students, an expanded orientation for Graduate Teaching Fellows, and a series of seminars focused on the assessment of student learning.
 - A new website for the Provost's Office was posted in March 2009 and now serves as a clearinghouse for faculty development efforts and materials.
- B. *Form a committee and charge it with the task of making recommendations for a revitalized Center for Teaching and Learning*
 - A committee including representatives from all five Hunter schools was formed and has begun working.
- C. *Continue aggressive recruiting and retention through competitive offers*
 - See 1.1F above
- D. *Revise tenure and reappointment procedures to accommodate the 7 year tenure clock*
 - Tenure and reappointment procedures were revised to accommodate the 7 year tenure clock; deans' reviews were added in years 3 and 5; new procedures were implemented
- E. *Increase efforts to improve assessment, including hiring a Director of Assessment*
 - The new Director of Assessment, hired in August 2008 helped Hunter meet MSCHE standard 14.
 - The Senate passed two resolutions requiring the specification of measurable learning goals on all new and existing syllabi

2.2 Faculty research/scholarship will increase from 2006-2007 levels

- A. *Faculty research/scholarship/creative works will increase from 2006-2007 levels*
 - Data are not yet available.
- B. *Hunter will continue its high level of participation in CUNY's online scholarship report system*
 - 592 of Hunter's faculty (up from 533 in 2007-08 and 286 in 2006-07) entered their work into CUNY's web-based system.
- C. *Hunter will purchase Digital Measures, a software system for recording faculty scholarship, and will pilot its use in the Schools of Education and Social Work*

- CUNY purchased Digital Measures and Hunter will implement it

2.3 Instruction by full-time faculty will increase incrementally

- The percentage of instructional FTEs in undergraduate courses delivered by full-time faculty increased to 46% in fall 2008 from 44.5% in fall 2007
- The percentage of instructional FTEs in graduate courses delivered by full-time faculty remained stable in all schools but the School of Education, where they decreased slightly and were accompanied by an increase in instructional FTEs at the undergraduate level

A. Hunter will develop a policy that makes the conditions under which course releases are granted for research, administration, and other purposes transparent

- Hunter conducted a comprehensive faculty workload analysis and is using the results to develop a college-wide policy about course releases.

2.4 The percentage of under-represented faculty and staff will meet or exceed the percentage available

- In Fall 2008, the percentage of minority ECP (12.5%) and CLT (42.1%) employees at Hunter increased over last year (9.5% and 36.8% respectively). The overall percentage of minority employees (42.3%), faculty (28.4%), and classified employees (67.7%) was largely unchanged from Fall 2007 (43.4%, 28.1%, and 67.5% respectively).
- New hires in 2008-09 included 23 full-time faculty from under-represented groups (7 Black, 7 Hispanic, 5 Asian/Pacific Islander, 1 Asian, 3 Italian Americans); nearly 50% of all new faculty hires were from under-represented groups

A. The Dean of Diversity will continue to train search committees using the best practices model developed last year and will prepare a written guide including requirements and best practices, which will be distributed to all search chairs.

- The Dean of Diversity prepared a comprehensive *Research and Recruitment Guide*, which was distributed to all chairs and posted online and served on a panel, *Best Practices for Recruiting Diverse Faculty*, at the Higher Education Recruiting Consortium's Fall 2008 conference.

B. The Provost will invite the Dean of Diversity to assist and contribute to searches likely to yield underrepresented faculty or staff to ensure that opportunities are not lost due to procedural problems

- The Dean of Diversity consulted with Search Committee Chairs and Departmental Chairs on candidate evaluation and selection criteria in a number of searches; he suggested rubrics and other procedural devices to ensure objectivity, consistency and fairness in accordance with best practices and departmental needs.

Goal: Improve Student Success

3.1 Colleges will implement approved Coordinated Undergraduate Education plans, make progress on Campaign for Success indicators, and use outcomes to drive improvements in academic support and student learning

A. Hunter will implement its approved CUE plans

- In its effort to improve the GER, Hunter piloted several "Hunter Horizons" seminar courses (designed to be content-rich courses that fulfill at least one GER or Graduation Requirement, contain transition-to-college elements, and foster student-faculty engagement) and science courses for non-science majors
- expanded initiatives for first-year students, including freshman and transfer orientations, peer advising, a freshman common reading, an orientation and workshop for first-year seminar faculty, and faculty and adjunct development for those teaching the introductory level English and mathematics courses
- expanded support for students at risk or facing challenges via the Rockowitz Reading/Writing Center, Dolciani Math Center, Socrates Biology Center, and Chanin Language Center

B. Continue to make progress on GER reform via the Mellon Project

- *Develop and pilot a science-for-non-majors course, signature seminars, and an experimental course merging English 120 and 220*
 - Biology 150 was offered as pilot in Spring 2009 as Hunter CSI (Crime Scene Investigation); 3 Hunter Horizons course were piloted and assessed in Spring 2009; 3 sections of the merged course, English 221, were piloted and assessed in Fall, 2008
- *Train undergraduate advisors in the use of Degree Works*
 - Undergraduate advisors and Department chairs were trained to use Degree Works

C. Meet Campaign for Success goals

Percentage of Students passing Gateway courses with a C or better

- *Hunter will maintain its high percentage (87.5% in fall 2007) of students passing gateway courses with a C or better*
 - While the pass rate for freshmen composition courses remained high (93.1% in Fall 2008 vs. 93.4% in 2007), the pass rate on gateway mathematics courses decreased from 74.3% (Fall 2007) to 57.7% (Fall 2008). Hunter is conducting analyses to determine the causes of this drop and to develop plans to address the issues.

Percentage of freshmen and transfers taking courses the summer after entry

- Hunter increased its percentage of freshmen and transfer students taking courses in the summer after entry to 34.4% (Fall 2007), up from 31.5% (2006) and 28.7% (2005)

Average # credits earned in the first 12 months

- The number of credits earned by first-time freshmen in the first 12 months increased to 25.4 (Fall 2007), up from 24.8 credits (Fall 2006) and 24.5 credits (Fall 2005)

Ratio of undergrad FTEs to headcount

- Hunter's ratio of FTEs to headcount has improved steadily since Fall 2005 and stands at its highest level in 5 years (0.791)
- *To increase the percentage of students taking courses the summer after entry and the average number of credits earned in the first 12 months, Hunter will increase scholarships offered during the winter and summer session and advising will encourage students to take 30 credits per year*
 - Scholarships were awarded and advising programs were intensified
- *Hunter will increase the number of course offerings on Fridays, nights, and weekends to meet demand*
- See section 9.3 below
- *Hunter will implement a summer program for entering freshmen with an enrollment target of 8% of the class of 2013*
- The Hunter College Summer Institute for Freshmen (13 July-20 August) offers the Class of 2013 a selection of 6 general education courses from which to choose, and the 6 faculty members are coordinating several co-curricular activities that complement the academic content. Registration is currently in progress and the anticipated enrollment is 120-130 freshmen.
- *The School of Arts and Sciences will offer more winter session courses in 2008-09 than in the previous year; enrollment in the winter session "Seminar in Civic Understanding" will increase from 2007-08 levels*
 - A&S offered 58 winter session courses (up from 39 in 2007-2008), SSW offered 6 sections, SOE offered 26 sections, and SON offered 2 sections. The new seminar in Civic Understanding was offered in Spring of 2009 and enrolled 38 students, up from 28 in 2007-08.

Percentage of students with major declared by 70th credit

- *Department chairs will accept as declared majors those students who have earned 60 credits but who have not satisfied all pre-requisites with the understanding that the new majors will have two semesters to fulfill all criteria*
 - Effective May 2009, departments accept as declared majors those students who have earned 60 credits but who have not satisfied all pre-requisites with the understanding that the new majors will have two semesters to fulfill all criteria.
- *Undeclared students will be tracked and coordinated outreach (academic departments, Student Services) to the undeclared students will continue until the students formally declare majors*
 - Targeted interventions were intensified, and as a result, the percentage of students who have declared a major by the 70th credit increased to 65.1% (Fall 2008), up from 60.5% (Fall 2007)

3.2 Colleges will draw upon degree and adult and continuing education resources to improve basic skills and ESL outcomes University-wide

- The percentage of entering first-time freshmen who increased their writing (essay) basic skills test score over the summer increased to 77.4% (Summer 2008), up from 55.2% (2007)
- The percentage of ESL student who passed basic skills within 2 years increased to 89.7% (Fall 2006), up from 81.8% (2005) and 81% (2004)

A. Conclude leadership search for SEEK

- Search was concluded and a offer extended to a superb candidate

B. To increase the % of SEEK and ESL students who pass skills tests in 2 years, the English Department will implement placement tests and new methods of working with ESL reading and writing skills

- Developed successful Winter intersession workshop, which dramatically increased the number of ESL students who passed English 120

C. Recommendations from the ESL Task Force Report will be implemented

- Recommendations implemented: Professional development opportunities for ESL faculty provided; courses and a curriculum that are tailored to the needs of ESL students, including enriched English 120 classes, developed; intensive tutoring for ESL students who had difficulty in English 120 provided

3.3 Show & pass rates on the proficiency exam will rise

A. Hunter's high show and pass rates on the CPE will be maintained

- Hunter's CPE show and pass rates continue to lead CUNY
- In 2008, Hunter maintained its high CPE pass rate (96.2%) and its show rate continued to increase (87.9% in 2008, up from 86.1% in 2007 and 79.2% in 2006)

4.1 Retention rates will progressively increase

- The one year retention rate for freshmen entering Fall 2007 improved to 83.6%, up from 81.7% in 2006
 - Other highlights include improvements for underrepresented minorities: 82.9%, up from 79.0% in 2006; Black Males: 76.4%, up from 69.6% in 2006; and Hispanic Males: 75.2% , up from 73.4% in 2006
- The recent improvement in the one year retention rate for transfers was maintained (74.9% for transfers entering Fall 2007, 74.6% for transfers entering 2006)

- The two year retention rate for transfers entering Fall 2006 improved to 63.3%, up from 59.6% for transfers entering Fall 2005
 - The two year retention rate for freshmen remained unchanged (65.6% for Fall 2006 cohort vs. 65.5% for 2005)
- A. *Continue enhanced advising for incoming freshmen to ensure sustained engagement; Hobsons CRM tool will be implemented to increase and manage communications to students*
- Hunter's Office of Advising Services continues to provide every freshmen with an advisor. Additional efforts include increased peer-to-peer advising for freshmen and opportunities to connect with Faculty through Faculty Advising Week.
 - The Hobsons CRM tool was implemented and resulted in increased and better managed communications with students.
- B. *Continue Presidential Initiatives to increase student engagement, which distributed over \$45,000 in 2007-08 to support student-faculty co-curricular activities, student presentations at national and international conferences, and student-faculty research opportunities. In 2007-08, more than 400 students benefited from over 50 different activities; the goal for 2008-09 is a 25% increase in the number of activities and participants.*
- Almost 500 students benefited from a special fund to support student-faculty co-curricular activities, student presentations at national and international conferences, and student-faculty research opportunities; activities and participants increased by 25%.
- C. *Create opportunities for academic departments to engage new and undeclared students, particularly new transfers*
- At Faculty Advisor Week, held once a semester, faculty advisors offer group and individual advising at Hunter's Student Center with a focus on new and undeclared (major) students. In 2008-2009, 550 students participated, an increase of over 60% from the previous year.
- 4.2 Graduation rates will progressively increase, in baccalaureate/masters programs and in associate programs**
- Hunter's 6-year graduation rate for first-time freshmen showed considerable improvement, increasing over 5 percentage points to 41.9% for the Fall 2002 cohort, up from 35.9% for 2001; the 6-year graduation rate for first-time Black Male freshmen also showed a large increase (28.8% in 2002 vs. 20% in 2001)
 - The 6-year graduation rate for transfers also improved to 50.1% for the Fall 2002 cohort, up from 47.7% in 2001
 - Hunter's 4-year graduation rates for the Fall 2004 cohort increased for: undergraduate transfers: 46.5%, up from 41% in 2003 and master's students: 71.9%, up from 67.7% in 2003; the 4-year graduation rate for freshmen remained stable (17.1% for the Fall 2004 cohort vs. 16.9% in 2003)
- A. *Through advisement and financial aid, encourage students to increase the number of credits taken per year*
- In addition to initiatives mentioned above, Hunter's Office of Financial Aid and Scholarships awarded \$2 million in scholarships for academic year 2008-2009 and sponsored initiatives including FAFSA Awareness Day to encourage students apply for and receive funding for educational expenses whenever possible.

5.1 Professional preparation programs will improve or maintain high numbers of successful graduates

- A. *Teacher Education programs will maintain their high pass rates on NYS certification exams*
- Hunter maintained its 100% pass rates for the LAST and ATS-W exams for teacher certification
- B. *The School of Social Work will implement its plan to raise pass rates on the LMSW and the LCSW*
- The pass rate on the LMSW exam for first time test takers improved to the national pass rate of 74% in 2008, up from 69% in 2006 and 2007.
 - The pass rate on the LCSW exam for first time test takers decreased slightly to 74% in 2008, which is below the national pass rate of 76% and down from 77% in 2006 and 2007.
 - The SSW instituted a number of programs aimed at improving pass rates and has begun surveying student about their experience with the exam.
- C. *PT and communication pass rates and School of Nursing NCLEX scores will be maintained or improved*
- Hunter's NCLEX pass rate improved to 91.9% in 2008, up from 88.2% in 2007 and is now the highest pass rate in New York City and the highest pass rate of any public institution in NY State.
 - The 2008 Communication Sciences pass rate was maintained at 100%
 - The 2008 PT pass rate remained high at 96.8%, which is well above the NY state average of 74.5%

5.2 Job and education rates for graduates will rise

- A. *Graduates of the School of Social Work will improve their positions and income after graduation*
- A survey of 2007 and 2008 SSW graduates indicated that 94% of respondents were employed in a social work-related position and 83% rated their job satisfaction as excellent, very good, or good.
- B. *Career Development Services (CDS) will make strategic improvements, including the use of the newly implemented NACELINK Simplicity jobsearch program; 2008-09 NACELINK data will provide baselines*
- CDS launched the newly implemented NACELINK Simplicity jobsearch program and experienced 100% success rates in providing system access to all registered students, alumni and employers.
 - NACELINK baselines were established: 17 million student hits from May 2008-May 2009, 8903 employers registered
- C. *Hunter will continue to systematically collect GRE, LSAT, MCAT, and GMAT scores (baselines reported in 2007-2008 PMP report)*

- The number of Hunter students/graduates who took the GRE in 2007-2008 (246) increased significantly over the 2005-2006 baseline (167) and with the increase in test-takers came a concomitant decrease in the combined scores. Specifically, the Writing score remained stable at the national average of 4; there was a slight decrease in the Verbal score (from 471 in 2006-07 to 458 in 2007-08) and an even smaller decrease in the Quantitative score (from 526 in 2006-07 to 519 in 2007-08). We are implementing initiatives to significantly increase our student's Quantitative Reasoning scores
- The number of Hunter students/graduates who took the LSAT in 2007-2008 increased compared to 2005-2006 baselines: Hunter graduates (209 vs. 189), Hunter seniors (56 vs. 52), Hunter non-seniors (153 vs. 137). The mean LSAT score for Hunter seniors (153.1) was comparable to the national average of seniors (153.4), but the mean LSAT score for all Hunter graduates who sat for the LSAT remained relatively constant (149.4 in 2007-08 vs. 149.5 in 2005-06) and slightly below the 2007-08 national average (152.6).
- The 2008 mean MCAT scores for Hunter post-baccs (28.3) exceeded the 2008 national average (24.9) and was comparable to the 2005 baseline (28.5). The 2008 mean score for all Hunter students (24.1) was roughly comparable to the national average, but down from the 2005 baseline (26.9).
- The number of Hunter students who took the GMAT in 2008 increased to 112 from a 2006 baseline of 79. The 2008 mean GMAT score for Hunter students was 488, up from the 2006 baseline of 462, but lower than the 2008 national average (542).

D. Hunter's Schools of Education and Social Work will continue to survey graduates (baselines reported in 2007-2008 PMP report)

- School of Education 2008 survey of alumni who graduated in 2006-2007:
 - Initial Teacher certification program graduates: Of those employed, 93% are employed in education; 84% as teachers; 56% work in NYC public schools; 74% were employed full-time, 20% employed part-time, 6% were not employed.
 - Counseling graduates: 81% were employed full-time, 10% were employed part-time, and 10% were not employed. Of those employed, 100% were employed as counselors, 41% predominately in a rehabilitation setting and 35% in a NYC public school.
 - Administration and Supervision graduates: 100% were employed full-time, 20% were employed as principals or assistant principals; 75% were employed in NYC public schools.
- SSW data reported in 5.2A above and 6.1D below

6.1 Student satisfaction with and quality of academic support services, academic advising, and use of technology to strengthen instruction will rise

- There are no new CUNY data to report this year.
- A. Hunter will increase and improve access to public computing by expanding the laptop loan program, improving public labs, redistributing public access computers (pacs) and studying other options for expanding and enhancing the pacs**
 - Hunter College added 65 computers to the faculty laptop loan program and 60 computers to the student laptop loan program.
 - Multiple public labs were upgraded, replacing all 4 year old computers. Approximately 200 computers were replaced
 - PACs were redistributed to high-traffic areas based on use and need
 - New PACs (full PCs, not terminals) are currently in testing with new centralized management software. Centralized software for current PAC management is in place.
- B. Student administrative services will be supported through upgrades to Hunter's web site content through the new content management system (CMS) and the implementation of the Hobsons CRM tool**
 - The new CRM was implemented and 50 new websites were completed. Hobsons CRM was implemented and is in use by Outreach and Recruitment, undergraduate Admissions, and Advising.
- C. Outreach will be expanded to increase students' use of advising services**
 - Outreach was expanded to increase students' use of advising services through peer to peer and network advising efforts as well as the assignment of specific advisors to each incoming first year student.
- D. The School of Social Work will establish a baseline of student satisfaction with academic advising, support services, and use of technology**
 - The survey of 2007 and 2008 SSW graduates established baselines for student satisfaction (data represent the % of respondents rating an item as outstanding, very good, or good)
 - Overall educational experience at the Hunter College School of Social Work: 91%; Curriculum: 91%; Classes: 91%; Responsiveness of faculty: 91%; Library services: 91%; Admissions: 87%; Field placement: 85%; Technology: 80%; Responsiveness of advisors: 77%; Registration: 73%; Student activities: 73%
 - Financial Aid: 62%; Responsiveness of administration: 66%; Facilities: 67% - these areas will be targeted for improvement

Goal: Enhance Financial and Management Effectiveness

7.1 Colleges will increase or maintain enrollment for degree programs; mean SATs/CAAs of baccalaureate entrants will rise

- A. Hunter's enrollment will be maintained at 20,700; continuing and adult education enrollment will be maintained**
 - Hunter's enrollment increased to 21,258, due in large part to a strategic increase in the total number of graduate students (5,560 in Fall 2008 vs. 5127 in 2007), particularly in the SON and the SOE; enrollment in continuing and adult education was maintained
- B. Hunter's mean SATs/ CAAs will be maintained or improved**

- Hunter's mean SAT score for first time freshmen has steadily increased, from 1065 in Fall 2004 to 1104 in 2008; it remains the second highest among senior colleges
- Hunter increased its CAA – 85.9 in Fall 2008 vs. 84.8 in 2007

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

A. Hunter's high percentage of TIPPS course equivalency evaluations will be maintained or improved

- Hunter's percentage of course evaluations completed in TIPPS continued to increase; it was 94.8% in 2009 (vs. 92.6% in 2008 and 83.2% in 2007)

7.3 Enrollment of underrepresented groups will increase

A. Strategic partnerships with high schools and CUNY community colleges and the continued and expanded use of Presidential Scholarships will be used to recruit top students from underrepresented groups; focus recruiting efforts in high schools with large underrepresented populations, including our own Manhattan Hunter Science High School

- Hunter now has partnerships with 80 high schools, including 11 new relationships that were established in 2008-09, and all CUNY community colleges
- Strategic scholarship programs were introduced to increase diversity. The Hunter College Community Scholarship recruited 33 students from underrepresented groups who were rejected by the Macaulay Honors College at Hunter. Thirty-four Presidential Leadership Scholarships were awarded to students nominated by CUNY community college presidents and high school principals.
- Hunter College awarded 22 scholarships to Manhattan Hunter Science High School seniors for the 2008-2009 academic year.

B. College Now will continue to offer opportunities to attract and increase participation of underrepresented students

- College Now actively recruits at approximately 30 high schools with the goal of exposing diverse groups of students to the value of a Hunter education. In 2008-2009, Hunter offered 9 undergraduate scholarships to freshmen who had participated successfully in Hunter's College Now Summer Science Institute program; opportunities to attract and recruit underrepresented students included workshops (e.g., ESL, Poetry, Hip Hop Literature), the M.E.N program and the CN Ambassador program..

7.4 Colleges will meet 95% of enrollments targets for College Now, achieve successful completion rates, and increase the students who participate in more than one college credit course and/or pre-college activity

A. Hunter will continue to meet enrollment targets and completion rates

- Hunter continued to meet its enrollment target for CN with an enrollment rate of 95.6%
- The percentage of CN participants who earned an A, B, or C in CN high school and college credit courses continues to increase (96% in Summer & Fall 2008 vs. 87% in 2007-08 and 77% in 2004-05); it is now the second highest in CUNY

B. Hunter will continue to implement its strategic plan to increase the number of students who participate in more than one college credit course or pre-college activity

- CN held parent/guardian events each semester to publicize the benefits, opportunities, and requirements of the CN program; CN recruiters attended PTA and Parents' Night events; 32 CN ambassadors (former CN students) from 30 partner/feeder schools were recruited to assist in CN recruitment events

8.1 Alumni-corporate fundraising will increase 10%

A. Hunter will increase alumni and corporate giving

- As of June 17, 2009, Hunter's alumni and corporate fundraising total for FY09 is \$16,412,637, maintaining levels achieved over the past two years (FY08 = \$16,981,140; FY07 = \$16,076,117)
- Among the many major gifts received this year, Hunter received a \$5 million anonymous gift (\$4 million for scholarships and \$1 million for the president's discretionary fund), the largest donation in its history, which will be used to update the library, and a \$1.25 million gift from the Laurie M. Tisch Illumination Fund, which will fund a Public Health Fellow, an annual health forum, and a community health prize

B. Hunter will hold its first major fundraising gala

- Hunter held its inaugural fundraising gala in October 2008, hosting over 400 guests and raising over \$800,000

C. The Schools of Education, Social Work, and Nursing will establish baselines for alumni giving and develop plans for a more effective alumni programs

- Developed full baseline data for Social Work and Nursing and conducted analyses to identify wealth assets; a similar analysis is being conducted for Education; targeted communication vehicles such as newsletters, emails and direct mail have been developed and sent to alumni to begin the process of reengagement.

8.2 Each college will achieve its productivity savings and revenue targets as set by the University Budget Office

A. Hunter will achieve its productivity target and redirect savings to student instruction-related activities

- The College achieved its \$1.4 million productivity target. These funds were used to support instruction by allowing for additional courses and sections, providing more scheduling opportunities to Hunter students.

8.3 Every college will lower or hold constant the percentage of its tax-levy budget spent on administrative services

- A. *Hunter will lower or maintain the percentage of its tax-levy budget spent on administrative services*
- Hunter has maintained the percentage of its tax levy budget on administrative services constant

8.4 All colleges will have & implement financial plans with balanced budgets

- A. *Hunter will implement its financial plan and maintain a balanced budget*
- Hunter has implemented its financial plan and maintains a balanced budget.

8.5 Contract/grant awards will rise

- A. *Hunter will maintain or increase its excellent level of grant submissions and external funding*
- Hunter has exceeded last year's level of grant funding (as of June 17, 2009, Hunter estimates its grant total at \$46 million for FY09).
 - As of June 17, 2009, Hunter faculty submitted 790 grants, exceeding last year's high level (728). This includes 51 ARRA (stimulus funding) grant submissions
 - Notable grants in this year include:
 - 2 Guggenheim Fellowships (Shannon and Hett), 1 ACLS Fellowship (Hett) and one Princeton University Fellowship (Chancer)
 - first two ARRA awards (Gene Center with summer supplement, Golub with NIH research grant)
 - 5 new or competitive renewal NSF research grants, 5 new or competitive renewal NIH grants, 11 scientists with individual NIH SCORE grants
 - 4-year National Multiple Sclerosis Society grant (Filbin)
 - Two new NYS Department of Health grants (Filbin, Ortiz)
 - Three new grants from the National Security Agency (2 for Chinese language learning – Chao; 1 in Economics – Deb)
 - NYSERDA and NYC DEP awards (through Columbia Univ., Cornell Univ., and Univ. of Colorado) to Geography faculty working with the Center for Sustainable Cities
 - New Centers for Disease Control and Robert Wood Johnson Foundation grants for the SON (Gebbie)
 - 5-year, \$3.2 million NSF MIND Alliance grant (Cardoso)
 - 5-year, \$850K per year, U. S. Ed Dept: Research Rehabilitation & Training on Disability Demographics & Statistics (O'Neill)
 - 5 year, approximately \$890 per year NYS Ed Dept: 21st Century Community Learning Center grant for the SOE
 - NIH curricular & pedagogical innovation in quantitative biology grant (5 years): Qiu/Alaie-Petrillo/Teller
 - A 4-year, approximately \$1 million NIMH minority researcher skills development grant (Krauss)
 - \$475K NYS Office of Children and Family Services grant for research and training in professional development in human services (Burghardt, Tolliver)
 - \$100K from the American Council on Education and Wal-mart grant for the SSW's Veterans program (Sherwood)
 - \$300K from the Sidney Frank Foundation for the SOE
 - 4-year, \$596K NSF "Catalyst" scholarship program grant (Salmun, Buonaiuto, Seager, Peluso, Teller, Chen)
 - 3 Javits (Student) Fellowships for Graduate Study from the Department of Education (one in creative writing; 2 in art history)

8.6 Indirect cost recovery ratios will improve

- A. *Hunter's strong indirect cost recovery ratios will be maintained.*
- Hunter's indirect recovery rate decreased to 13.5% (down from 16.8% last year), due in large part to an increase in the number of training grants and sub-contracts/collaborations with other institutions (for which Hunter receives indirect cost on only a very small amount of the sub-contract)

8.7 Each college will meet agreed upon revenue targets for adult and continuing education

- A. *Hunter will meet its revenue targets for adult and continuing education*
- The College has met its revenue target for its adult and continuing education programs.

9.1 Colleges will complete agreed-upon restructuring of their philanthropic foundations to comply with CUNY guidelines and document participation in the CUNY Compact

- A. *Hunter will complete the agreed-upon restructuring of its philanthropic foundation to comply with CUNY guidelines*
- Hunter has reviewed its Foundation's policies and procedures which are now in substantial compliance with the CUNY guidelines. Remaining changes will be formally adopted by the Hunter Foundation Board when it meets in the Fall 2009.

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges

- There are no new CUNY data to report this year.

A. Efforts to increase student satisfaction will include the use of data to identify problem areas and evaluate program effectiveness, the expansion of the OneCard program, improvements to Hunter's website through the new content management system, implementation of the NELNET scholarship and federal work study programs

- OneCard use has expanded to include the laundry facilities at Brookdale, the Bursar's office, entry to the library and athletics facilities, and the mailroom.
- 50 new streamlined, uniform, user-friendly websites have been created using the CMS for various Hunter College academic and administrative departments
- NextGen for work study and scholarship has been integrated and is currently in use.
- A recent campus-wide student survey of satisfaction with the current food service provider, conducted by graduate students of the Hunter College Urban Planning/Urban Development Department, has resulted in Hunter issuing an RFP for a new food service provider on campus.
- A recent campus-wide student survey of satisfaction with the current campus bookstore management, conducted by graduate students of the Hunter College Urban Planning/Urban Development Department, will result in Hunter issuing an RFP for a new campus bookstore

B. The School of Social Work will establish a baseline for student satisfaction with administrative services

- See 6.1 D above

9.3 The % of instruction delivered on Fridays, nights, weekends will rise, to better serve students and use facilities fully

- Over the past 4 years, Hunter has maintained the percentage of FTEs offered on Fridays, evenings or weekends (55.6% in Fall 2008, 54.9% in 2007, 55% in 2006, and 54.7% in 2005)

A. The Schools of Arts and Sciences, Education, and Social Work and the College Now program will increase the number of course offerings on Fridays and weekends by 5 – 10% to meet demand

- The SOE increased Saturday course offerings by over 50%, in large part due to the fact that all Hunter College-Teacher U classes are taught on Saturday
- The total number of A&S Friday and weekend courses and credit bearing labs increased slightly to 237, up from 231
- The SSW is incrementally increasing the number of classes it offers on Fridays; 11 classes were offered in Fall 2008, 17 were offered in Spring 2009, and 18 classes are scheduled for Fall 2009.
- The SON arranges classroom instruction to accommodate the schedules of working nurses by concentrating all BSN completion courses on one day, and all MS courses on other days, in both cases extending into evening hours.
- CN offered two Saturday sections per semester in 2008-09

9.4 All colleges will establish campus risk management committees chaired by their University Risk Management Council designee

A. Hunter will establish a risk management committee; risk categories will be identified; a risk management plan will be developed

- Hunter has three active risk-management committees: The Crisis Management Team, the Bio-safety Committee and the Lab & Radiation Safety Committee. These committees meet regularly in order to assess and manage risks. The Crisis Management Team is in the process of updating its risk management plan. The Bio-safety and The Radiation & Lab Safety Committees address research-related risks with institutional policies and compliance programs.

9.5 All colleges will make timely progress in CUNY FIRST implementation

A. Hunter will continue to participate in the CUNY First implementation and will inform the Hunter community about the project's progress

- Hunter has participated in the CUNY First implementation. Hunter held a community-wide open house, launched its CUNYfirst website in the fall and conducted various orientation sessions this past spring term.

B. Hunter will maintain its readiness plan

- Hunter maintains its readiness plan through participation with the CUNYfirst Core Team liaison's meetings and completing activities for organizational readiness and projection planning.

9.6 All campuses will set up a sustainability committee and have a validated plan

A. Through its Sustainability Committee and other governance structures, Hunter will develop its sustainability plan

- The College Sustainability Committee has been meeting regularly and will have a plan in place by the January 2010 target date set by CUNY. A website has been launched, committee members are participating in all CUNY-led activities, and a statement regarding the College's commitment to sustainability has been approved by the Senate.