

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

- A. *Continue to renovate and upgrade science and research laboratories and animal facility; apply for Association for Accreditation and Assessment of Laboratory Animal Care (AAALAC) certification; continue to work to secure the JREC site for a new science and health professions building; make progress on the new Hunter College School of Social Work, CUNY School of Public Health and Centro archive building*
- Renovations of the Animal Facility will be substantially completed by July 29, 2010, the date of the AAALAC accreditation site visit
 - Completed construction of new research labs in Biology and Chemistry; upgraded existing research laboratories/facilities in Biology and Psychology; completed installation of a new Transmission Electron Microscope (TEM) for research in Chemistry; creation of a 24-seat astronomy lab for Physics
 - While continuing to work with 80th Street to secure JREC, Hunter has identified three additional opportunities for expansion of science facilities near the 68th St campus
 - Construction of the new Silberman School of Social Work/ CUNY School of Public Health at Hunter College is on budget and on schedule to open September 2011; faculty in all schools and programs engaged in planning for the move and for research collaborations involving East Harlem community; cross-school interdisciplinary planning grant submitted to NIH
 - Working with faculty and 80th Street, some specific alternatives have been identified for the relocation of the MFA program in Studio Art
 - To comply with federal and CUNY guidelines, Hunter's IRB office has been physically and administratively separated from the Office of Research Administration
- B. *Continue to make progress toward an accredited CUNY School of Public Health; make faculty hires in select areas; open new Master's and Doctoral tracks*
- Received preliminary approval from Council on Education for Public Health (CEPH), allowing us to be designated as a School of Public Health; self-study will be submitted to CEPH in mid-July; site visit scheduled for December 2010; School on track to be fully accredited by 2011
 - Fourth cohort of doctoral students in public health accepted for September 2010; new doctoral track in Health Policy and Management accepted its first cohort of 13 students
 - Outstanding faculty hires in public health made, including Dr. Steffie Woolhandler and Dr. David Himmelstein from Harvard University, Dr. Lorna Thorpe and Dr. Thomas Matte from the NYC Department of Health, and Dr. William Gallo from Yale University
 - Established external advisory board for the School of Public Health which includes Thomas Farley, NYC Health Commissioner, Michael Stocker, Chairman of NYC Health and Hospitals Corp. and Mark Wagar, President and CEO of Blue Cross Blue Shield
- C. *Continue to work with the library planner on the phased renovation plan for the Hunter College Library; conduct search for a chief librarian*
- First phase of planning, which incorporated recommendations from the Presidential Task force report, completed; architect hired and design phase of renovations, which will include a student-centered information commons on the main floor, to begin in July 2010 using private and ResoA funding of \$3-4 million
 - Held campus visits for 5 finalists in the Chief Librarian search; after consultation with the search committee, offer made and negotiations in progress
- D. *Work with science advisor and science departments to identify funding opportunities and increase external grant activity*
- The significant increases in Hunter's grant submissions and grant totals (see 8.5A) were facilitated by Dr. Jeffrey Laurence, Weill Cornell Medical College and Hunter's Science Advisor, and Hunter's growing collaboration with Weill Cornell, especially through the Clinical Translational Science Center (CTSC) - Cornell's \$49 million collaborative grant with Hunter College
- E. *Open Roosevelt House Public Policy Institute; hold major academic conference; develop visiting scholars program; admit students into the public policy programs; begin to develop human rights program*
- Opened Roosevelt House in spring 2010; on February 19, 2010, Roosevelt House Public Policy Institute held its first day-long academic conference: "Beyond the New Deal: Public Policy in the 21st Century," focusing on health care and education reform, human rights and immigration; nationally renowned scholars and policy analysts presented aspects of their work and members of the faculty served as discussants
 - Recruited two nationally prominent Visiting Scholars in Residence -Jonathan Fanton, the first Franklin Roosevelt Visiting Fellow, and John McDonough, the first Joan H. Tisch Public Health Fellow.
 - Hosted numerous public programs, including book discussions with Nobel Prize winning economist Joseph Stiglitz, WNYC education reporter Beth Fertig, and former Clinton speechwriter Jeff Shesol, who was introduced by President Clinton, a major public forum on health care reform, and a special screening of "RFK in the Land of Apartheid: A Ripple of Hope," a film by two Hunter professors; On May 23, 2010, His Holiness the Dalai Lama met with Chinese-American scholars and students at a conference on Chinese Tibetan relations at Roosevelt House

- At Roosevelt House, President Raab presented Felix and Elizabeth Rohatyn and His Holiness, the Dalai Lama, with President's Medals
- Launched two new undergraduate programs based at Roosevelt House: the Public Policy minor/certificate program to open officially in fall 2010 and Human Rights minor certificate program approved by the Hunter Senate, May 19, 2010
- Launched searches for two endowed Distinguished Lecturers, the Newman Fellow in Public Policy and the Rita E. Hauser Fellow in Human Rights to direct, administer, and teach in the two programs

F. *Continue to hire outstanding scholars in key areas and to invest in research infrastructure*

- Notable new hires were made throughout the college, including **Olga Kharlampovich**, an internationally respected group theorist whose work solved the Tarski's conjectures of 1945, as the Mary P. Dolciani Chair in Mathematics; **Owen Gutfreund**, a specialist in urban history who comes to Hunter from Columbia University where he served for many years as Director of the joint Barnard-Columbia Urban Studies Program, as Associate Professor of Urban Affairs and Planning; **Hyungsi Lim**, whose work in optics may have important biomedical applications, as Assistant Professor in Physics; **Mark Hauber**, whose research focuses on evolutionary hypotheses and ecological contexts of animal behavior and who has over 100 peer-reviewed publications, as Associate Professor of Psychology; **Herman Pontzer**, Harvard Ph.D., whose work addresses the ways in which the musculoskeletal anatomy of an animal reflect its performance, ecological niche, and evolutionary history, as Assistant Professor of Anthropology; **Stephanie Woolhandler** and **David Himmelstein**, formerly of Harvard Medical School, Board Certified Physicians in Internal Medicine, co-founders of Physicians for a National Health Program and leaders in the movement for universal health care, as Professors of Public Health; **Lorna Thorpe**, who comes to Hunter after five years as Deputy Commissioner of Health, Division of Epidemiology for the New York City Department of Health and Mental Hygiene (NYCDOHMH). Previously she had also served as a Chronic Disease Field Epidemiologist for the Centers for Disease Control and Promotion and the NYCDOHMH, as Associate Professor in the Urban Public Health Program; **Thomas Matte**, a Board Certified physician in Preventive (Occupational) Medicine, who comes to Hunter College after a dozen years working at the National Center for Environmental Health at the Centers for Disease Control (CDC), as Professor in the Track in Environmental and Occupational Health of the Urban Public Health Program
- 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 \$210,000 to over 200 faculty in 2009-10. Since the program was initiated in 2005-06, over \$860,000 has been invested.

G. *Continue to develop and implement critical programs in flagship areas, including implementing the MS program in Medical Lab Sciences Management and developing the Doctor of Nursing Practice curriculum*

- Master's in Biomedical Laboratory Management (BLM), a collaboration with NYU's School of Continuing and Professional Studies- final approval by Hunter College and NYU pending with anticipated start date of spring 2011; two undergraduate tracks in Medical Lab Sciences, (MLS Diagnostic Laboratory Track and the MLS Biomedical Track) awaiting approval by the Hunter College Senate
- To address the critical shortage of nurses, Hunter launched key nursing programs at the doctoral, master's and bachelor's levels. Hunter proposed its first stand-alone doctorate - Doctor of Nursing Practice (LOI approved by CAPP June 2010; full proposal in progress) and implemented a new master's program in Clinical Nurse Leader and an intensive undergraduate 14-month nursing program – the Accelerated Second Degree Pathway (A2D)
- The MS in Nutrition has been re-envisioned and re-opened as a track within Public Health this year; 26 students accepted into the new program
- Two new undergraduate, interdisciplinary minor/certificate programs based at Roosevelt House - in Public Policy and Human Rights - approved by the Hunter Senate; first students will be accepted in 2010-11
- In fall 2009, 52 students were enrolled in Hunter's new Autism ABA certification program, up from 5 students in fall 2008; most students are working in local public and private schools and home-based programs serving learners with autism; to date, 9 students have completed the program
- Hunter's Master's program in Accounting saw a 76% increase in applications in one year and is rapidly becoming a more selective program
- Implemented new MFA in Playwriting by accepting its first cohort in September 2010

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

A. *Continue to draw recognition for academic quality*

- In 2010, *The Princeton Review* ranked Hunter College #2 of the top ten public "Best Value" public colleges
- Hunter was ranked 10th (up from 12th in 2008 and 2009) among public universities in the north in the Best Universities-Masters category in the 2010 edition of America's Best Colleges by *U.S. News and World Report*. Overall, among the 572 public and private institutions in this category, Hunter is in the first tier with a rank of 45, up substantially from its overall rank of 52 in 2008 and 2009, 62 in 2006 and 2007 and 87 in 2003; Hunter also topped the list of Master's Universities whose students graduate with the least debt and leads CUNY schools with respect to its alumni giving rate which increased from 15% in 2009 to 20% in 2010
- Hunter's MFA program in creative writing received extraordinary recognition this year

- The program was ranked 26 among the top fifty programs cited by *Poets & Writers Magazine*. (Columbia's 2010 rank was 22 and the New School's was 29)
 - Hunter Distinguished Lecturer Colum McCann (English) won the 2009 National Book Award in Fiction for his best-selling novel, *Let the Great World Spin*
 - Peter Carey's (English) homeland of Australia selected him to appear on a stamp in its "Legends of the Written Words" series, which honors Carey and five other writers for their outstanding lifetime contributions to the social and cultural life of Australia.
 - Tom Sleigh (English), who was recently elevated to CUNY Distinguished Professor, won the 2009 Poeteka Ring Award, given to "the most prominent figure" at the Poeteka International Festival of Poetry
- Manhattan Hunter Science High School received a "bronze" ranking in the 2010 *U.S. News and World Reports* rating of Best High Schools (Bronze schools do not offer AP or IB but meet 'poverty-adjusted performance index' and 'disadvantaged students performance gap')
 - A Hunter junior biochemistry major was selected as one of the nation's 278 Barry M. Goldwater Scholars for the 2010/11 academic year - the only student from a CUNY college to win a Goldwater scholarship this year; two Hunter students were awarded Salk Scholarships and three were awarded Fulbright grants.
 - Numerous Hunter faculty received prestigious awards this year, including
 - Peter Kwong (Urban Affairs and Planning) was one of five nominees for an Academy Award for Best Documentary (Short Subject) for his film, "China's Unnatural Disaster."
 - Meena Alexander (English) won the 2009 Distinguished Achievement Award in Literature from the South Asian Literary Association.
 - Janos Bergou (Physics) was elected to Fellowship in the American Physical Society, which is limited to one half of one percent of the society's membership.
 - Spiro D. Alexandratos (Chemistry) was elected into the first class of Fellows in the American Chemical Society (ACS), the premier professional organization for chemists, chemical engineers, and related professions
 - Shanti Thakur's (Film & Media Studies) short film, "Sky People." won numerous awards, including the Platinum Remi Award for Experimental Film at the 43rd Worldfest Houston International Film Festival and Best Experimental Film at the Los Angeles International Short Film Festival, which qualified the film for consideration for an Academy Award nomination.
 - Jessica Rothman's (Anthropology) research, which focuses on the nutrition, ecology, and conservation of mountain gorillas and forest monkeys in Uganda, won the Feliks Gross Endowment Award presented by the CUNY Academy for the Humanities and Sciences
 - Victoria Luine (Psychology) received the Society for Neuroscience's inaugural Bernice Grafstein Award for Outstanding Accomplishments in Mentoring, which recognizes individuals dedicated to promoting women's advancement in neuroscience
- B. *Increase visibility and recognition for Hunter's research centers and institutes*
- Center for Puerto Rican Studies (Centro): 2 Distinguished Lecturers hired; New Latino Faculty Reception and a Cultural Competency Conference for faculty across campus held in May; hosted many additional events, including book party for the former Governor of Puerto Rico at Roosevelt House
 - Autism Center: received tremendous response to ABA Advanced Certification program, with first cohort of students completing program; appointed co-directors of the faculty group; identified chair of external advisory board to be formed in 2010-11; continued Presidential Speaker Series on Autism; worked with Hunter's RCMI to produce major interdisciplinary conference on autism (see 1.2C)
 - Brookdale Center for Healthy Aging and Longevity: Jean Callahan hired as Brookdale Co-Director and Sadin Director and William T. Gallo hired as Associate Director of Research; Center chosen as evaluation partner for the nation's first-ever Resource Center on LGBT Aging (funded by the US Department of Health and Human Services); co-sponsored symposium on Daily Money Management, hosted a seminar on Frontiers in Healthy Aging Research, presented the Senior Center Survey results to the NYC Commissioner for Department for the Aging; launched the Brookdale Faculty Fellows Program for scholars across CUNY
 - CUNY Institute for Sustainable Cities: fostered research and outreach activities on urban sustainability issues, including climate change impact, environmental transformations, water management, sustainability education, and coastal resources management; hosted six major events at Hunter College and other venues throughout the New York City metropolitan region
- C. *Continue to invest in external collaborations*
- Hunter's collaboration with Weill Cornell continues to pay dividends in raising Hunter's science and health profile in NYC
 - Hunter's Gene and Autism Centers co-sponsored a major interdisciplinary conference on autism that attracted an international panel of speakers and the largest audience ever - 750 participants- for an RCMI-sponsored event
 - Five students will be funded by Weill Cornell to participate in summer research internships with Hunter faculty in summer 2010
 - Funding was obtained to support a partnership with Manhattan Hunter Science High School to increase interest in a wider range of health careers and to support an improved pipeline for minority students into careers as nurse scientists
 - Hunter's SON and Weill Cornell collaborated on a successful Macy Foundation planning grant proposal that brings together medical professionals from different disciplines to work together in hospital settings

- Six faculty – 3 from Arts and Sciences and 3 from Nursing - received CTSC funding for their research and to improve dissemination of scientific knowledge
- YC Chen’s work with Weill Cornell ophthalmologist Ronald Silverman led to improvements in photoacoustic imaging using focused lasers; results allow for imaging items as small as capillaries in the eye
- Hiroshi Matsui and Michael Drain (Chemistry) and Weill Cornell urologist Neil Bander developed a cancer sensor chip that can discriminate between malignant and normal cells based on how much more the malignant cells swell when placed in deionized water
- SON initiated several internal and external partnerships: Within CUNY, via a grant from the Jonas Foundation, the SON created a pipeline from Queensborough Community College to Hunter; SON also partnered with the VNSNY to enroll their staff in Hunter’s post-master’s certificate in nursing education

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

- Initiate strategic planning process for the entire college*
 - Senate Select Committee on Strategic Planning formed and meets regularly
 - Anthony Knerr & Associates retained to guide strategic planning process
 - Interviews and focus groups with a broad range of people from various sectors of the Hunter community conducted; working hypotheses drafted; web site posted
- Complete self-studies for accrediting bodies of the Schools of Nursing and Social Work; host evaluation team visit for the School of Nursing in fall 2009*
 - The Schools of Nursing and Social Work completed their self-studies, hosted their evaluation team visits, met all standards of their accrediting bodies and were fully re-accredited
- Use last year’s program reviews in Dance, Geography, Music, Physics, and Political Science, with analyses of enrollment and financial data and recommendations of the Mellon Committee on General Education, to shape decisions and allocations; begin implementing recommendations*
 - Dance - three new master’s programs including MA in Dance Education, MFA in Dance, and BA/MA in Dance are in development; private funding being raised to support new programs; Geography - hired three new faculty, two on new faculty lines; Music - hired four new faculty, including two on new faculty lines, purchased electronic instruments for the technology recording laboratory; Physics - made two new hires in astronomy and optics, one on a new faculty line; instituted program to better support junior faculty; Political Science - hired two political theorists, approved assessment plan, reformed major requirements, and initiated planning for a new introductory course
- Make progress on program reviews in Art and Psychology; Computer Science, Mathematics and Statistics, and Sociology will begin self-studies*
 - Art - self-study to be complete by August 1, 2010, external evaluators to visit in fall 2010 ; Psychology - self-study underway and to be completed in fall 2010, external team to visit spring 2011; Computer Science - self-study postponed due to chair’s sabbatical and will begin in 2010-2011; Mathematics and Statistics - self-study started and will continue in fall 2010 with a team coming in spring 2011; Sociology - self-study draft complete with revisions underway, team to visit Hunter in fall 2010
- Use application and enrollment data in academic planning*
 - As part of our strategic plan to increase academic standards, the transfer admission GPA criterion was increased from 2.3 to 2.5, without a loss of enrollment
 - Based on data from a variety of analytic tools, Hunter maximized course availability by increasing the number of 7am courses, weekend science laboratories and graduate summer sections and scheduling popular GER courses at Brookdale for Nursing students
 - After conducting a successful pilot of the Hunter College Summer Institute for Freshmen in summer 2009, the program will be expanded to include 17% (300 students) of the class of 2014 in summer 2010
- Complete search for Special Assistant to the President for Enrollment Management*
 - Search completed, candidate identified, arrangements being finalized
- As part of its overall review of graduation requirements, begin an analysis of language programs in the School of Arts and Sciences*
 - Completed special external reviews of programs in Hebrew, Latin and Ancient Greek, and Russian and started implementing recommendations; more external reviews planned
 - Working group on the languages established; work to begin summer 2010

1.4 Colleges will use technology to enrich courses and teaching

- In fall 2009, the percentage of instructional FTEs offered partially or totally online increased to 4.6%, up from 3.8% in fall 2008
- A. *Continue successful faculty development program - FITT (Faculty Innovations in Teaching with Technology)*
 - In summer 2009, FITT trained 21 faculty to incorporate technology into instruction in 2009-10
 - For summer 2010, we have made FITT awards to 21 new faculty, including long-serving adjuncts
 - College-sponsored “Technology Thursdays” at which faculty, including FITT awardees, shared their experiences in teaching with technology, were well-attended and highly rated

- B. *Continue to promote Informed Registration to aid students in making optimal course selections; implement new state and federal guidelines regarding advance textbook information*
 - Over 55% of Hunter courses are loaded into the Informed registration system; the current IR system will be upgraded to include a web based form for entering textbook information to comply with state and federal mandates
- C. *Upgrade existing enhanced classrooms by replacing old technology and adding new*
 - The College upgraded 25 classrooms, adding new computers and other technological equipment
- D. *Complete the campus-wide wireless network*
 - The wireless network across all Hunter campuses is now nearly complete
- E. *Implement the faculty work computer replacement plan*
 - In 2009-10, the faculty work-computer replacement program replaced 150 faculty computers on the four year replacement cycle
- F. *Initiate discussion of technological competencies for Hunter College undergraduates in the Senate*
 - The Senate Technology Committee proposed a set of technological competency guidelines for Hunter undergraduates. These are currently under consideration by the Mellon committee
 - In the School of Education, there was a 14% increase in students using the videotaping program this year
- G. *Continue to expand the School of Nursing's simulation program into the undergraduate and graduate curriculum*
 - Upgraded Nursing Simulation Lab to create a more efficient space for expanding student enrollment; created new simulation room arrangements and a control room/office; Hunter partnering with other CUNY schools, NYU, and Bellevue Hospital on the new Simulation Lab under construction at Bellevue Hospital.
 - The number of simulations for undergraduates in SIMLAB increased from 1 to 3 per course; a total of 217 undergraduates and 38 graduate students took part in simulations

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

- A. *Continue to offer new faculty start-up packages to support research*
 - All Hunter faculty continue to receive start-up packages to support research, which include computers, travel money, and depending on their requirements, specialized equipment and supplies, money for research assistance, summer salary, etc.
- B. *Continue faculty development efforts, including FITT and pre-award support services; develop and implement enhanced programs for adjuncts and GTFs*
 - In addition to FITT, other teaching support included a new orientation for adjuncts and GTFs, a seminar series focused on the assessment of student learning, and a series of faculty development workshops that covered tenure and promotion and syllabus construction - during which a newly developed syllabus template was introduced
 - George N. Shuster Faculty Fellowship Fund awards were made to 13 faculty to support their research, scholarly writing and creative work
 - Increased pre-award support for faculty submitting proposals included consultations with experts and pre-reviews of grant proposals via SCORE, RCMI, NSF PAID
 - Continued subscription to the Foundation Directory Online
 - The Office of the Provost and the Faculty Delegate Assembly are collaborating on an online Faculty Handbook; the first phase will be posted on the Provost's web site this summer.
- C. *Make progress on revitalizing the Center for Teaching and Learning*
 - In addition to FITT, Center activities included *Technology Thursdays* which focused on teaching with technology, a new Presidential development series for Master's students including workshops on thesis writing, and the IRB, and IACUC and planning for *Teaching Tuesdays* which will focus on larger pedagogical issues
- D. *Implement new faculty hiring process*
 - Developed and implemented a new full-time faculty appointment process that formalizes and streamlines the process and includes important budget controls, requiring appropriate signoffs at critical points

2.2 Increase faculty research/scholarship

- A. *Continue high level of participation in CUNY's online scholarship report system*
 - As of June 11, 2010, 96.7% of the Hunter faculty who are required to enter their work into CUNY's web-based system have done so, up from 92.4% last year; 49% of optional faculty also reported their work
- B. *Begin implementing Digital Measures as a means of documenting faculty scholarship*
 - Digital Measures software implemented and faculty information is being entered; graduate student hired part-time to assist with data entry; data administrators identified for all schools

2.3 Instruction by full-time faculty will increase incrementally

- Data are not yet available
- A. *Apply the results of faculty workload analysis to develop and implement a college-wide policy about course releases*
 - After reviewing the results of a multi-year workload and re-assigned time analysis, a College-wide faculty workload committee, including department chairs and administrators, was formed; the committee created a faculty workload survey to determine current practices; data from this survey are now being analyzed

2.4 Colleges will recruit and retain a diverse faculty and staff

- A. *Continue to actively recruit a diverse faculty and staff*
 - In fall 2009, the % of Hispanic (10.5%) and Asian (10.1%) faculty increased slightly compared to fall 2008 (10.1% for Hispanic, 9.0% for Asian), while the % of Black (8.8%) faculty fell slightly (vs. 9.5% in 2008); diversity of full-time staff remained unchanged
 - For the second year in a row, nearly 50% of all new faculty hires were from under-represented groups: Of the 54 full-time faculty hires who started in 2009-10, 25 were from under-represented groups (8 Hispanic, 6 Black, 5 Asian Pacific Islander, 4 Asian, 2 Italian American)

Goal: Improve Student Success

3.1 Colleges will provide students with a cohesive and coherent general education

- A. *Mellon Committee on General Education Reform will help implement Hunter's new policy on minors and address such GER and graduation requirements as pluralism and diversity and writing requirements and consider the matter of technological competencies*
 - New policy on minors implemented; elimination of required minors expected to improve retention and graduation rates
 - Proposed streamlined pluralism and diversity and writing requirements under consideration by the Senate; Mellon Committee is working with the Senate Technology Committee on technological competencies
- B. *Use CUE funding to support select initiatives by the Mellon Committee*
 - A supplemental CUE grant of \$75,000 supported development and introduction of Hunter Horizons courses, which fulfill a GER requirement and incorporate academic content and transition-to-college elements into seminars for first-year-students
 - The Advising Office utilized CUE funding to support select Mellon Committee initiatives including First Year Orientations - which present the goals of a liberal arts education and Hunter Horizons courses.

3.2 Colleges will improve basic skills and ESL outcomes

- While the % of non-ESL SEEK students who passed all basic skills tests within 1 year increased slightly (93.9% for class entering fall 2008 vs. 92% for fall 2007), the % of ESL students who passed basic skills within 2 years was lower (78%) for the fall 2007 cohort than for the fall 2006 class (89.7%), but in line with earlier cohorts (81.8% for fall 2005 and 81% for fall 2004)
- A. *Strengthen support for mathematics instruction*
 - Director of Assessment worked with Math gateway coordinators to incorporate common learning outcomes/final exams across course sessions; coordinators are using STAT 113 model of assessment as the framework leading to significant increase in % students passing gateway math courses (see 3.3A)
 - Held first annual faculty development workshop on Jan 25, 2010: *Academic Assessment & Alternatives to Traditional Testing*
- B. *Continue to implement ESL task force recommendations*
 - Hired new ESL Coordinator, Stephen Wetta, to implement recommendations and improve programs for ESL students
- C. *Begin evaluation of key academic support centers*
 - Major assessments begun in two key academic support centers: Dolciani Math Learning Center and Chanin Language Center; baseline data collected on attendance, log-ins, problem sessions offered, and satisfaction; improvements planned based on utilization and survey data
 - Major evaluations underway for key STEM enrichment programs, including MARC, MBRS/RISE, and Quantitative Biology

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study

- A. *Increase % students passing gateway courses with a C or better: Complete analysis of students passing gateway math courses and develop and implement plan to address last year's drop; maintain or improve Hunter's high pass rate for gateway courses in English*

- The % of students passing freshman composition and gateway mathematics courses with a C or better increased substantially over last year (87% in fall 2009 vs. 81.6% in fall 2008) and is now, once again, the highest in CUNY
 - The % of students passing freshmen composition with a C or better continues to increase (95.4% in fall 2009, 93.3% in 2008, 91.4% in 2006)
 - The % of students passing gateway mathematics courses with a C or better increased dramatically over last year (72.8% in fall 2009 vs. 58% in 2008), was more in line with previous pass rate (74.3% in 2007, 70.7% in 2006) and was the highest among CUNY senior colleges
 - See 3.2A for efforts to address last year's drop
- B. *Identify first year students at risk academically and sophomores with undeclared majors for advising intervention and services.*
 - In 2009-10, the Advising Office piloted a new initiative - the Academic Success Coaching program, which identifies 1st year and transfer students on academic probation at the end of their first semester and provides them with advising, support, study skills, and referral services/resources; 50% of the students who participated in spring 2010 raised their grades sufficiently to be taken off academic probation
 - In 2009-10, participation in the Sophomore/Undeclared network, which provides advising and resource referral to students with 45 credits or more and no declared major, increased 62% over last year
- C. *Collaborate with CUNY feeder schools to successfully transition students to Hunter*
 - Hunter created a specialized transfer team to work with our CUNY feeder schools - BMCC, LaGuardia, and Queensborough- to ensure that students successfully transition to Hunter.

3.4 Show & pass rates on CUNY proficiency exam will increase

A. Maintain or improve Hunter's outstanding show and pass rates

- Hunter's CPE pass rate increased slightly (97.4% in fall 2009 vs. 96.1% in 2008) and continues to lead CUNY; the CPE show rate decreased slightly (88.5% in fall 2009 vs. 90.8% in 2008)

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

A. Continue to analyze student performance data to enhance current programs and implement new initiatives

- The gap in 1-year retention rate of first-time freshmen
 - URM vs. non-URM gap increased slightly (-2.1 for fall 2008 cohort vs. -1.0 for 2007 cohort) but continued to be well below the University average (-5.1 for 2008 cohort, -5.5 for 2007)
 - Male vs. female gap decreased (-3.6 for fall 2008 cohort vs. -5.3 for 2007 cohort)
- The gap in % of semester credit hours earned of those attempted by undergraduates
 - URM vs. non-URM gap decreased for the past 4 years (-2.8 fall 2009, -3.7 in 2008, -4.4 in 2007, -4.7 in 2006) and remains well below the University average (-8.6 in 2009)
 - Male vs. female gap did not change (-3.2 in fall 2009 and 2008)

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning

A. Implement Senate resolutions on including learning goals on syllabi

- Since January 2009, 1) all 50 new undergraduate courses approved by the Senate have statements of learning goals, 2) all 96 new graduate courses approved by the Senate have statements of learning goals, and 3) for existing courses, all departments are required to report course numbers with learning outcomes statements as part of their next annual assessment report
- Faculty development seminars/workshops included Adjunct & GTF Orientation- *Planning Your Course & Crafting an Effective Syllabus* – and Assessment Breakfast - *Constructing and Effective syllabus*

B. Continue development of program-level assessment in the School of Arts and Sciences

- Program-level learning goals developed in 14 departments; learning goals for all courses developed in five departments, including two largest A&S departments

C. Standardize assessment component of departmental annual reports

- New annual assessment template approved by Hunter Senate Committee on Assessment & Evaluation in May 2010; this will be implemented in academic year 2010-11

D. Provide resources to support faculty assessment of student learning

- New Senate standing committee on Academic Assessment & Evaluation instituted
- New Academic Assessment website launched, <http://www.hunter.cuny.edu/academicassessment>
- New assessment proposals funded in eight academic departments in 2009-10; average award \$2500

- Faculty development seminars & assessment breakfasts included *Planning Your Course & Crafting an Effective Syllabus*, *Academic Effectiveness & Assessment*, *Assessment & Course-Level Student Learning Outcomes*, *Thinking Evaluation as You Write Your Grant proposal*. All were rated highly.

4.1 Colleges will facilitate students' timely progress toward degree completion

- The % of baccalaureate students who declared a major by the 70th credit increased to 69% in fall 2009, up from 65.1% in 2008
 - The average number of credits earned by full-time first time freshmen in the first 12 months continues to rise slightly to 25.8 in 2008, from 25.5 in 2007 and 24.9 in 2006
 - The % of freshmen and transfers taking one or more courses the summer after entry decreased slightly (31% in fall 2008 vs. 34.4% in 2007)
- A. *Continue to offer scholarships throughout Winter, Summer and regular semester sessions to support 30 credits a year and increase the number of credits taken the summer before entry*
- Continued to aggressively disseminate scholarships; \$1.8 million was distributed in the 2009-10 academic year
 - The % of first-time full-time freshmen who earned at least 15 credits in their first semester showed a slight increase (from 66.6% in 2008 to 67.1% in 2009) but the number of credits taken the summer before entry remained constant
- B. *Promote enrolling for 30 credits per year among upper-level students*
- In 2009-10, participation in the Sophomore/Undeclared and Senior networks, which provides advising to students with 45 credits or more and no declared major increased 62% over last year
- C. *Continue to educate students and faculty about requirements necessary to maintain TAP eligibility*
- A TAP tutorial and quiz was created and implemented to increase student understanding of the impact that course selection has on TAP eligibility. Students who did not comply with the quiz requirement had a stop posted to their record. As of May 30, 2010, 99% of Hunter's 7665 TAP eligible students took and passed the quiz.
- D. *Continue to provide partial scholarships to students who enroll in the Hunter College Summer Institute for incoming freshmen*
- Each student who participated in the Hunter College Summer Institute for Freshmen pilot in summer 2009 received a partial scholarship; in summer 2010, the program will be expanded to 300 freshmen

4.2 Retention rates will increase progressively

- A. *Maintain or improve upon Hunter's recent gains in retention rates*
- The one year retention rate continued to improve: 84.2% for freshmen entering fall 2008, up from 83.6% in 2007 and 81.7% in 2006
 - Other highlights include improvements for men in general (81.8% in fall 2008 vs. 80.1% in 2007), male underrepresented minorities in particular (82.7% in fall 2008 vs. 75.6% in 2007), and Asian women (91% in fall 2008 vs. 87% in 2007)
 - The one year retention rate for transfers was maintained (74.5% for the class entering fall 2008, 74.9% for 2007, 74.6% 2006)
 - The two year retention rate for freshmen improved substantially to 69.2% for the fall 2007 cohort, up from 65.6% in 2006
 - The two year retention rate for transfers entering fall 2007 also improved substantially to 67.1%, up from 63.3% for 2007 and 59.6% for 2005
- B. *Continue to use scholarships to support cohorts of high achieving students who were not accepted to Macaulay (Community Scholarships) and students recommended by community college presidents (Presidential Scholarships)*
- Continued to use scholarships to recruit high-achieving students; for 2010-11, 25 applicants who were rejected by the Macaulay Honors College at Hunter were recruited as Community Scholars and 32 students who were nominated by their high schools or CUNY college presidents were awarded Presidential Leadership Scholarships; projected fall 2009-to-fall 2010 retention rate for the Community and Presidential Leadership cohort that entered fall 2009 is 95%

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs

- A. *Maintain or improve upon Hunter's recently improved graduation rates in baccalaureate and masters programs*
- The six- year graduation rate for full-time first-time freshmen continued to improve: 43.7% for the class entering fall 2003, up from 41.9% in 2002 and 35.9% in 2001
 - The four- year graduation rate for freshmen also improved to 20% for the class entering fall 2005, up from 17.1% in 2004
 - Last year's increase in the four-year graduation rate for transfers was maintained (47.2% for class entering fall 2005, 46.5% for 2004, 41% for 2003) while the six-year graduation rate for transfers decreased slightly (48.6% for class entering fall 2003 vs. 50.1% for 2002)
 - The four-year graduation rate for Macaulay students at Hunter increased dramatically, from 68% for the class of 2009 to 83% for the class of 2010
 - The four-year master's graduation rate was up slightly (72.9% for the class entering fall 2005 vs. 71.9% in 2004)

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. *Continue implementing plan in the School of Social Work to raise pass rates on the LMSW and LCSW above national norms*
 - The pass rate on the LMSW exam for first time test takers was 71%, which is below the national pass rate of 75% and down from 74% in 2008, but up from 69% in 2006 and 2007.
 - The pass rate on the LCSW exam for first time test takers decreased slightly to 71%, which is below the national pass rate of 75% and down from 74% in 2008 and 77% in 2007 and 2006.
 - To improve pass rates, SSW increased the availability of free test review classes and added a free all-day session, created “brown bag” sessions for graduating students to take practice exams, and obtained IRB approval to conduct a study, to be launched in summer 2010, about students experiences taking the licensing exams
- C. *PT and Communication Sciences pass rates and Nursing NCLEX scores will be maintained or improved*
 - The total % of candidates in the graduating class who took the PT exam and passed has been maintained at 100% for the past three graduating classes (2009, 2008 and 2007)
 - The 2009 Communication Sciences pass rate was maintained at 100%
 - The 2009 NCLEX pass rate (89.2%) was down slightly from last year (91.9%), but comparable to the national average (89.5%) and higher than the NY State pass rate (82.8%); the number of test takers was up (from 74 in 2008 to 102 in 2009)
- D. *Begin tracking pass rates for students who take voluntary certification exams in advanced practice nursing specialties*
 - SON now tracking certification rates, developing preparatory programs and making specific plans to improve pass rate; the baseline pass rate for graduate certification is 66%, with many graduates not taking the exam at all because it is not required by NYS

5.2 Job and education rates for graduates will rise

- A. *Career Development Services will expand the use of NACELINK job search program*
 - Hunter College's Career Development Services has implemented NACELINK, which allows students to create online profiles and post resumes to a database searchable by employers. From fall of 2008 to fall of 2009 there has been a 250% increase in the number of profiles/resumes posted.
- B. *Continue to systematically collect GRE, LSAT, MCAT, and GMAT scores*
 - GRE: The number of 2008-09 test-takers was up (190 vs. 153 in 2007-08). 2008-09 verbal scores ($M = 474$) were comparable to national average ($M = 470$). While our quantitative scores have been improving, they are still below the national norm (531 vs. 596 for 2008-09)
 - The 2008-09 mean LSAT score for Hunter seniors who applied to law school (154.3) was comparable to 2007-08 (154.3) and above the 2008-09 national average (153.8), the mean LSAT score for all Hunter graduates who took the LSAT remained relatively constant (149.4 in 2008-09 and 2007-08) and slightly below the 2008-09 national average (150.8)
 - The 2009 mean MCAT scores for all Hunter students was 27.1, a large increase over last year (24.1); Hunter post-baccs (27.9) once again exceeded the national average (25.1 in 2009).
 - GMAT: Scores have increased slightly over the past several years, from 462 in 2006 to 493 in 2009, but still remain below the national average (542 in 2009)
- C. *Continue to invest in pre-law and pre-business programs*
 - Pre-Law : Hunter students accepted into prestigious, top 14 law schools, including Harvard, NYU, University of Chicago, and UC-Berkeley; established a 2010 winter session UG pilot course on "legal writing," which was submitted as a permanent course proposal; extended and redesigned LSAT prep program; expanded student involvement in Moot Court
 - Pre-Business: secured \$1 million gift from Leon Cooperman ('64) to fund the Leon Cooperman Business program– first scholar cohort to be selected in fall 2010; hired pre-business advisor; services include career & academic counseling, internship opportunities, GMAT test pre-partnership with Kaplan, graduate school and job application assistance
- D. *Schools of Education and Social Work will use results of graduate surveys to improve services*
 - In response to survey results, SSW improved curriculum, revised field evaluation forms, increased licensing exam preparation, improved communications with students, increased material on financial aid in entry packets, reorganized admissions and student services areas to enhance student access, and increased flexibility in scheduling by adding Saturday and more evening classes
 - In response to data collected from graduate students, SOE established a technology competency requirement, added certification and graduation audit information to the SOE website, established an orientation and training website for college supervisors of fieldwork, and is redesigning the curriculum to enhance students preparation to work with English language learners, students with special needs, families and communities, and children from birth to age 3

6.1 Colleges will improve the quality of academic support services, academic advising, and use of technology to strengthen instruction

- A. *Replace the majority of public access computers (PACs)*
 - A total of 57 of the 89 college-wide PACs in key locations identified by students have been replaced this year
- B. *Continue upgrading Hunter College websites using new Content Management System (CMS)*
 - A total of 25 additional Hunter College departmental websites were upgraded and put into the content management system this year
- C. *Upgrade software systems (DIG, Transfer Course Equivalency system, Next Gen Scholarship Award system) to improve services; implement Advisor Trac, a new software system to schedule and track student counseling*
 - 2009-10 marked the first year that Hunter fully implemented the Next Gen Scholarship System to award, manage and reconcile scholarship awards. For 09-10 , Next Gen matched over 700 students with appropriate scholarships
 - Counseling Services implemented Titanium software for scheduling, clinical documentation/record keeping and data collection and reporting; as a result of an increase in clinical staff and enhanced outreach efforts, in 2009-10 there was a 19% increase in counseling appointments over last year
 - 23 colleges from 5 states have been added to the Transfer Course Equivalency System
 - The Advisor Trac system was fully implemented in fall 2009
 - The Constituent Resource Management (CRM) system has resulted in a number of efficiencies and improvements in communications with students, including the rate of attendance at orientations earlier in the summer resulting in earlier enrollment, leading to a 26 % increase in the number of students who signed up for orientations through June 2010 over the same period last year
 - DegreeWorks was upgraded and the Online Course Catalog system was introduced

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. *Increase or maintain enrollment for degree programs*
 - The College increased the annualized 2009-2010 enrollment by 4.1% (22,075) over 2008-2009 (21,205)
 - Exceeded strategic goal of 25% graduate enrollment established in order to alleviate resource pressure at the undergraduate level - in fall 2009, graduate students accounted for 28.3 % of all Hunter students; Hunter College's graduate population has increased markedly; from fall 2008 to fall 2009 there was a 28.8% increase in new graduate students
 - The Macaulay Honors College at Hunter College continues to attract more applicants: 1444 applications were received for fall 2010, up from 1365 in fall 2009
- B. *Maintain or improve mean SATs/CAAs*
 - Mean SAT/CAA scores increased to 1137 in fall 2009, up from 1104 in fall 2008; CAA increased to 86.5, up from 85.9
- C. *Maintain enrollment in adult and continuing education programs*
 - The College maintained enrollment in its adult and continuing education program

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

- A. *Maintain or improve Hunter's high percentage of TIPPS course equivalency evaluations*
 - Hunter's percentage of course evaluations completed in TIPPS continued to increase to 95.4% in 2010 (vs.94.8% in 2009, 92.6% in 2008 and 83.2% in 2007)
- B. *Implement process for simultaneous enrollment of selected nursing students in both Queensborough Community College and Hunter College, facilitating the seamless movement of students through the AND and BSN degrees*
 - QCC HBSON program now fully approved at QCC and moving through Hunter process; also exploring development of similar relationship with BMCC
- C. *Participate in the Accelerated Study in Associate Programs (ASAP) program and provide targeted advising to support the 25-30 students expected to enroll at Hunter*
 - Hunter College worked with the ASAP program to provide ASAP students at Hunter with advisement, study and time management, stress reduction, career decision making and graduate school search skills workshops in small group and individually

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity

- A. *Continue to meet enrollment targets and completion rates*
 - College Now at Hunter College continues to demonstrate high enrollment and completion rates. For fall 2009, Hunter College Now achieved 101% of its enrollment target with 233 participants. During the spring semester it achieved 97.3% of its enrollment target with 287 participants.

- Hunter's College Now program had a completion rate of 88% for the summer 2009 and 84% for the fall of 2009 - spring 2010 is pending.
- The number of students participating in more than one College Now activity grew to 108 for 2008-2009 from 104 during 2007-2008.

B. Implement a process to identify College Now students at risk in order to increase rates of persistence

- To increase rates of persistence, this year Hunter's College Now program implemented a process to identify and serve CN students at risk that includes CN faculty and staff collaboration regarding identification and support of students at risk academically

8.1 Alumni-corporate fundraising will increase or maintain current levels

A. Maintain or increase alumni and corporate giving

- As of June 10, 2010, Hunter's alumni and corporate fundraising total for FY10 is \$15,732,419, just below last year's level of \$16,773,295 – which does not include the \$40 million gift for the Silberman School of Social Work; this year's total is expected to rise to \$35 million by the end of June when the Parliamo Italiano gift is closed.
- Among the many major gifts received this year, Hunter received \$1.25 million from the Laurie M. Tisch Illumination Fund to create the Joan H. Tisch Legacy Project, and \$1 million gifts from Leon Cooperman ('64) for the Hunter College pre-business program, Leslie Baron in honor of her mother - Beatrice Liebsman ('39) - to support part-time undergraduate students, the Fundacion Cisneros to establish the Patricia Phelps de Cisneros Professor of Latin American Art, and John and Jody Arnhold to Hunter's Dance programs

B. Establish baselines for alumni giving for the School of Education; develop plans for more effective alumni program

C. Implement plans for more effective alumni programs in the Schools of Nursing and Social Work

- Reliable baseline lists of alumni for Hunter's professional Schools of Education, Nursing, and Social Work established
- Customized fundraising solicitations and alumni newsletters developed for all three schools

8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education

A. Meet agreed upon revenue and productivity targets for both its academic tuition collection and adult and continuing education programs

- Hunter met its targets for revenue and productivity in both academic tuition collection and adult & continuing education programs

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

A. Lower or maintain the percentage of its tax-levy budget spent on administrative services

- Hunter lowered the percentage of its tax levy budget spent on administrative services

8.4 Colleges will implement financial plans with balanced budgets

A. Implement financial plan and maintain a balanced budgets

- Hunter implemented its financial plan and maintains a balanced budget

8.5 Contract/grant awards will rise

A. Maintain or increase Hunter's excellent level of grant submission and external funding

- Hunter exceeded last year's level of grant funding (as of June 3, 2010, Hunter estimates its grant total at \$52 million for FY10)
 - This year's grants include 25 ARRA awards totaling over \$5 million
- As of June 2, 2010, Hunter estimates that 822 proposals were submitted, exceeding last year's high level (794)

8.6 Indirect cost recovery ratios will improve

A. Increase indirect cost recovery ratio

- Hunter's indirect recovery rate increased to 16%, up from 13.5% last year

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. Provide philanthropic funding to College initiatives to comply with CUNY guidelines

- Hunter has achieved its philanthropic Compact target. Funds were used to build the Glener Classroom, for Roosevelt House support, and for various student scholarships

B. Complete the agreed-upon restructuring of Hunter's philanthropic foundation to comply with CUNY guidelines

- Hunter's philanthropic foundation has been restructured to comply with CUNY guidelines

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

- In 2010, student satisfaction with academic support services (2.84 on a 4-point scale), satisfaction with student services (2.53) and satisfaction with access to computer technology (2.76) remained flat compared to 2008 ratings (2.82 for academic support services, 2.59 for student services, 2.79 for access to computer technology).
- A. *Review and assess student and administrative services; create a plan to improve upon these services and student satisfaction*
 - Hunter developed and implemented its Administrative Assessment Plan to review and assess all student- and administrative services throughout the College. The first-year data collection and analysis is still active, and will be completed in the summer of 2010
- B. *Upgrade the OneCard to comply with 2010 changes in the federal rules for online transactions; promote wider OneCard usage on campus*
 - OneCard was made completely compliant with industry standards for transaction security
- C. *Survey students using walk-in advising hours to determine student satisfaction and advisor training needs*
 - Walk-in advising services being assessed

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

- A. *Increase % of instruction delivered on Fridays, nights, and weekends*
 - The % of FTEs offered on Fridays, evenings or weekends is down slightly to 54.4% in fall 2009 (from 56.6% in fall 2008), though head counts are up. In fall 2008 20,639 students were enrolled, in fall 2009 that number had increased to 21,123. For spring 2009 the number of students enrolled in Friday, Saturday and Sunday classes was 18,441, for spring 2010 that increased to 19, 297

9.4 Prepare and implement a campus risk management plan that is integrated with the University's risk management program

- A. *Develop an "All Compliance" task management system to track compliance issues and address compliance with applicable Federal, State and Local environmental and other requirements*
 - Hunter developed, and continues to update, an "all compliance" task management system to address issues related to laboratory safety, training, regulatory compliance with outside agencies, radiation safety, and research compliance. Recent enhancements include populating and updating the chem tracker inventory software, which assists with monitoring and reporting for all items above
- B. *Develop and implement a campus risk management plan; continue active participation in CUNY's Risk Management Council*
 - The College developed and submitted its Risk Management Plan to the University in April 2010, and continues to participate on the CUNY Risk Management Council and Business Continuity Committee
- C. *Continue to inspect and audit laboratories and classrooms on a regular basis and provide training and recommendations to any members of the Hunter community who are identified as "at risk"*
 - Administrators/supervisors from relevant areas in the college provided risk indicators and risk-mitigation procedures. Hunter continues to improve the institutional environmental management system in areas including lab safety, fire safety, and OSHA compliance. Committees for Radiation Safety, Lab Safety, rDNA work and Human Subjects and Animal Care and Use continue to meet regularly. The Crisis Management Committee continues to identify and abate risks.

9.5 All colleges will make timely progress in CUNYfirst implementation

- A. *Continue to implement CUNY First at Hunter*
 - Hunter College has complied with directives from CUNY, and has implemented the rollout of CUNYfirst on schedule

9.6 Each campus should have a functioning campus sustainability council and have a recognized, multi-year campus sustainability plan

- A. *Continue regular meetings of the College Sustainability Council and participation in all CUNY-led sustainability activities; work to develop a sustainability plan by 2010*
 - In early 2010, Hunter College was named one of the *Princeton Review's* 286 "Green Colleges in its guide to 286 U.S. green colleges.
 - A multi-year sustainability plan was submitted to the University in January 2010, and the College Sustainability Council continues to meet regularly