

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. Make progress towards modernizing facilities*

- Significant progress was made on plans for Hunter's new science and health professions building. The Request for Proposal (RFP) for the Brookdale campus was distributed to the development community and 5 proposals were received in June 2008. High-level support for the project includes letters of support from the Greater New York Hospital Association as well as from every major hospital and research center in the Upper East Side science corridor.
- We have realized plans for a new facility for the School of Social Work in East Harlem and the Board of Trustees is expected to approve them in June 2008. Also under consideration for the new facility is the School of Public Health.
- Following up on the recommendations of the June 2007 report of the President's Task Force on the Libraries, a library planner was retained in May 2008 and the search for a new Senior Director for Facilities and Technology in the Libraries is underway. The director and the planner will work closely with the Hunter community and the Libraries' staff to further develop task force recommendations.
- A major renovation and upgrade of our animal facility is underway.
- Extensive renovations of Roosevelt House, under the stewardship of prominent architect James Polshek are underway, with a public opening scheduled from early 2009.

B. Continue to hire outstanding scholars in key areas and work to implement doctoral programs in science and public health.

- In 2007-08, we hired 36 new full-time faculty and made 20 replacement hires.
- Outstanding academic leaders were hired, including
 - Ken Olden as Acting Dean of the Schools of the Health Professions
 - Kristine Gebbie as Acting Dean of the newly freestanding School of Nursing
 - Edwin Meléndez as Director of the Center for Puerto Rican Studies (Centro) and Professor of Urban Affairs and Planning
 - Razel Solow as the Director of Gifted Education
 - John Brown as Distinguished Lecturer and Director of Training and Programs in Applied Behavior Analysis to help lead efforts with Hunter's Autism Center
- Notable new hires were made throughout the college, including
 - Arts & Sciences: Joachim Pissarro, distinguished scholar, curator and author, as Bershad Professor of Art History and Director of the Hunter College Galleries, Nancy L. Greenbaum, one of the nation's top RNA researchers, as Professor of Chemistry; Diana Reiss, an expert on self-recognition among Asian elephants and dolphins, as a member of the Animal Behavior and Conservation program, Joni Seager, who has received international acclaim for her work on feminist environmentalism, as Professor and Chair of Geography, and Robert Jenkins, who works extensively with the UN, as Professor of Political Science
 - Professional schools: Sandra Wilde, a nationally prominent literacy scholar, in the School of Education; Victoria Frye, formerly of the New York Academy of Medicine to teach in the DPH program, and Martha Bragin, internationally known for her work with child soldiers in war torn countries, in the School of Social Work
- On February 25, 2008, the CUNY BoT unanimously approved Hunter's proposal to confer joint doctoral degrees with the Graduate Center in Biology, Biochemistry, Chemistry, and Physics. We are awaiting NYS Department of Education approval.
 - Hunter is putting procedures in place to recruit the best new doctoral students in biology, biochemistry, chemistry, and physics, including a planned "Science Doctoral Student Day" on September 18, 2008.
 - The three departments and the administration are working to ensure that we will be able to provide the required stipends and tuition remission, via faculty grants and fundraising,

when students in the 08-09 cohort move to Hunter labs in 2009-10.

- Two of the three newly-named Executive Officers in the sciences are from Hunter: Laurel Eckhardt (Biology) and Steven Greenbaum (Physics).
- The CUNY BoT also approved Hunter's proposal to offer a Doctor of Public Health (DPH) degree with the Graduate Center. The DPH is the cornerstone of the proposed CUNY School of Public Health, to be located at Hunter. The first cohort of 15 DPH students started in fall 2007; in fall 2008, we expect to enroll approximately 12 new students who are even better qualified than last year's class.

C. Invest in research infrastructure, including the development of major science facilities and programs in the social sciences.

- Hunter is a major partner in the \$49 million Clinical Translational Science Center led by Weill Cornell Medical Center. Hunter's Gene Center and School of Nursing are part of an ambitious and innovative biomedical complex on the Upper East Side that will "facilitate research aimed at advancing and expediting new patient treatments and preventive interventions" throughout New York City. The effort is funded by the National Institutes of Health.
- A new presidential initiative incentivized faculty development by providing subsidies toward laptop computers for 82 faculty.
- 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-related activities, distributed over \$230,000 to 214 faculty in 2007-08. Since the program was initiated in 2005-06, over \$470,000 has been invested.
- Continuing a practice started last year, new hires in all schools receive start-up packages to support their research programs.
- Hunter's data infrastructure was enhanced via an improved local network for high speed data transfer and secure server storage.
- We established the Hunter College Enterprise office and hired a consultant to provide information and assistance on technology transfer, patenting, licensing, commercialization, trademark, copyright, business development and intellectual transfer.
- Workshops to assist faculty with obtaining funding from federal agencies and foundations were held.
- Hunter joined the Black Rock Forest (BRF) Consortium to support faculty and student research and training in areas including climatology, ecology, and animal behavior at the high school level (e.g., Manhattan Hunter Science HS), the undergraduate level (e.g., Teacher Academy) and the masters level (e.g., Animal Behavior and Conservation program).
- An interdisciplinary faculty seminar offered as part of the Roosevelt House Public Policy Institute allowed faculty from all four schools to share and refine their scholarly research, with the goal of producing high quality publications and grant proposals.
- As part of Hunter's Center on Autism, faculty from all four schools have formed a research and teaching cluster and developed and offered a 3-credit interdisciplinary course for students interested in learning about autism for spring 2008; a thriving interdisciplinary faculty seminar is held monthly.
- School of Arts and Sciences
 - Laboratory renovations completed in 2007-08 include 2 in biology, 1 in physics, and 1 in chemistry. Renovations of 3 additional chemistry labs have begun and are scheduled for completion in 2008-09.
 - A new network infrastructure for 2 sets of parallel processing cluster computing systems was installed in the Chemistry Department.
- Schools of the Health Professions (SHP)
 - The School of Nursing retained a research consultant to assess research infrastructure needs and provide research-related support to faculty.
 - Hunter continued to invest in the SHP's Office of Research and Grant Support (ORGS), which revised and submitted a R25 research infrastructure grant to NIH this year.
- School of Social Work
 - 4 Research clusters (older adults; family, youth and children's services; health and mental health; new populations) were established to support and stimulate faculty research. Each research cluster meets regularly to identify research and grant opportunities. In 2007-08, 16 grant proposals (requesting \$1,527,000) were submitted by the research clusters.

D. Continue to develop and implement critical masters programs in flagship areas.

- Two new MPH programs (Epidemiology and Biostatistics, Health Policy and Management) necessary for the proposed CUNY School of Public Health were approved by the NYS

Education Department; we expect to matriculate students in these programs in fall 2008.

- The Letter of Intent for an MS in Biomedical Laboratory Management, a joint program with NYU, was reviewed favorably by the Graduate Advisory Committee on May 9, 2008. The program faculty are now developing the full proposal for submission to the School of Health Sciences Curriculum Committee in the fall.
- A Clinical Nurse Leader MS, a generalist nurse masters degree sanctioned by the American Association of Colleges of Nursing, was reviewed favorably by the Graduate Advisory Committee on May 9, 2008. The nursing faculty are now developing the full proposal for submission to the SON Curriculum Committee in the fall.
- MFA programs in playwriting and Dance are under development; the Letter of Intent for playwriting is out for challenge by CUNY.
- In response to an unprecedented increase in interest in studying Chinese and a severe teacher shortage, which is especially acute in metropolitan NY, Hunter developed an MA program in the Teaching of Chinese, which was approved by the CUNY BoT curriculum committee in June 2008.
- To further support training of NYC teachers in key areas, Hunter is working with the Department of Education to develop an MA program in Dance.
- The SSW made progress on a proposal for a dual masters degree with the Jewish Theological Seminary that will be presented in September 2008.

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

- Hunter was ranked 12th among public universities in the north in the Best Universities-Masters category in the 2008 edition of Americas Best Colleges by U.S. News and World Report (up from a rank of 13 in 2007). Overall, among the 574 public and private institutions in this category, Hunter is in the first tier with a rank of 51, up substantially from its overall rank of 62 in 2006 and 2007 and 87 in 2003.
- Hunter High School was once again rated as one of the nation's 18 "public elite" high schools by *Newsweek* (May 17, 2008) and the *Wall Street Journal* (December 28, 2007) named it the top public feeder school for some of the nation's top colleges (e.g., Harvard, Princeton, MIT).
- The 2009 edition of *U.S. News & World Report's* "America's Best Graduate Schools" ranked Hunter's MFA program in Studio Arts as the 21st best in the country (only the top 100 programs are rated).
- We have grown the Macaulay Honors College at Hunter without any diminution in the quality of students. The 126 students accepted for fall 2008 have an average SAT of 1389 and CAA of 92.3 and this year's graduates have been remarkably successful. For example, Christina Curella, last year's Truman Scholar, will work for the World Bank and Hunter's 2008 valedictorian, Ianna Owen, will attend a PhD program in African Studies at the University of California, Berkeley on a full Ford Foundation fellowship.
- Hunter's MFA program in Creative Writing was named "the best MFA Writing Program in New York City" by *The Village Voice*
 - Distinguished Professor of English Meena Alexander, an award-winning poet and novelist who teaches in the MFA program at Hunter was named a 2008 Guggenheim Fellow.
 - Peter Carey was named CUNY Distinguished Professor and in May, his 1988 novel *Oscar and Lucinda* was nominated for The Best of the Booker, a competition in which the public will vote for the top novel to have won the Booker Prize since it was first awarded in 1969.
 - Tom Sleight, a professor of poetry in Hunter's MFA program in Creative Writing, has won the 2008 Kingsley Tufts Award for his collection *Space Walk*. The prestigious award - which comes with a \$100,000 prize, the largest in the nation for a mid-career poet.
- Faculty recognition from external sources over the past year includes
 - 3 Hunter faculty, Jonathan Conning (Economics), Steven Gorelick (Film and Media Studies) and Christopher Stone (Classical and Oriental Studies), were named 2007-08 Fulbright Scholars.
 - Victoria Schick (Dance) was named a 2008 Guggenheim Fellow.
 - The *New York Times* (March 28, 2008) hailed Ulku Bates' show "Re-Orientations: Islamic Art and the West in the 18th and 19th Centuries" at Hunter's Bertha and Karl Leubsdorf Art Gallery as a "superb small scholarly show" and a "quiet but intensely charged show."
 - The *New York Times* (June 13, 2008) highlighted Joachim Pissarro's upcoming show "Van Gogh and the Colors of the Night," which will open at the Museum of Modern Art on September 21, 2008.
 - Susan Crile (Art) was awarded a Rockefeller Foundation grant for residency in Bellagio, Italy.
 - Katy Siegel, associate professor of art history, received a prestigious curatorial award at the Guggenheim Museum on March 17 for the show: "High Times, Hard Times: New York

Painting, 1967-1975.” The exhibit has also been named one of the top 10 shows of 2007 by *New York* magazine.

- Sean Ahearn, professor of geography and director of Hunter’s CARSI (Center for Advanced Research of Spatial Information) Lab, was been named by U.S Secretary of the Interior Dirk Kempthorne to the newly formed National Geospatial Advisory Committee.
- Allan Frei and William Solecki (Geography), were contributing authors to the multi-volume Intergovernmental Panel on Climate Change (IPCC) report that that shared the 2007 Nobel Peace Prize with former Vice President Al Gore. The IPCC is a United Nations network of scientists on climate change.
- Daniel Hurewitz (History) won the Herbert Hoover Prize for best book in 20th century American History for *Bohemian Los Angeles and the Making of Modern Politics*.
- Ben Hett (History) won the Ernst Fraenkel Prize in Contemporary History from the Wiener Library in London.
- Neepa Maitra (Physics) was named a Cottrell Scholar, an award for beginning faculty members who wish to excel at both research and teaching.
- Pamela Stone’s (Sociology) book *Opting Out? Why Women Really Quit Careers and Head Home*, which *Business Week* called “provocative and superbly researched,” received excellent reviews in *Science* and *The New Republic* (among others) and was chosen as an Editor’s Pick of *Working Mother* magazine and a finalist for the Eastern Sociological Society’s Mirra Komarovsky book award.
- Tamara Buckley (Educational Foundations) and Susan Turner Meiklejohn (Urban Affairs and Planning) received Russell Sage Foundation fellowships.
- Elizabeth Danto (Social Work) received the Goethe Award and Gardiva Award recognizing the best book in psychoanalytic theory.
- Annette Mahoney (Social Work) won the “Leader Among Peers” award from the Caribbean American Association.
- Garry Mallon (Social Work) was named Editor in Chief of the journal *Child Welfare*.
- Donna Nickitas (Nursing) was named editor of *Nursing Economic\$,* a leading nursing journal.
- Susan Klitzman (Health Sciences) was appointed as a Co-Examiner (aka Special Master) in the Rhode Island Lead Paint Lawsuit, with Mark Cullen, M.D. (Yale) to advise the Court in implementing its decision to abate the nuisance caused by lead paint.

A. *Make progress toward accreditation for select programs and draft the Middle States self-study.*

- In addition to masters programs listed under 1.1D, the Letter of Intent for the behavioral certification program to train teachers of autistic children was approved by the School of Education (SOE) Curriculum Committee, and will be taken up by the first meeting of the Senate Graduate Course of Study committee in the fall.
- Hunter’s self-study design was approved by our Middle States liaison, Linda Suskie, on 10/31/07. Drafts of working group reports were completed in May 2008 and are currently being reviewed by the community. The first draft of our self-study will be completed, on schedule, before November 13, 2008, when our evaluation team chair, Dr. Earl Richardson, President of Morgan State University, makes his preliminary visit.

B. *Increase visibility and recognition for Hunter’s research and training centers.*

- Hunter’s Autism Center, with its partner, the New York Center for Autism, was a focus of a fund-raising effort that was televised on Comedy Central and hosted by John Stewart. A major lecture by best-selling author and professor Temple Grandin drew an overflow audience of students and faculty from across campus, as well as external supporters of the autism center.
- CUNY Institute for Sustainable Cities (CISC) co-sponsored the 2nd annual CUNY Science Lecture Series and Exhibition on Governors Island with the School of Earth and Environmental Sciences at Queens College and offered an extensive series of events, including a 24 hour event to inventory the biodiversity of Jamaica Bay, co-sponsored by the National Parks Service.
- The Brookdale Center for Health Aging and Longevity launched several new projects including the *Healthy Indicators Project* in partnership with NYC DFTA and the United Hospital Fund to improve the quality of life for the city’s older adults and *Health Status of Seniors Attending NYC Senior Centers*, a first ever study with the NYC Department for the Aging. The Center also developed an innovative transdisciplinary initiative in neighborhood-based determinants of healthy aging, *Health Modalities for Aging in Place* which served as a primary resource for the Mayor’s *NYC for all Ages* Project.
- Centro: A successful national search yielded the hire of Edwin Melendez, an expert in Puerto Rican Studies who has more than 20 years of experience in public policy.

- Gifted Education: A national search yielded a superb new director, Razel Solow, who has held numerous leadership positions in this field, most recently as Director for the Program for Exceptionally Gifted Graduates at Mary Baldwin College.

C. *Continue to invest in external collaborations.*

- Roosevelt House Public Policy Institute: A public discussion series offered in collaboration with the renowned Aspen Institute, brought a number of high profile experts to Hunter College including US Supreme Court Justice Stephen Breyer and former Justice Sandra Day O'Connor, who discussed *The President and the Constitution*, and Brian Williams (NBC), Doris Kearns Goodwin (Pulitzer Prize winning author and Presidential historian) and David Gergen (Harvard), who addressed *What makes a Successful President?*
- The School of Education (SOE) has entered into a major partnership with NYC's top performing public charter schools (Achievement First, Kipp, Uncommon Schools), to co-design and co-teach a new program for their teachers. In 2007-08 we welcomed the first pilot cohort to Hunter; in 2008-2009 we will triple the number of teachers involved - from 40 to 125. The program has received national attention, including a cover story in *Education Week* and is supported by major funding from Americorps.
- Hunter is establishing a relationship with Cornell Weill Medical College's (CWMC) Department of Public Health to open new opportunities for the proposed CUNY School of Public Health. Proposals from Hunter and CWMC regarding the specifics of a collaborative agreement are due to be discussed at the end of June/beginning of July 2008.
- Hunter formed a new partnership with the Asia Society to allow Hunter's faculty and students unique access to the society's exhibits, events and resources, to provide internships for Hunter students, and to promote our faculty's Asia-related books.
- Hunter has retained the services of China Strategies, a consulting firm which helps institutions build successful linkages in China, to provide support for our new Teaching of Chinese MA program and to help cultivate China-related opportunities for student exchange and faculty research. Four Chinese universities have been identified and we are formalizing MOUs for cooperation.
- As indicated above, Hunter is pursuing a new MS in Biomedical Laboratory Management as a joint program with NYU.
- As a new member of the Black Rock Forest Consortium, Hunter joined an alliance of that currently includes the American Museum of Natural History, Columbia University, NYU, Dalton, Spence, and several NYC public schools. .
- The Institute for Sustainable Cities has partnered with Landmark West!, a community based preservation advocacy group and Columbia University's Center for Climate Systems Research to analyze the micro-climates to quantify the environmental benefits of rowhouse back yards and with Landmark West! and NASA Goddard Institute for Space Studies on a research project to develop evidence-based policies and best practices related to environmentally sound management of privately owned open spaces.
- The School of Social Work (SSW) established the CUNY Veterans Program (PROVE), locating a unit of social work students under supervision on 3 CUNY campuses. An additional campus will be added next year.
- The SSW finalized a partnership with the NYC Administration for Children's Services to provide training to child protection workers and supervisors.

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

A. *New program reviews will be conducted in Art, Dance, and English. These program reviews will be conducted in addition to several accreditation efforts, including Middle States decennial review, CACREP accreditation review for the School of Education's Counseling Program, and the re-accreditation of the Environmental and Occupational Health Science's Industrial Hygiene program (Schools of the Health Professions) through ABET*

- Site visits in Dance and English, including the MFA in Creative Writing, were completed in 2007-08. The written report for Dance has been submitted and the report for English is expected by the end of June.
- In 2007-08, we began self-studies in Art, Geography, Physics (in preparation for 2008-09 site visits), and in Music (in preparation for a 2009-10 site visit).
- The Industrial Hygiene MS program in Environmental and Occupational Science UPH Track had its re-accreditation visit in October 2007. The draft report was received in March 2008 and the faculty responded to the few concerns raised by the site visit team. The final results are expected in August 2008.
- The School of Education's Counseling Program conducted a mock review in 2007-08 and is on track to apply for CACREP accreditation in 2008-09.

B. *Build on last year's program reviews in Philosophy, Classics and Oriental Languages, Religion, Film and Media Studies, Women and Gender Studies, and African and Puerto*

Rican/Latino Studies. The Dean of Arts & Sciences is meeting regularly with departments that were reviewed to discuss recommendations and implementation strategies. Based on their discussions, we will implement select recommendations from last year's program reviews.

- In 2007-08, the Dean of Arts and Sciences met repeatedly with reviewed departments and we have begun to implement recommendations from last year's program reviews.
 - Philosophy: a faculty line was added, the department's contributions to public policy have been materially supported, and curricular review and recommended changes have been completed.
 - Film and Media Studies: a faculty line has been added, the journalism program completed a curricular overhaul, and renovations on a screening room and planning and initial work on the Black Box multimedia venue are underway.
 - Classical and Oriental Studies: a lecturer line in Chinese and a Distinguished Lecturers line in Arabic have been added.
 - Africana and Puerto Rican/Latino Studies: working on curricular review; one new hire has been made and 3 offers are out.
 - Women and Gender Studies: support provided for advising and ongoing curricular reform, additional collaborations with other departments have been established, and a member of the History Department is now on the steering committee.

C. Trends in enrollment and external analyses of areas of growth will be incorporated in planning.

- Over the past several years, Hunter has strategically grown its generic nursing pathway program, increasing undergraduate enrollment from 60 to 80 to 100; the 2007-08 cohort was the 2nd to include 100 students; new faculty and CLTs have been hired to support the growth.
- We have strategically grown the School of Social Work by instituting a new Accelerated Program which attracts high achieving students.
- A new faculty line was added in response to growth in the MA program in accounting that is expected to accelerate once new New York State requirements go into place for certified public accountants in the next year and a half.
- The Teacher Academy at Hunter College enrolled 30 new students who will prepare to teach Math or Sciences in NYC high schools - this is the highest enrollment of any CUNY college.
- The SOE's Graduate Program in Math Education saw enrollments rise from 53 in Spring 2007 to 69 in Spring 2008. Our Graduate Program in Science Education also rose from 37 to 41 during the same period.
- Overall, the School of Education showed an increase in applications, enrollments, and quality in its graduate programs.
 - Spring 2008: 989 applications, 566 matriculated enrollments vs. Spring 2007: 806 applications, 406 enrollments.
 - Quality: 90% of increases were due to two Transitional B Masters programs, the Teaching Fellows and the new Hunter-KIPP Partnership program. Both programs are highly selective, involving multiple day applicant screening by the NYC Department of Education and top-performing charter schools. Thus, we are adding numbers at the top end of the quality range.

1.4 Colleges will use technology to enrich courses and teaching

A. Develop and pilot a faculty assistance program to increase the use and effectiveness of Blackboard. This pilot program will establish the baseline number of faculty who use the new Bb assistance program. The program will be assessed for effectiveness.

- A committee studied the use of Bb and made specific recommendations on how to increase the adoption of Bb among faculty.
- We hired a fulltime Bb administrator to work with faculty and the student helpdesk and a fulltime accounts administrator to smooth the process for accessing Bb both for students and for faculty (which had been one key problem).
- Confirming a widespread interest in linking teaching and innovative technologies, 76 faculty from across all 4 schools submitted proposals to a new presidential program, the Faculty Initiative with Technology (FIT). This summer the program will provide support services (\$2000, expert consultation by ICIT educational technologists and up to 60 hours of project support from a Technology Fellow) to 20 faculty to apply digital media tools to enhance their fall 2008 courses.
- Hunter College is actively engaged in development efforts for Bb 8 to make sure that it meets the needs of our faculty.

- Hunter College is training helpdesk for Bb support to offer quick turnaround and/or second tier referral.

B. Improve technology assistance and training to help students with basic computer and web skills. A program to improve assistance and training will be piloted and the baseline number of students who participate in training will be established. We will also begin to establish learning goals for basic computer and web skills among undergraduates.

- Our program to help students with basic compute and web skills was piloted in the School of Education.
- We offered Blackboard, Word, Excel, and PowerPoint courses.
- The Mellon committee report on General Education Requirements (GER) recommended that technology and information literacy competency be included in any revision of the College's GER and a Senate committee discussed and proposed a list of 6 broad competencies that might be included in the requirement for technology literacy.
- The School of Education faculty defined a detailed list of 15 competencies, and voted to make them a graduation requirement for its entering class of fall 2008. The School of Education is now at work developing online tutorials to help students develop these competencies, and an online system to track their progress.
- The School of Social Work introduced a requirement for every student to spend at least one hour per week in every course on a Blackboard assignment. This requirement will be listed on every syllabus starting in fall 2008.

C. Enhance student teaching in the School of Education through the videotaping program. The number of students who participate in the videotaping program will increase 50%.

- With the assistance of a \$1million gift, the SOE has taken national leadership in the use of video-technology as a critical tool in the preparation of effective teachers. 230 (up from 22 last year) of our students have already been videotaped in their student teaching and then the student analyzed those videos with SOE faculty. We have created a digital library of video clips taken from these longer class-length videos, and that library is now available to all our faculty for use in their methods classes across the SOE. In addition, we have created the first Educational Technology Assessments requirements at CUNY - a set of defined skills, complete with on-line assessments and tutorials, the passing of which are required of all our graduating students.

D. Increase number of online and hybrid courses. We will host at least 4 workshops to expose faculty to hybrid options with Bb. The Bb instructional assistant will meet with all A&S chairs at least once and with at least 10 different A&S departments to help faculty make better use of Bb and develop more hybrid courses.

- The SOE offered 18 new hybrid (partially online) and 2 new totally online courses in 2007 but Hunter's overall % of instructional FTEs offered partially or totally online was relatively flat (0.2% in fall 2006; 0.8% in fall 2007).
- To expose faculty to hybrid options, we offered 45 faculty workshops on Bb and 25 training sessions for students (by faculty request), made 4 departmental presentations, facilitated and organized 3 faculty forums, and held 5 instructional technology fairs.
- To help faculty make better use of Bb, technology experts assisted 1500 walk-ins, primarily with Bb support, had consultations with 125 different faculty members, and met with at least 10 department chairs from Arts and Sciences and talked about key technology issues, including Bb.

E. Equip more technology-enhanced classrooms. At least 30 classrooms will be equipped.

- Hunter exceeded its goal and equipped 70 classrooms in 2007-08, resulting in a total of 100 technology enhanced classrooms at its 3 campuses.

2.1 Colleges will continuously upgrade the quality of their faculty, as scholars and teachers

A. Increased investment in faculty development. New faculty development efforts will include a new initiative in the Provost's Office for faculty development; the expansion of Hunter's research infrastructure, including more pre-award grant support; a new mission and initiatives for the Center for Teaching Excellence; development of Hunter's 240+ Graduate Teaching Fellows; and a broad series of workshops, conferences and meetings.

- A new Executive Director was hired in the Provost's Office to facilitate the new faculty development initiative. Efforts included an expanded new faculty orientation, new services (mock proposal reviews and mentoring, individualized feedback on grant proposals) in the Office of Research and Grant Support (ORGS) in the Schools of the Health Professions

(SPH), well-attended tenure and promotion and grant-writing workshops, and Hunter's first-ever full-day workshop on soliciting funds from foundations and corporations.

- Through a new 3 year NSF ADVANCE award to Hunter's Gender Equity Project (GEP) and CUNY, the GEP is providing faculty development workshops to junior scientists and a comprehensive grant writing assistance program to women scientists at CUNY's senior colleges.
- Hunter's plan to promote research in the professional schools included investing \$20K as seed money for faculty in the SHP to write federal grants, supporting the formation of research clusters in the School of Social Work, hiring a nationally renowned educational technologist in the School of Education, and providing electronic notification of funding opportunities in two of the professional schools.
- Efforts for adjuncts and Graduate Teaching Fellows (GTFs) included a revised and expanded orientation for new GTFs, new or expanded faculty development in English 120 and 220, History 151 and 152, and introductory course in Romance Languages.
- Hunter's Center for Teaching Excellence is being re-envisioned as part of the Mellon Project.

B. Aggressive recruiting and retention through competitive offers.

- Hunter continues to recruit outstanding scholars, especially senior scholars and faculty with successful funding histories (see examples in 1.1A) by offering competitive salaries, faculty development, and generous start-up packages in all disciplines. Hunter has substantially increased both the number of faculty who receive start-up packages and the size of the packages.

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

A. Faculty research/scholarship will increase from 2006-2007 levels.

- Data are not yet available.
- As of June 17, 2008, 533 of Hunter's faculty (up from 286 in 2006-07) have entered their work into CUNY's web-based system.

2.3 Instruction by full-time faculty will increase incrementally

- The percentage of instructional FTEs in undergraduate courses by full-time faculty in fall 2007 (44.4%) decreased slightly from 2006 (45.9%), due to major initiatives across the college (e.g., the Mellon Project, Middle States reaccreditation) and particular initiatives like the development of the proposed CUNY School of Public Health.
- There was a slightly larger decline in the percentage of instructional FTEs in graduate courses (60.5% in 2007 vs. 70.8% in 2006) due to a strategic investment in research in the School of Social Work. The new dean, who was hired to increase research productivity because it had become an issue in program ratings, instituted research clusters that provide faculty with a course release to increase research and federal funding.

A. Develop process to increase instruction by full-time faculty.

- The President retained a senior advisor in enrollment management to address this issue.
- To increase teaching by full-time faculty, we hired lecturers, known for their teaching abilities and with no research expectations, in select areas (e.g., Math, Arabic, Chinese).

2.4 More under-represented faculty and staff will be recruited

- New hires in 2007-08 included 9 tenure-track and 8 non-tenure-track faculty from under-represented groups (2 Black, 7 Hispanic, 8 Asian/Pacific Islander).
- 75 newly hired staff from under-represented groups in 2007-08 included 29 Black, 30 Hispanic, 15 Asian/Pacific Islander, and 1 American Indian/Alaskan Native.

A. The Dean of Diversity will develop a plan focusing on best practices models.

- The Dean of Diversity developed a PowerPoint presentation, *Recruiting Diverse Faculty: Best Practices* that is used to train search committees. The Dean's work in this area has been widely recognized and has led to an invitation to serve on a CUNY panel on "Best Recruiting Practice" next November.

Goal: Improve Student Success

3.1 Colleges will implement approved CUE plans; make progress on Campaign for Success indicators; and use outcomes to drive improvements in teaching and support

A. *Continue to improve block programs and pilot learning communities.*

- A revised orientation seminar—with specific sections for traditional, ESL, and transfer students—featured common reading assignments; an enhanced web site with online library, sexual harassment, and advising modules; funding for co-curricular activities and lecture events; and academic convocations in fall and spring were offered.
- English increased faculty development workshops for English 120 to develop common goals, standardized syllabi, and a grading rubric. Preparation for a new workshop-based course for students who need particular support in English grammar and diction continues.
- Students whose math placement scores prevent them from enrolling in Math 101 (Algebra for College Students) must enroll in a one-semester, non-credit math workshop. A pilot that combines the workshop and the course is being piloted in summer 2008. The combined sequence will eliminate the one-semester delay experienced by many entering students. In addition, Math 110 (Topics in the Mathematical Sciences) was revised and is now one of several math options offered in the Block Program.

B. *Review and support gatekeeper courses. We will begin with multi-section 100 and 200 level courses, increase faculty development in key learning areas including English, Mathematics, Biology, Chemistry, Physics, and Economics, and coordinate student performance in gatekeeper courses with academic support services and advising.*

- To improve teaching in mathematics gateway courses, a new lecturer and a visiting professor were hired.
- Student performance and demographics at the course level were studied and the information distributed to all chairs. Critical course areas for students were identified and strategies to enhance student success were implemented, including:
 - problem solving workshops and updated labs/recitations/tutorials in Biology, Chemistry, Economics, and Physics
 - information literacy, universal diagnostics, comprehensive examination structures and policies, and explicit assessment plans incorporated in the English ESL sequence and English 120 and English 220
 - tutoring and TA support for Psychology 248 (Statistical Methods in Psychology), a key gatekeeper course for the major, contributed to improved pass rates; and pilot program linking Psychology advising with orientation for entering transfer students
 - integration of technology, curricular revision and development, revised student and faculty workshops, enhanced tutorials, increased coordination with the Dolciani Mathematics Learning Center, improved web support, and professional development for Mathematics and Statistics faculty who teach 100-level courses.

C. *Make progress on GER study and reform via the Mellon Project. We will continue to increase full-time faculty participation in the Mellon project by 33% via the formation of sub-committees.*

- We exceeded our goal substantially: 24 full-time faculty (up from 16 last year) participated on subcommittees; 150+ faculty and 30+ staff deliberated key areas, including writing, math, and history, as well as technology and seamless transfer.
- The Mellon committee published a comprehensive analysis and review of national research in an initial report presenting four models for general education reform at Hunter; a hybrid of two was chosen based on broad community input.
- A full slate of meetings and events sponsored by the Mellon Project covered topics including technology across the curriculum, quantitative reasoning across the curriculum, the arts in general education, devising a Hunter education for multiple points of entry, and general education in the 21st century, among others.
- The Senate unanimously passed a resolution recommending the creation of a dedicated administrative support structure for general education. The administration acted immediately, and the position has been filled by a respected senior faculty member who will spearhead curriculum development, facilitate assessment and planning, and cooperate with other units of the college.

Campaign for Student Success

- a. *Hunter will maintain its high percentage of students passing gateway courses with a C or better (85.3% in Fall 06, which is the second highest percentage among senior schools).*
 - Hunter increased its percentage to 87.5% in fall 2007 (from 85.3% in fall 06) and now has the highest rate in CUNY.
- b. *To increase the % of freshmen and transfer students taking courses in the summer after entry, we will conduct a pilot program in the summer of 2008. In order to maximize the average # credits earned in first 12 months, all advisors tell incoming students to take 30 credits per year by strategically using summer and winter sessions. To help students achieve this goal, we will increase opportunities for winter courses in 2007-8.*
 - Hunter increased its percentage of freshmen and transfer students taking courses in the summer after entry to 31.5% in fall 2006 from 28.7% in fall 2005. The number of credits earned by first-time freshmen was unchanged (24.6 in fall 2005; 24.9 in fall 2006).
 - Hunter began a pilot project to distribute scholarships to encourage students who want to take courses in the winter and summer sessions; \$23,670 was distributed during the 2008 winter session and to date, \$11,860 has been distributed for the 2008 summer sessions, with an additional \$5000 in summer scholarships pending.
 - During formal, and repeated, advising sessions, all first year students were urged to take 30 credits a year, including summer and winter courses.
 - More winter courses were offered in 2008 than in 2007; new opportunities in the 2008 session included special topics courses in civic environmentalism and civic understanding (The Press and Presidential Politics).
- c. *We have identified particular groups at risk for late declarations and we will target communications to this group.*
 - The percentage of students who have declared a major by the 70th credit remained relatively unchanged over the past year (60.5% in fall 2007 vs. 61.4% in fall 2006).
 - Over the past year, efforts to encourage groups at risk for late declarations have included a workshop, entitled “Major Indecision,” which is offered 3 or more times a semester and focuses on supporting students in this important life decision, one-on-one advising regarding selecting and declaring a major, and multiple (twice a semester) communications targeted to students with undeclared majors from the VP of Student Affairs urging them to declare a major and informing them of resources available to them in Student Affairs.
 - Meetings with chairs and program directors in the School of Arts and Sciences have been held to discuss ways to assist students in the declaration of a major.

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

- The percentage of Hunter non-ESL SEEK students who passed all basic skills tests within one year improved substantially (from 88.5% for the fall 2005 entering class to 96.5% for the fall 2006 entering class) and is well above the senior college average for the fall 2006 entering class.
 - The percentage of ESL students (SEEK and regular) who pass all basic skills tests within 2 years remained relatively unchanged (81.8% for fall 2005 entering class vs. 81% for fall 2004 class) and well above the senior college average of 76.3%.
- A. *Appoint a new SEEK director who will work to improve SEEK performance.*
 - The search for a new SEEK director is well underway and a short list of candidates has been generated.
 - B. *Implement task force recommendation for faculty development for the ESL sequence within English.*
 - The task force submitted its complete recommendations in June 2008, but faculty development for ESL faculty efforts began in spring 2008. ESL faculty began sharing best practices, coordinating assignments, and sharing student work.

3.3 Show and pass rates on CUNY proficiency exam will rise

- A. *High pass rates will be maintained.*
 - Hunter has had the highest CPE pass rate in CUNY since Fall 2003. In 2007, we maintained our high rate (96.2%).

B. *Faculty development on the CPE will be expanded to increase show rates.*

- Hunter's show rate in fall 2007 (86.1%) increased substantially over fall 2006 (79.2%) and is now the highest in CUNY.

3.4 Colleges will improve high school student readiness by meeting 95% of enrollment targets for College Now (CN), achieving a 75% successful completion rate; implementing College Now strategic plans

A. *Continue to meet targets and completion rates.*

- Hunter's CN program exceeded its projections with an enrollment rate of 97% and a completion rate of 84.3% (fall 2007).
- The percentage of CN participants who earned an A, B, or C in CN high school and college credit courses has increased steadily over the past few years, from 77% in 2004-05 to 88% in summer and fall 2007.
- 46 Manhattan Hunter Science High School students were accepted to Hunter College for fall 2008; as of June 16, 2008, 10 have accepted.

B. *Implement strategic plan.*

- Hunter increased its Student Ambassadors application rate by 57%, which is now represented at 25 schools (up from 15 schools last year) and held various events to inform parents about the CN program.

4.1 Retention rates will progressively increase.

- Hunter's 1-year retention rate for transfers increased from 70.6% for the class entering fall 2005 to 74.6% for the class entering fall 2006. The 1-year retention rate for freshman increased slightly (81.7% for the class entering fall 06 vs. 80.2% for the class entering in fall 2005).
- 2-year retention rates for freshmen (65.5%) and transfers (59.6%) entering fall 2005 showed little change from those for students entering in fall 2004 (66.7% for freshmen and 59.6% for transfers).

A. *Enhanced advising for incoming freshmen to ensure sustained engagement.*

- For the first time in fall 2007, all 1,676 first year students were assigned to a specific advisor. Advisors used multiple outreach tools including email, telephone calls, and Network advising events. All 1,676 students were sent mass emails and 62% had additional contact in the form of Network Advising, student contact, or outreach contact.
- Day Two of Orientation was expanded with additional activities including a scavenger hunt for Hunter resources - this day was highly rated by student participants. Further, a workshop designed to support success and persistence was implemented.

B. *Use results of NSSE to develop specific programs for targeted populations and groups. A new committee to address retention and graduation rates, co-chaired by the Provost and the Vice President for Student Affairs, has just been formed. Once it reviews the NSSE results, it will set specific targets for specific groups. Focus groups conducted with transfer students in 2006-7 will also inform actions taken with this group of students.*

- In response to NSSE results that showed that students wanted more extra and co-curricular activities with faculty, the committee recommended a series of initiatives that were initiated by Hunter's President: **The Co-curricular Activity Initiative** provided funding for student-faculty activities related to faculty courses or their scholarship (e.g., seminars, award ceremonies, film screenings, colloquia, field trips). **The Student Presentation Initiative** provided funds to offset travel expenses for faculty-nominated students who will present their work at professional conferences they attend with Hunter faculty, or to organize a faculty/ student conference at Hunter. **The Student-Faculty Research Initiative** supports students participating in faculty research, scholarship, and creative projects. To date, over \$45,000 has been awarded to fund 27 co-curricular, 18 student presentation, and 6 student faculty research projects.

- To increase student engagement from the start of their careers at Hunter, an academic convocation and follow up activities for freshmen and transfers in the School of Arts and Sciences was instituted in fall, 2007.
- The Senate Mellon Committee to Review the GER used NSSE results indicating that students wanted more opportunities to work together in groups, apply research and course work to practical problems, and develop communication skills, particularly through presentations to inform discussions and plans for the Hunter seminars and first-year writing courses.

4.2 Graduation rates will progressively increase

- Hunter's 4-year graduation rates for freshmen entering in 2002 and 2003 (17.7% and 16.9%, respectively) are higher than rates for freshmen entering in 2000 and 2001 (10.8% and 12.5%, respectively). The 4-year graduation rates for transfers over the same period have remained relatively stable (42.4% for class entering 2000, 39.5% for 2001, 43.6% for 2002, and 41% for 2003).
 - Compared to freshmen entering in fall 1998 (with a 6 year graduation rate of 31.9%), Hunter's 6-year graduation rates for subsequent freshmen classes are up (36.7% for freshmen entering in 1999, 37.5% for 2000, and 35.9% for 2001). 6-year graduation rates for transfers have remained relatively unchanged (46.1% for transfers entering in 1998, 47.6% for 1999, 51% for 2000, and 47.7% for 2001).
- A. *Through advisement and financial aid, encourage students to increase credits per year.*
- In 2007-08, over \$1 million in scholarship funding was provided to support students; targeted advising also encourages students to increase the number of credits they take per year.

5.1 Professional preparation programs will improve or maintain high performance of their students on certification/licensing exams

School of Education

- A. *Teacher Education programs will maintain their very high pass rates on the LAST and ATS-W.*
- Hunter's LAST pass rate increased from 99% in 05-06 to 100% in 06-07 and the ATS-W pass rate was maintained at 100%.

Schools of the Health Professions

- A. *PT and Communication Sciences pass rates and School of Nursing NCLEX first time pass rates will be maintained or improved. Efforts to increase the NCLEX pass rate include a more rigorous admission policy based on a composite of GPA and NLN pre-admission exam scores, integrating best practices from the School of Nursing's federally funded BEST program (to increase minority enrollment and retention) into the general curriculum, and a more stringent NCLEX preparation plan, which now starts as soon as students enter the program.*
- Hunter's NYCLEX pass rate has increased steadily, from 84.9% in 2005 to 88.2% in 2007.
 - The Communication Sciences pass rate for 2007 was maintained at 100%; 84% of the class scored in the high 700s on the Praxis exam (passing score = 600).
 - The Physical Therapy Pass rate for 2007 was 91%, up from 80% in 2006 (NY State average pass rate in 2007 = 81%).

School of Social Work

- A. *Establish baseline pass rates for LMSW and LCSW.*
- The baseline for the LMSW is 69%, which is the 2006 pass rate for the 186 Hunter graduates who took the test for the first time (national pass rate = 74%).
 - The baseline for the more advanced LCSW is 77%, which is the 2006 pass rate for the 65 Hunter graduates who took the test for the first time (national pass rate = 74%).
 - To help improve pass rates the SSW has identified a licensing specialist and has implemented test preparation classes and workshops, all-day and 4-day review courses, and test-taking strategy sessions.

5.2 All colleges will report performance on graduate exams

- A. *GRE baseline will be established.*

- The baselines for GRE are 471 verbal, 526 quantitative, and 4 for analytic writing. These scores represent the mean score of the 166 Hunter students/graduates who took the exam in 2006-07. [GRE scores on the verbal and the quantitative sections range from 200 to 800 and from 0 to 6 on the analytic writing sections. National means: 468 verbal, 593 quantitative, 4.13 analytic writing]

B. Average LSAT, MCAT, and GMAT scores will be maintained or improved. The baseline for the LSAT is 149, the average score of the 212 Hunter students/graduates who took the test in 2005-2006. [LSAT scores range from 120 to 180, with a national average of 150.] The baseline for the MCAT is 26.9, the mean score of the 80 Hunter students/graduates who took this exam in fall 2005. [MCAT scores range from 8 to 39 and the national mean is 27.6.] The baseline for the GMAT is 461.8, the mean score of the 79 Hunter students/graduates who took the exam in 2006. [The average national score for the 2006 GMAT administration was 533.]

- There was little change in Hunter's mean LSAT scores over the past year (149.5 in 2005-06 vs. 148.7 in 2006-07).
- There was also little change in the mean MCAT scores (26.39 in 2006 vs. 25.97 in 2007)
- The mean score of the 98 Hunter students who took the GMAT in 2007 was 488.2, which is up from last year's baseline score (461.8), but lower than the 2007 national average (540.8)

5.3 Job and education placement rates for graduates will rise

- In 2007, the School of Education conducted an alumni survey of 2005-06 graduates to establish baseline rates.
 - Initial Teacher certification program graduates: 83% employed full-time, 13% employed part-time, 4% not employed. Of those employed, 99% are employed in education, 93% as teachers. The majority (55%) work in NYC public schools.
 - Counseling graduates: 94% employed full-time and 6% not employed. Of those employed, 94% were employed as counselors, predominately in a rehabilitation setting (38%) or NYC public school (31%).
 - Administration and Supervision graduates: 86% employed full-time; 14% employed part-time. Most are employed as principals (29%) or as a coach/lead teacher/mentor (29%). All are employed in NYC public schools.
- The School of Social Work also conducted an alumni survey of its graduates to establish baseline rates.
 - Six months after graduation, 97.2% of students who graduated in 2004 and 98.9% of those who graduated in 2006 were employed.
 - 89% of graduates reported that their income improved with their graduate degree.

A. Establish corporate advisory board and make other strategic improvements to career services.

- Career Development Services (CDS) has identified an individual that it hopes will serve as Chairperson and has purchased the interactive NACELINK Simplicity jobsearch software program that allows 6,000 employers with 700 active jobs to recruit Hunter students.

6.1 Student satisfaction with academic support services, student services, academic advising and use of technology to strengthen instruction will rise CUNY-wide

A. Begin systematic review and assessment of select units; use results and NSSE data to develop and begin implementing a comprehensive student satisfaction plan. In 2007-8, we will use the NSSE data to locate specific areas of dissatisfaction and their sources, establish baselines, and design and implement programs to improve problem areas.

- In 2008, student satisfaction with academic support services (2.82 on a 4-point scale), satisfaction with student services (2.59) and satisfaction with access to computer technology (2.79) remained flat compared to 2006 ratings (2.78 for academic support services, 2.59 for student services, 2.81 for access to computer technology).
- Over the past year, efforts aimed at promoting access, increasing convenience, and providing expanded opportunities for students include
 - the Self Managed Graduate Degree Application was made available to graduate students during spring of 2008.
 - a Virtual Advisor is available on the website to answer advising questions 24/7.
 - each incoming freshmen student was assigned a specific advisor and offered the programs, resources and services noted earlier in this report.
 - 50 laptops are now available for loan to students at all of the Hunter College libraries.

Goal: Enhance Financial and Management Effectiveness

7.1 Colleges will meet enrollment targets for degree and adult and continuing ed enrollment; SATs/CAAs will rise

A. Maintain enrollment.

- Hunter's total enrollment of 20,845 met its annualized enrollment target (20,700).
- Hunter met its enrollment targets for adult and continuing education; 2,732 students were enrolled, maintaining last year's enrollment, which was a 5% increase over previous year.

B. Mean SAT/CAA scores for new regularly admitted undergraduate students will continue to rise. Recent gains in SAT/CAAs for undergraduates will be maintained.

- Hunter's mean SAT score for first time freshmen has increased steadily, from 1065 in fall 04 to 1095 in fall 07 and is now the second highest among senior colleges.
- Hunter maintained its high CAA – 84.8 in fall 07 (85.3 in 2006 and 84.7 in 2005).

7.2 All colleges will increase the percentage of their TIPPS equivalency evaluations by May 1, 2008.

A. Hunter's high percentage of TIPPS equivalency evaluations will be improved. CUNY reports that as of May 18, 2007, 83.2% of Hunter's courses had been evaluated (this includes adjustments submitted by Hunter in Excel – see [tipps_equiv_summary_20070518.xls](#) column 16).

- Hunter's TIPPS equivalency evaluations now stands at 92.6%, up almost 10% from last year.

8.1 Alumni/corporate fundraising will increase 10% CUNY-wide

A. Hunter will increase alumni and corporate fundraising.

- As of June 18, 2008, Hunter's alumni and corporate fundraising total for FY08 is \$18,079,751, with a number of additional gifts anticipated before the end of the fiscal year. Thus, we expect to maintain last year's level (FY07 = \$18,787,308), which was a substantial increase over previous years (FY06 = \$13,177,707, FY05 = \$13,645,753).
 - This year's total does not include the \$40 million gift expected from the Community Trust due to the relocation of the School of Social Work.
- The top gifts received between July 1, 2007 and June 12, 2008 include four \$1 million gifts, four \$500,000 - \$999,999 gifts, one \$250,000 gift, and seven \$100,000 - \$249,999 gifts.
- We have hired an experienced Executive Director in the Office of Institutional Advancement and have made considerable progress on staffing the office.

8.2 Each college will achieve its productivity savings target and apply those funds to student instruction-related activities

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

- Over the past 3 years, Hunter has met its productivity savings target (FY 08 = 100.7; FY07 = 100.3, FY06 = 100.9) and has applied those funds to student instructions-related activities.

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

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

- Over the past 4 years (FY04 – FY07), Hunter has maintained the percentage of administrative costs between 27.2% and 28.5%. In FY07, the rate was 27.8%.

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

A. Hunter will implement its financial plan and maintain a balanced budget.

- Hunter implemented its financial plan and maintained a balanced budget.

8.5 Contract/grant awards will rise 5% CUNY-wide

A. Hunter will maintain its excellent level of grant submissions and external funding.

- We estimate that we have maintained last year's level of grant funding (as of June 17, 2008, Hunter estimates its grant total at \$41 million for FY08).
- As of June 17, 2008, Hunter faculty submitted 706 grants, maintaining last year's high level.
- Notable grants in this year include:
 - Hunter's share of the 5-year, \$49 million NIH grant for a Clinical Translational Science Center in partnership with Weill Cornell Medical Center, Memorial Sloan Kettering, and Hospital for Special Surgery includes a \$2.3 million subcontract (\$460K/ year) to the Gene Center, \$70,500 (\$14,100/year) to the School of Nursing, and funding for several projects and traineeships (\$112,500 in year 1)
 - Hunter College was one of 25 New York State institutions to receive a one-year development grant from then Governor Eliot Spitzer's stem cell research initiative. Hunter received one of the largest grants and the maximum it was eligible for: \$155,980.
 - \$1.4 million renewal from the Howard Hughes Medical Institute (Hunter received the only renewal in CUNY and was one of only 48 undergraduate institutions in the country to be awarded such a grant)
 - NIH/RISE (Research Initiative for Scientific Enhancement) 4-year renewal @ 696K per year (Victoria Luine)
 - NIH/SCORE (Support for Continuous Research Excellence) 4-year renewal of institutional portion, \$146K per year (V. Luine)
 - Hunter's Ronald E. McNair Achievement Program received \$925,792 for 4 years of support from the U.S. Department of Education.
 - The SOE's Mathematics Center for Learning and Teaching (MCLT) was awarded \$2.4 million over 3 years via a Math & Science Title IIB Partnership Grant to provide professional development services for 200 elementary, middle and high school mathematics coaches, teachers, administrators and parent coordinators.

8.6 Indirect cost recovery ratios will improve CUNY-wide

A. Hunter's strong indirect cost recovery ratios will be maintained.

- Hunter's indirect cost recovery rate grew from 14.5% in FY06 to 16.7% in FY07. For the first 11 months of FY08 (complete data not yet available), Hunter has maintained this increase with a rate of 16.8%.

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.

- Hunter met its revenue target for adult and continuing education; \$716,000 in revenue was collected through May 31, 2008.

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 foundations to comply with CUNY guidelines.

- Hunter completed the agreed upon restructuring of its philanthropic foundation.

B. Hunter will document its participation in the CUNY compact.

- Hunter has documented its participation in the CUNY compact.

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

A. Hunter will use NSSE results to establish baselines and develop strategic plans to improve student satisfaction.

- Student satisfaction with administrative services remained relatively unchanged (2.64 in 2006; 2.56 in 2008).
- We expanded the OneCard system to include new services for students: laundry, bursar payments, library fees, dining services, printing, copying, vending machines, bookstore

voucher (for students with financial aid).

- The President's new advisor for enrollment management will focus on improving student satisfaction.

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

A. *Hunter will maintain its schedule of evening classes at capacity levels and increase weekend, summer, and winter sessions where appropriate.*

- Over the past 3 years, Hunter has maintained the percentage of FTEs offered on Fridays, evenings or weekends (54.7% in 2005, 55% in 2006, 54.9% in 2007).

9.4 All colleges will develop a chemical inventory and hazardous waste management system. All faculty/staff working with chemicals or other hazardous substances will participate in hazardous waste training sessions

A. *Hunter will implement Chemtracker once it is available through CUNY EHS.*

- Chemtracker is currently running and chemical data have been uploaded for all college labs and rooms where regulated chemicals are stored. Training on how to use Chemtracker to maintain up-to-date chemical inventories will begin at the start of the fall 2008 semester.

B. *Hunter will maintain its high level of participation in hazardous waste training sessions. Training is required for all new researchers at Hunter as well as those who have not had a training session in the last 3 years. Approximately 60 individuals will require training in 2007-8 and all will be trained.*

- In 2007-08, approximately 200 people received Hazard Communication or Right-to-Know training, 150 received Hazardous Waste Management and Lab Safety Standard training, and 35 received Radiation Safety training. Training has been enhanced to include compliance with other OSHA, EPA and NYS-DOL mandates.

9.5 All colleges will make timely progress on ERP implementation

A. *Create Hunter College ERP website.*

- Hunter College ERP site is online at <http://www.hunter.cuny.edu/cunyfirst> and is kept current.

B. *Solicit input from the Hunter community in support of ERP project development.*

- There was a positive student article in the student newspaper (The Envoy, May 14, 2008) covering the CUNYfirst migration.
- Hunter College showed improvement in the CUNYfirst survey. In 2008, Hunter's overall favorability rating was 56%, up from 50% in 2007, our leadership rating increased to 56% (from 45%) and our communication rating increased to 46% (from 43%)
- We have a large commitment of subject matter experts (SME) and others participating in Hunter's CUNYfirst taskforce.

10. Continue to implement Hunter's physical master plan

A. *Continue to make progress on new health and science building project and potential new building for the School of Social Work.*

- See page 1, goal 1.1A