

Goals	Objectives	2004-2005 College Targets
Raise Academic Quality	1. Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.	<p>Outstanding faculty will be recruited to flagship/premier programs.</p> <p><u>School of Arts & Sciences</u></p> <ul style="list-style-type: none"> • Recruit outstanding faculty on cluster lines in Art History, Foreign Languages (Arabic, Hebrew), and Journalism. <ul style="list-style-type: none"> • <i>To launch our new program in Arabic, we hired Christopher Stone, from Middlebury College, at the associate professor level as the first tenure track appointment in the new program in Arabic, and, at the assistant professor level, Arnold Franklyn, who works on Medieval texts in Hebrew and Arabic. Pulitzer Prize winner Bernard Stein was hired at the professor level in Film and Media Studies (Journalism). Professor Stein will contribute to the newly established graduate program in Journalism. Antonella Pelizzari was hired at the associate professor level in Art History to support Hunter’s excellence in photography.</i> • Recruit a faculty member in neuroscience with support from the Specialized Neuroscience Research Program (SNRP). <ul style="list-style-type: none"> • <i>Search in progress.</i> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • Hire a faculty member with an established track record of scholarship for the program in Administration and Supervision on a cluster line. <ul style="list-style-type: none"> • <i>A new faculty member with a distinguished record as a superintendent of schools (Maria Palandra) has been hired at the associate professor level.</i> • Recruit an additional faculty member with a track record of scholarship and service expertise for the Early Childhood Education Program. <ul style="list-style-type: none"> • <i>Elizabeth Matthews has been hired at the assistant professor level. She has a track record of scholarship and is currently involved in research and teaching in early childhood education.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • Recruit at least one outstanding faculty member for the School of Nursing. <ul style="list-style-type: none"> • <i>Recruited Judith Aponte, a doctorally prepared community health nurse, at the assistant professor level.</i> • Fill two cluster lines in Urban Public Health (joint Environmental Health and Brookdale Center on Aging line/Environmental cluster line). <ul style="list-style-type: none"> • <i>Hired Mimi Fahs, a leading researcher in the fields of health economics and aging, at the professor level for joint BCoA/UPH line as Director of Research at the Aging Center. Interviews are ongoing for the Environmental cluster line.</i> <p><u>School of Social Work</u></p> <ul style="list-style-type: none"> • Recruit a faculty member in Gerontology on a cluster line in collaboration with the Brookdale Center on Aging. <ul style="list-style-type: none"> • <i>Carman Morano, from University of Maryland (Baltimore), was hired at the associate professor level.</i>

CUNY's most prominent programs will draw greater recognition from the following activities.

School of Arts & Sciences

- Submit proposals to renew grants for two of its premier science programs, RCMI and SNRP.
 - *Proposals for renewal of RCMI and SNRP were submitted. Official results pending.*
- Through the NSF-supported Gender Equity Project, social and natural scientists will submit research proposals to national agencies and private foundations.
 - *Proposals submitted: Tracy Dennis, Psychology, received \$150,000 from NIMH; Pamela Stone, Sociology, received \$43,953 from the Sloan Foundation; Marnia Lazreg, Sociology, did a residency at the prestigious Institute for Advanced Study in Princeton; and Wenge Ni-Meister, Geography, received \$150,000 from NASA.*
- As part of Mayor Bloomberg's Immigration Week program, the Department of History will produce a second exhibition of student work at the Museum of the City of New York.
 - *The exhibition at the Museum of the City of New York opened April 12, 2005, featuring photographs of Washington Heights by Hunter students.*

School of Education

- Undergraduate Childhood Education will move from national recognition with conditions to full national recognition by the Association for Childhood Education International (ACEI) as part of the NCATE process. Early Childhood Education will move from national recognition with conditions to full national recognition by the National Association for the Education of Young Children (NAEYC) as part of the NCATE process.
 - *A new report on each of these two programs will be submitted to their respective specialty professional associations prior to September 2005 as required by the NCATE process.*

Schools of the Health Professions

- The School of Nursing and at least one School of Health Sciences program will participate in the *U.S. News & World Report* graduate professional programs survey.
 - *Both Nursing and Speech-Language Pathology participated in the U.S. News & World Report survey. Nursing was ranked 58th out of 258 schools of nursing – and speech-language pathology received a ranking of 72 out of 106 programs reviewed.*

School of Social Work

- Continue to maintain or improve our national rankings in *U.S. News & World Report*.
 - *The School of Social Work's national ranking in U.S. News & World Report advanced from #17 in 2000 to #14 in 2003 among the 171 graduate schools of social work in the country. This survey of social work schools is conducted every three years; the next survey will take place in 2006.*

Faculty research awards/scholarship will increase from 2003-04 levels.

School of Arts & Sciences

- Maintain or improve strong 2003-04 record in acquiring external funding and faculty publications and fellowships.
 - *RF grants and contracts for FY 2004 totaled more than \$39 million, which exceeds our three-year average by 10%. To date FY 2005 RF grants and contracts total almost \$39.7 million. Faculty Scholarship Report attached.*

School of Education

- Increase the number of grant proposals submitted to a combination of federal government agencies and private foundations.
 - *The number of grant proposals increased from 67 to 70. In addition, there were 14 applications to the PSC/CUNY program, which is double the recent average of 7 applications.*

Schools of the Health Professions

- Submit at least one RO1 grant proposal to NIH.
 - *Professors Dean Johnston, Beatrice Krauss, and Nicholas Freudenberg each submitted an RO1 grant proposal to NIH.*
- Faculty will submit at least three grants to external sources as principal investigators or in collaboration with a Brookdale Research Center (BCoA, COEH, COADCH).
 - *Professor Cynthia Degazon (SON) submitted and received a 3-year program grant from the Division of Nursing, HRSA. Professors Joyce Griffin-Sobel (SON) and Mimi Fahs (BCoA/UPH) submitted a grant application to the Leukemia and Lymphoma Society that was funded for one year. Professor Beatrice Krauss continues to submit grants to NIMH with Faculty Fellows as part of her research team.*

School of Social Work

- Increase the number of faculty publications and research grant proposals.
 - *Social Work faculty received grants and contracts for training, research, and program development in FY 2004 totaling over \$5 million for the second year in a row. Faculty published 7 books, presented 36 papers, led 35 workshops, served on 15 conference panels, gave 24 keynote addresses, and provided 59 plenary presentations.*

New resources will be shifted into flagship/premier programs.

School of Arts & Sciences

- Continue to seek cluster lines and reallocate lines to strengthen our flagship programs in Art (Digital Art and Art History), Biology (Neurosciences and Cancer Research), Foreign Languages (Arabic, French, Hebrew), American History, and Physics (creating a special track in pre-engineering).
 - *The following faculty appointments have been made in addition to those listed above. Tim Portlock was hired at the assistant professor level in Film and Media Studies—Digital Art. Biology searches: hired Diego Loayza at the assistant professor level in genetics and Hualin Zhong at the assistant professor level in cell biology, both of whom had post-docs in prestigious labs at Rockefeller University; biophotonics search continues. Michael Taormina was hired as an associate professor in Romance Languages (French). Physics hired Yuhang Ren at the assistant professor level for its pre-engineering track.*
- Strengthen collaborative programs with the School of Education in the preparation of secondary school teachers (grades 7-12).
 - *A joint faculty appointment (Sarah Dubow, School of Education/Department of History) was made at the assistant professor level.*
 - *Arts and Sciences has been invited to apply for a planning grant from Carnegie Foundation to strengthen ties between the School of Arts and Sciences and the School of Education. Talks are also going on with the Gilder Lehrman Institute of American History for similar support in training history teachers.*

- Continue to strengthen Hunter's CUNY Honors College program by appointing a new director and by providing increased opportunities for honors courses and other student experiences.
 - *Peter Basquin, Music, was appointed as CHC director beginning fall 2004. The SAT average for the fall 2005 incoming cohort is 1348, up from 2004's entering class average of 1318. Honors courses for CHC students were offered by 13 disciplines, including Italian, Statistics, and Philosophy, with some courses above the 100 level. Cross-campus upper level courses were offered by Classics, English, Humanities, Italian, and Political Science, which included 13 honor students from other CUNY campuses' honors programs.*
 - Enhance administrative space and reorganize staffing to respond to increasing numbers of honors students.
 - *Space has been refurbished and reorganized to accommodate more students. A program coordinator experienced in working with new college students was appointed and the number of advisers was increased from 2 to 3. A revised advising system was instituted to address the individualized needs of each student.*
 - Continue to assign honors students to alumni mentors.
 - *Honors students continue to be a major part of the Hunter Alumni Mentoring program.*
 - Conclude community discussion concerning the administrative structure of the School of Arts and Sciences, and develop strategies to improve academic support.
 - *Consultation and discussion concluded with a decision to retain the current structure of the School of Arts and Sciences. The structure of a reconfigured dean's office includes three associate deans. An acting associate dean for student opportunity has been hired. A search committee for the dean's position is in place and the search will commence early in the fall 2005 semester.*
- School of Education
- Conclude the search for and appoint a new dean.
 - *Professor David Steiner has been appointed as dean of the School of Education effective August 2005. Dr. Steiner, currently the director for arts education at the National Endowment for the Arts and chair of the Department of Educational Policy in the School of Education at Boston University, holds a Ph.D. in political science from Harvard and is the author of five books and numerous articles on issues in education.*
 - The Center for Gifted Studies and Education and the Center for Mathematics Learning and Teaching will increase their activities and visibility through additional grant and contract work.
 - *The Center for Gifted Studies and Education was officially launched in fall 2004 and has been working closely with the Department of Education. Deputy Chancellor Carmen Farina gave the keynote address at the public launch of the Center, an event that was widely covered in the media. The director of the Center and the acting dean of education were appointed as the only non-DOE members to be part of the NYC Department of Education Task Force on Gifted and Talented.*
 - *A proposal for a Gifted Education Certificate Extension (advanced certificate) was approved by Hunter College and has been submitted to CUNY for approval. Courses from this proposal have been offered since fall 2004 as special topics courses. Two of these courses, offered in summer 2005, are fully enrolled.*
 - *The Center has submitted a proposal to the NYC Department of Education in response to an RFP for professional training and consultation.*

- *The Mathematics Center for Learning and Teaching has expanded its activities substantially during 2004-05. It increased the number of teachers it trained under a UFT Teacher Center grant by 30%; added a collaboration with Region 4 under a NYS Mathematics/Science Partnership program; increased its training of mathematics coaches and administrators for Region 6; increased the number of participants trained for the Bureau of Non-Public Schools; and contributed to the development of a Mathematics Literacy Leadership Program with the CUNY School of Professional Studies and the UFT Teachers' Center.*
 - The program in Administration and Supervision will expand its visibility in the school leadership field through meetings, conferences, and other outreach activities.
 - *The ADSUP Leadership Center is implementing a pilot program to train New Vision coaches to work with newly assigned New York City principals. The center also is collaborating with the DOE Leadership Academy on a joint project.*
 - Plan a center to train school personnel for work in autism.
 - *A planning grant was obtained from the FAR Fund. A grant from the NYC Department of Education was obtained for the training of staff for an Asperger program during June and July 2005.*
- Schools of the Health Professions
- Develop a second two-year plan (2004-06) and initiate development of a long-term strategic plan.
 - *SHP held a retreat in May 2005. Goals for the 2005-2006 academic year were established as the first phase in the development of a long-term strategic plan, which will support fundraising activities.*
 - Develop one interdisciplinary academic or curricular project.
 - *Center for Interdisciplinary Health Studies launched and developed two new interdisciplinary initiatives: Medical Laboratory Science/Environmental and Occupational Health Science/School of Nursing conference on bioterrorism, and Physical Therapy/Communication Sciences patient transfer training.*
 - Complete letters of intent for three doctoral programs (AuD, DPT and DNS).
 - *AuD full proposal was approved by the State on May 17, 2005; DPT full proposal approved at CAPP in June 2005; DNS Letter of Intent approved at CAPP in June 2005.*
 - Strengthen public health program by determining the feasibility of a doctoral program and by developing a mental health center.
 - *Feasibility study was completed for DrPH. Dr. Neal Cohen, former New York City Commissioner of Health, completed a workshop series, presented a white paper, and continues to develop plans for a Mental Health Center.*
- School of Social Work
- Complete the strategic planning process to improve the organizational structure of the School, highlight areas of excellence, revise the curriculum around specializations, and expand research and scholarship activities to improve national rankings.
 - *Strategic planning is in process. Areas of excellence have been identified in gerontology, child protection services, and the world of work/work-based programs. Six specializations are in place: adults, older adults & families; children, youth & families; community development, prevention & social justice; health & mental health; work, employment & rehabilitation; and emerging areas & new populations. Research and scholarly activity continue to be strong: as noted previously, the US News and World Report ranking improved from #17 to #14.*

		<p>All colleges will demonstrate a comprehensive approach to strengthening undergraduate education (CUE initiative).</p> <ul style="list-style-type: none"> • Continue to analyze, clarify, and adjust the GER to maximize its effectiveness in promoting student success. • Expand the number and increase the variety of significant writing (W) courses and Focused Exposure (Stage 3) courses across the curriculum. <ul style="list-style-type: none"> • <i>The new undergraduate catalog was designed to present all GER requirements in a clear and detailed manner, as well as all courses that students can take to satisfy them. Many departments increased the number of courses at the 200 and 300 levels that qualify for GER credit. Departments also increased the number and variety of significant writing (W) courses and Focused Exposure (Stage 3) courses, making it easier for undergraduates to complete the GER in a timely fashion. The college has received a planning grant from the Mellon Foundation to support the development of a proposal to assess the effectiveness of general education at Hunter.</i>
	<p>2. Use program reviews and outcome assessment efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</p>	<p>Colleges will conduct external program reviews and implement action plans.</p> <ul style="list-style-type: none"> • Review the following departments and programs in the School of Arts & Sciences: Africana and Puerto Rican/Latino Studies, Anthropology, Biology, Chemistry, Economics, Foreign Languages (German, Romance Languages), Classics, Latin American and Caribbean Studies, Religion, Urban Affairs, and the Thomas Hunter Honors Program. <ul style="list-style-type: none"> • <i>Anthropology, Biology, Chemistry, Classics, Economics, German, Latin American and Caribbean Studies, Romance Languages, and the Thomas Hunter Honors Program have completed external reviews. Africana and Puerto Rican/Latino Studies, Religion, and Urban Affairs are scheduled for site visits in 2005-06.</i> • Continue ongoing implementation of action plans, including Geography (initiate discussions about creating collaborative projects with Urban Planning), Medical Laboratory Sciences (develop molecular diagnostics course), Music (enhance use of technology in classrooms, labs, and library, including streaming audio and computer lab for composition and ear-training), Psychology (improve undergraduate advising system), Art (enhance the program in digital art), and Political Science (begin to consider revision of the major): <ul style="list-style-type: none"> • <i>Geography and Urban Planning are collaborating on the development of new GIS courses to be taken by students in both programs. We have upgraded computer capacity of the social science computer lab to accommodate the needs of GIS courses.</i> • <i>A new MLS curriculum has been implemented.</i> • <i>Music has introduced streaming audio and databases in history and literature classes and computer-assisted instruction in theory, composition, and ear-training courses.</i> • <i>Psychology has augmented undergraduate advising with the use of highly capable, trained graduate students.</i> • <i>Art has digitized its slide collection and has requested a new cluster line search in digital art.</i> • <i>The curriculum committee in Political Science will present a revised curriculum proposal for departmental consideration during the coming academic year.</i> • Review the undergraduate program in Community Health Education in the Schools of the Health Professions. <ul style="list-style-type: none"> • <i>Evaluation visit completed and report received. The 7-year plan is under development.</i>

More CUNY professional programs will be certified/accredited.

School of Education

- Revise the undergraduate and graduate social studies programs and resubmit for national recognition by the National Council for Social Studies in association with NCATE.
 - *Faculty in the departments of History and Curriculum and Teaching have agreed upon a revised curriculum that will enable students to complete a history major and meet New York State requirements for certification as a teacher of social studies, 7-12. The revised program will be completed and submitted under the supervision of the new Dean of the School of Education. Grants are being sought to strengthen ties between the School of Education and the School of Arts and Sciences, and to train teachers in American history.*
- Increase teacher candidates' use of technology in their student teaching and practica as recommended by NCATE.
 - *Steps have been taken to ensure the implementation of this goal. Instructors have been informed that this is an objective of student teaching/practicum. A Hunter internal grant has been awarded for the purchase of more equipment so that student teachers will be able to borrow equipment needed to implement technology-based lessons at their teaching site. The Learning Disabilities program of the Department of Special Education has added a requirement to its student teaching/practicum courses for a technology project to be carried out by every teacher candidate with children at school sites.*

School of Social Work

- Explore alternatives to the self-study process with the Council on Social Work Education.
 - *The next CSWE accreditation is set for 2009. CSWE has agreed to engage in a discussion with the School in the fall of 2006 to explore the range of self-study options.*

All colleges will show progress in implementing learning outcomes plans.

- The college will identify specific departments/programs that will develop and implement assessment plans during the academic year.
 - *Assessment activities in the School of Education and the Schools of the Health Professions are proceeding under the approved protocols of their respective national accrediting agencies. All academic departments undergoing external review are now required to submit plans for specific outcomes assessment activities. The Office of the Provost is working with the Senate Select Committee on Outcomes Assessment on the implementation of assessment activities.*
- The School of Education will complete the implementation of a comprehensive system of assessment as indicated to NCATE.
 - *A comprehensive system of assessment has been established and implemented, with some modifications to be completed in July 2005, to make it more useful in program evaluation and improvement.*
- The School of Education will conduct a survey of recent graduates to determine the percentage employed in positions consistent with their course of study at Hunter.
 - *A survey instrument was sent to a sample of employers in May 2005. An additional survey was sent to all 2003-04 graduates in June 2005. Data to be analyzed during summer 2005.*
- A search for the position of Director of Outcomes Assessment in the Schools of the Health Professions will begin in fall 2004.
 - *Thomas Jordan was appointed to this position effective fall 2004.*
- School of Education will conduct a search for a Coordinator of Assessment.
 - *Elisa Hertz was hired in fall 2004.*

		<ul style="list-style-type: none"> • The School of Social Work will continue to revise and enhance outcome measures in the MSW program (conduct pre- and post-surveys of incoming and exiting MSW students; revise alumni survey to include questions on satisfaction with curriculum and relationship between job and education; conduct focus groups with employers to assess satisfaction with Hunter graduates). <ul style="list-style-type: none"> • <i>Revisions to the graduate survey have been made and will be implemented in the next survey cycle. The quantitative survey will be supplemented by qualitative data elicited from focus groups.</i>
		<p>Hunter College will continue to expand the use of technology to enhance instruction and student access to computers.</p> <ul style="list-style-type: none"> • Upgrade technology, use technology to enhance lecture halls and classrooms, and increase the number of smart classrooms by three. <ul style="list-style-type: none"> • <i>Completed at SSW Auditorium, Brookdale Auditorium, and 615W, 714W, and 1639W at the 68th Street campus..</i> • Provide more computers for student use. <ul style="list-style-type: none"> • <i>Installed 90 new computers across the campuses and opened computer laboratories for the Art Department, Room E016 at Brookdale, and the School of Education.</i> • Increase the number of instructors trained in the use of Blackboard and other technology applications, and increase the number of courses on Blackboard. <ul style="list-style-type: none"> • <i>The Technology Resource Center offered 47 workshops with a total attendance of 1,863 in FY 2005, double the attendance in FY 2004. During FY 2005, 39 Blackboard courses were created. The total number of Blackboard courses offered at Hunter in 2004-05 was 1303.</i> • Increase participation in Blackboard by ORSEM students and Student Services advisers. <ul style="list-style-type: none"> • <i>ICIT provided introduction to Blackboard training during ORSEM. ORSEM Blackboard enrollment increased by 24% from fall 2003 to fall 2004 among all users (first-year students, ORSEM instructors, and Student Services advisers); postings on discussion boards increased from 100 to 1,000.</i> • Based on assessment results, improve VOILA!, the online library tutorial for ORSEM classes. <ul style="list-style-type: none"> • <i>Technology fee funds were utilized to improve VOILA!. Improvements include an assessment feature that evaluates how effective the program is and how it can be improved. In addition, a component for graduate students was added.</i> • Implement electronic reserves in the libraries. <ul style="list-style-type: none"> • <i>The library increased its electronic resources and also purchased licensing to use ARTStor.</i> • Increase Web registration by 10%. <ul style="list-style-type: none"> • <i>Exceeded target: Web registration increased from 67% in spring 2004 to 87% in fall 2004. By spring 2005, Web registration was 100% for undergraduates and approximately 90% for graduate students.</i> • Prepare for final testing of Degree Works (automated degree audit system) within one year of purchase. <ul style="list-style-type: none"> • <i>In progress. This project was delayed by license negotiations between CUNY and NY State Comptroller's Office. However, the college has procured funding to purchase the program, and all undergraduate degree programs have been authenticated and will be submitted to vendor for scribing in June 2005.</i>

		<ul style="list-style-type: none"> • Increase online availability of Registrar’s Office forms to 80%. <ul style="list-style-type: none"> • <i>Registrar’s website has been redesigned and over 80% of the forms are now available online.</i> • Install a new Gigabit network infrastructure at the Brookdale campus to provide greater network capacity. <ul style="list-style-type: none"> • <i>The new Gigabit network infrastructure was installed in March 2005.</i> • Implement the newly developed scholarship system. <ul style="list-style-type: none"> • <i>A new system has been developed that integrates many of the college’s stand-alone scholarship systems. The system is operational and has received over 2,500 inquiries since May 2004. The new system is the only scholarship system of its kind throughout all of CUNY. Hunter College has received many requests from other colleges to replicate the scholarship system. The Coordinator of Scholarships is using the system for more efficient distribution of college-based scholarship funds.</i>
		<p>Show and pass rates on the proficiency exam will rise CUNY-wide.</p> <ul style="list-style-type: none"> • Increase the CPE show rate by at least 5%. <ul style="list-style-type: none"> • <i>Show rate rose from 74.7% to 78.3%. Strategies to improve the show rate will continue including use of registration stops, and earlier and more extensive promotion of CPE to new and continuing students.</i> • Maintain or improve current CPE pass rate of required test-takers. <ul style="list-style-type: none"> • <i>Pass rate increased from 93.7% to 96.9%.</i>
	<p>3. Increase instruction by full-time faculty</p>	<p>Instruction by full-time faculty will increase incrementally.</p> <ul style="list-style-type: none"> • Maintain instruction by full-time faculty at more than 50%. <ul style="list-style-type: none"> • <i>Achieved. Instruction by full-time faculty is 51.7%.</i> • Increase the percentage of courses taught by full-time faculty in the Early Childhood Education Program, the Counseling Programs, the English Education Program, the Social Studies Program, and the Childhood Fellows Program. <ul style="list-style-type: none"> • <i>The percentage of courses taught by full-time faculty increased in the Counseling programs (from 37.5% in 2003-04 to 57% in 2004-05) and increased in the Childhood Teaching Fellows program (from 28% to 42%). The percentage of courses taught by full-time faculty in the English Education and Social Studies programs remained stable, but with one substitute replaced by an appointee on a tenure track line. In the Early Childhood Education Program, the percentage of courses taught by full-time faculty did not increase because expanded enrollments made it necessary to offer more course sections (49 rather than 38).</i> • Review Hunter’s reassigned time policies across departments and programs. <ul style="list-style-type: none"> • <i>The Office of the Provost in collaboration with the Office of Institutional Research is completing an analysis of faculty workload for every academic department on the basis of which formal policies on reassigned time will be developed.</i>

		<ul style="list-style-type: none"> • Efforts to recruit underrepresented groups to the profession will be made. <ul style="list-style-type: none"> • <i>The University Affirmative Action Committee conducted an audit of the college, which resulted in a successful review. The college was commended for its practices.</i> • Active searches for minority faculty in the School of Arts & Sciences are underway. Support for minority hires in the sciences is partially provided by the Research Centers in Minority Institutions (RCMI) grant. <ul style="list-style-type: none"> • <i>In Arts and Sciences, nine of twenty new faculty appointments are members of underrepresented groups.</i> • The professional schools will continue to work with the dean for diversity to ensure diverse applicant pools. <ul style="list-style-type: none"> • <i>All three professional schools were successful in hiring faculty members from underrepresented groups. In Education three of six new appointments to date are members of underrepresented groups; in Social Work two of six; and in Health Professions one of four.</i>
Improve Student Success	4. Increase retention and graduation rates	<p>Hunter will employ a number of strategies and initiatives to increase student retention and graduation rates by 2 per cent, including but not limited to:</p> <ul style="list-style-type: none"> • Retention rates will increase by an average of 2 percentage points. <ul style="list-style-type: none"> • <i>FT freshman-entering class retention increased from 78.9% to 81.5%.</i> • Graduation rates will rise by an average of 2 percentage points in baccalaureate/masters programs. <ul style="list-style-type: none"> • <i>The six-year graduation rate for transfer students rose by 1% (from 44.5% to 45.5%); four-year graduation rate for masters programs increased by 1% (from 66.4% to 67.4%); the freshman six-year graduation rate decreased slightly (0.9 percentage points).</i> • Increase show rate by 5% for First-Year Network (a program to help 2nd-semester freshmen develop a sound academic plan so they can graduate in a timely manner). <ul style="list-style-type: none"> • <i>Exceeded target. Show rate for First-Year Network increased by 8.5% (from 530 students in spring 2004 to 575 students in spring 2005).</i> • Reduce number of undeclared majors with 60 credits. <ul style="list-style-type: none"> • <i>Achieved. Number reduced by 61%. Reduction attributed to Sophomore Initiative (outreach and advising interventions during fall 2004 and spring 2005 semesters).</i> • Provide additional course sections during the academic year in response to closed course section analyses. <ul style="list-style-type: none"> • <i>Achieved. Course sections were added in science laboratories and other high-demand courses.</i> • Target summer offerings to spring registration patterns. <ul style="list-style-type: none"> • <i>Achieved. Summer courses were offered in high-demand areas, such as chemistry and other sciences. Students who are unable to register for these courses in the spring are given first priority for the summer classes they need.</i>

<p>5. Improve post-graduate outcomes</p>	<p>All teacher education, nursing, and accounting programs will improve performance on certification/licensing exams. College will establish baselines on graduate entrance exams and seek improvements.</p> <p><u>School of Education</u></p> <ul style="list-style-type: none"> • The very high pass rates on the LAST and ATS-W will be maintained. <ul style="list-style-type: none"> • <i>Achieved. Pass rates of 98% and 99% on the LAST and the ATS-W, respectively, have been maintained.</i> • The School of Education will reach at least an 80% pass rate on the Content Specialty Tests for initially certified teachers. <ul style="list-style-type: none"> • <i>Exceeded. The pass rate on the Content Specialty Tests was 93%.</i> <p><u>Schools of the Health Professions</u></p> <ul style="list-style-type: none"> • NCLEX first-time pass rates will remain in the 85%-90% range. <ul style="list-style-type: none"> • <i>Achieved. NCLEX pass rate was 88%.</i> • Communication Sciences and Physical Therapy first-time pass rates will remain at current levels. <ul style="list-style-type: none"> • <i>Achieved. The pass rate for first-time test-takers in Communication Sciences remains at 100%. Pass rate in PT declined to 62%, reflecting a change in the State-wide examination consistent with DPT curriculum. Current pass rate is 10% above the New York State average. A proposal for a DPT degree submitted jointly by Hunter and CSI was approved at CAPP in June 2005.</i> • Baseline GREs will be established for graduate programs that have them as admissions criteria. <ul style="list-style-type: none"> • <i>A committee has been established and work is in progress to determine baseline GREs for Communication Sciences, Environmental and Occupational Health, and Urban Public Health.</i>
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	<p>6. Improve college readiness</p>	<p>Senior colleges will improve the percentage of immersion students who pass basic skills tests or enter the Prelude program, and improve the percentage of SEEK/ESL students who pass skills test in the allowed time.</p> <ul style="list-style-type: none"> • Maintain or improve the percentage of USIP participants (conditionally admitted freshmen) who pass all required skills assessment tests at the end of the program or enroll in Prelude to Success. <ul style="list-style-type: none"> • <i>Exceeded target. Increased from 85.2% to 93.3% for summer 2004. In the last four years, the SATs of entering freshmen have increased while the enrollment in Prelude has declined, allowing the college, with the support of the chancellor, to phase out Prelude. Hunter's summer USIP enrollment decreased from 206 in the summer of 2000 to 54 in the summer of 2004.</i> • Maintain the high percentage of SEEK students who pass the skills tests in one year. • <i>Achieved. Percentage of non-ESL SEEK students who pass all basic skills tests within one year has remained high at 92%.</i> • Improve the percentage of ESL students who pass all basic skills tests within two years by at least 2%. <ul style="list-style-type: none"> • <i>Exceeded. Increased from 75.3% to 82.3%.</i> <p>Colleges will meet College Now enrollment targets, and 70% of participants will complete courses and earn grades of A, B, or C.</p> <ul style="list-style-type: none"> • Fulfill College Now (CN) enrollment targets. <ul style="list-style-type: none"> • <i>Achieved. Funds for college credit courses were completely utilized; 78% of participants earned grades of A, B, or C.</i> • Continue to increase strategic recruitment efforts in College Now. <ul style="list-style-type: none"> • <i>Achieved. 27 CN students matriculated in 2004-2005 academic year.</i> • Expand programming in select number of partner high schools. <ul style="list-style-type: none"> • <i>Achieved. Hunter developed Manhattan/Hunter Science High School in collaboration with the New York City Department of Education. At the conclusion of its second year, enrollment has met targets and over 90 percent of the students (9th and 10th graders) have passed Regents exams in mathematics, Spanish, science, and global history. Hunter faculty are actively engaged with the teachers in developing curriculum as the tenth graders move on to eleventh grade and college-level work.</i> • Increase retention and pass rates in CN college credit-bearing courses. <ul style="list-style-type: none"> • <i>Exceeded goal: 75.8% pass rate for credit-bearing courses and 84.5% retention (completion) rate.</i> • Maintain high completion rates in CN activities. <ul style="list-style-type: none"> • <i>Achieved. Overall completion rate for all CN activities is 94.3%; completion rate for college and high school credit courses and non-credit workshops is 82.9% (excludes "under 21 hour" activities).</i>
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	<p>7. Improve quality of student support services</p>	<p>Student satisfaction with academic support services and student services will rise at all colleges. The college will increase student satisfaction through continued implementation and refinement of initiatives recommended by the President's Advisory Committee on Student Services, including:</p> <ul style="list-style-type: none"> • Increase advising hours. <ul style="list-style-type: none"> • <i>Achieved. Advising schedules adjusted to complement class scheduling and maximize adviser/counselor availability to students when fewer classes are scheduled.</i> • Maintain high level of participation in transfer student orientation; expand Transfer Student Week to include undeclared majors. <ul style="list-style-type: none"> • <i>Achieved. Undeclared majors were invited to and participated in Transfer Student Week; overall participation in fall 2004 Transfer Student Week increased 42% over spring 2004.</i> • Hire new director of Mental Health Services. <ul style="list-style-type: none"> • <i>Achieved. Hired new director of Mental Health Services (Siu Ping Ma, Ph.D., licensed clinical social worker) effective September 2004.</i> <hr/> <ul style="list-style-type: none"> • Fully implement redesigned Office of Student Services (OSS) website with e-advising features. <ul style="list-style-type: none"> • <i>Achieved. Redesigned and launched advising and counseling component of OSS website; includes e-advising features such as FAQs, interactive GER checklist, direct e-mail links to advisers, and general advising information.</i> • Create and implement an expanded pre-law program by hiring a new pre-law adviser with expanded responsibilities and directing additional resources to the program; expand the range of programs and services offered by the pre-med adviser. <ul style="list-style-type: none"> • <i>Achieved. Pre-law adviser, Barbara Landress, Ph.D., J.D., hired. Pre-law workshops offered throughout fall 2004 and spring 2005. Adviser has worked with all students applying to law school for fall 2005, and workshops have been offered to interested students and faculty. The Office of Student Services held two pre-med panel discussions for students interested in medicine. A search for a pre-med adviser is in progress.</i> • The School of Social Work will revise its alumni survey to better understand MSW student satisfaction with the program. <ul style="list-style-type: none"> • <i>Achieved. The School's alumni survey was revised to be able to measure student satisfaction.</i> • The School of Education will conduct an intensive review of its teacher placement service. <ul style="list-style-type: none"> • <i>Achieved. A preliminary review of the Teacher Placement Service was conducted, and modifications in some of the procedures relating to the New York City school system and other schools were made. Further evaluation of Teacher Placement Services will be embedded in the End-of-Program Survey.</i>
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<p>Enhance Financial And Management Effectiveness</p>	<p>8. Meet enrollment goals</p>	<p>CUNY's enrollment will rise incrementally while mean SATs and CAAs of senior college baccalaureate entrants continue to improve.</p> <ul style="list-style-type: none"> • Increase mean SAT scores and CAAs for new regularly admitted freshmen while maintaining enrollment at the current level. <ul style="list-style-type: none"> • <i>Maintained mean SAT scores and CAAs for new regularly admitted freshmen while maintaining enrollment at the current level. The entering class in the CUNY Honors College shows an increase in average SAT scores from 1318 (fall 2004) to 1348 (fall 2005).</i> • Develop focused events for groups that influence students' college choice. <ul style="list-style-type: none"> • <i>Achieved. Events for New York City public school liaisons and Long Island high school guidance counselors were held in spring 2005. Open House was held for parents and high school juniors in November 2004. College tours were offered weekly to high school students and parents. Requests from high school counselors for "School Tours" have increased two-fold in the last year. Parent coordinator presentation was held on April 29, 2005.</i> • Introduce more sophisticated database management and electronic outreach to cultivate and communicate with prospective students. <ul style="list-style-type: none"> • <i>Achieved. Targeted electronic and regular mail communications were sent to segments of database of targeted students.</i> • Effect greater involvement by faculty and other college constituencies in recruitment. <ul style="list-style-type: none"> • <i>Achieved. All college recruitment events are attended by personnel from the administrative offices of the college: Admissions, Registrar, Bursar, Financial Aid, and advisers. Select faculty attend Open House events.</i> • Expand articulation efforts with CUNY and non-CUNY community colleges to include three additional "feeder" schools. <ul style="list-style-type: none"> • <i>For non-CUNY schools, the admissions office has created a database for course equivalencies as submitted by academic departments. Articulation sessions planned in June 2005 with three additional feeder schools (Hostos, Bronx Community, LaGuardia).</i> • Develop plans to strategically recruit community college students and others to Hunter's honors programs. <ul style="list-style-type: none"> • <i>Achieved. Discussions have started with LaGuardia Community College to recruit their honors students to Hunter and the Thomas Hunter Honors Program.</i> • Develop recruitment targets for all masters degree programs to increase graduate enrollment to 25% of total enrollment. <ul style="list-style-type: none"> • <i>In progress. In spring 2005, graduate enrollment exceeded 5,000, representing 24.4% of total enrollment.</i>
		<p>All colleges will take actions to better coordinate and facilitate movement from the associate to the baccalaureate level.</p> <ul style="list-style-type: none"> • Hunter will implement the CUNY Community College Teacher Education Transfer Protocol. <ul style="list-style-type: none"> • <i>School of Education is implementing the recommendations of the CUNY articulation committee for acceptance of three teacher education courses with approved syllabi.</i> • Review and update articulation agreements. <ul style="list-style-type: none"> • <i>Via the TIPPS system, articulation agreements are continually reviewed and updated.</i> • The Task Force on Advising will recommend ways to strengthen specialized advisement for CUNY transfer students. <ul style="list-style-type: none"> • <i>The Task Force reported to the Senate its recommendations dealing with definitions, responsibilities, communication, and consequences. Specific recommendations included establishing a "Problem Central" committee to deal with the effects of changes in policies and procedures that have an impact upon advising; requiring mandatory advising checkpoints; analyzing the effect of current student-adviser ratios on student success; and exploring "best practices" at Hunter and sharing such approaches throughout the college.</i>

	<p>9. Increase revenues from external sources</p>	<p>Alumni-corporate fundraising will increase 10% CUNY-wide.</p> <ul style="list-style-type: none"> • Alumni-corporate fundraising will increase by 10%. <ul style="list-style-type: none"> • <i>To date, fundraising from alumni, corporations, and foundations exceeds last year's total. Contributions to Hunter College have increased by 63% over last year (total does not include June).</i> • Hire a Director of Corporate and Foundation Relations to develop a corporate and foundation giving program. <ul style="list-style-type: none"> • <i>A Director of Corporate and Foundations Relations was hired. This has greatly expanded our ability to work across departments and schools to better leverage the college's relationships with foundations, to strategically match funding and funders' priorities, and to provide grant writing assistance and support to faculty. Through this program, grant proposals have been submitted to, and are pending with, several major foundations.</i> • Enhance major and planned giving efforts. <ul style="list-style-type: none"> • <i>Increased the absolute number of major gifts closed as well as the average gift size. Received a gift of \$1 million, which is the first million dollar gift in over 10 years. Also closed individual gifts for \$500,000, \$300,000, and several for \$100,000. Solicitation of other major gifts is in progress, including a pending proposal for an eight-figure gift and a second \$1 million gift.</i> • <i>Working with Capital Campaign Consultants (CCS), we have significantly refined our top prospect database. A 'Top 60' list was generated from the database and cultivation strategies have been developed for each of the 60 names. The list is reviewed during weekly meetings with CCS at which specific actions for the following week are set and progress is monitored. In addition, CCS has helped to identify a list of 850 prospects capable of making a significant gift (\$5000 and above) to Hunter.</i> • <i>Held several high-end donor cultivation events including private museum tours, cruises, dinners, and roundtable discussions.</i> • <i>A search is underway for the positions of Director of Major Gifts and Planned Giving and Major Gifts Officer.</i> • <i>Recruited a dynamic and well-known volunteer to chair the Thomas Hunter Society. We are in the process of updating our planned giving materials and developing a series of planned giving events.</i> • Expand alumni relations program and benefits in order to increase annual giving. <ul style="list-style-type: none"> • <i>A Director of Alumni Relations and Annual Giving has been hired.</i> • <i>The college has received very positive reviews for the newly redesigned alumni newsletter.</i> • <i>The Alumni Mentoring Program was expanded. In addition to one-on-one alumni/student mentoring, the program also featured several group mentoring sessions, which gave more alums an opportunity to interact with today's students.</i> • <i>Ability to connect with alumni was enhanced through the launch of an alumni e-mail system. This system not only allows alums to post 'alum notes', it also allows us to keep our alumni informed of Hunter events.</i> • <i>Contracted with a firm to validate and refresh addresses in our alumni database. This will be particularly useful in helping Hunter to reinitiate contact with our more recent graduates, who tend to move upon graduation. Initial run includes 50,000 names.</i> • <i>Discussions are underway with a credit card issuer and a major insurer regarding the launch of two new alumni affinity programs.</i>
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		<ul style="list-style-type: none"> • Initiate planning phase for Hunter College capital campaign and draft Case Statement. <ul style="list-style-type: none"> • <i>In autumn 2004, Hunter retained CCS to help lead the campaign for Hunter College.</i> • <i>The planning phase is nearing completion. A feasibility study has been completed. Based on the CCS report, the participants hold Hunter in extremely high regard, are unanimously supportive of a capital campaign for Hunter, and a majority expressed willingness to help in a campaign effort. They also reacted favorably to the funding priorities outlined in the draft case statement. Separate case statements for the School of Social Work and for the Hunter College Campus Schools have also been drafted. The college is in the process of forming a Campaign Cabinet to help guide the campaign, and a high profile corporate executive alumnus has agreed to chair the vision sessions.</i>
		<p>Contract/grant awards will rise 10% CUNY-wide.</p> <ul style="list-style-type: none"> • Hunter will exceed or maintain its three-year rolling average of approximately \$36 million. <ul style="list-style-type: none"> • <i>RF grants and contracts for FY 2004 totaled more than \$39 million, which exceeds our three-year rolling average by 10%.</i> • The SHP Office of Research and Grant Support (ORGS) will continue to support faculty grant preparation efforts, conduct workshops for junior faculty, and support awards of small grants and Center Faculty Fellow awards. <ul style="list-style-type: none"> • <i>Four grants workshops were held during the year. Four faculty fellowships, one grant preparation award, and two seed money grants to faculty were awarded.</i> • Maintain or increase current level of government support. <ul style="list-style-type: none"> • <i>Received over \$1 million from the NYC Council and Borough Presidents (\$1 million for the Organic Chemistry Laboratory, \$300,000 for the Hunter College Campus Schools, and \$147,000 for a Laboratory at the Manhattan/Hunter Science High School).</i> <p>Indirect cost recovery ratios will improve CUNY-wide.</p> <ul style="list-style-type: none"> • Hunter will continue to seek to obtain a substantial proportion of grants that provide full indirect cost recoveries. <ul style="list-style-type: none"> • <i>Indirect cost recovery as a percentage of overall grant activity increased from 14.6% (FY 2003) to 15.2% (FY 2004).</i>

	<p>10. Improve productivity, service to students, and environmental health and safety</p>	<p>Each college will achieve its productivity savings target and apply those funds to student instruction-related activities; the savings will total \$6 million CUNY-wide.</p> <ul style="list-style-type: none"> • Hunter will achieve 100% of its productivity target and redirect savings to the academic enterprise. <ul style="list-style-type: none"> • <i>The college achieved 100% of its target and redirected savings to academic services.</i> <p>The college will undertake a number of initiatives to maintain and increase student satisfaction with administrative services, including:</p> <ul style="list-style-type: none"> • Increase the number of computers available for student use. <ul style="list-style-type: none"> • <i>Installed 90 new computers across the campus and opened several laboratories.</i> • Re-bid the student health services contract. <ul style="list-style-type: none"> • <i>In progress. The college has requested the state's cooperation in awarding the health services contract by the end of FY 2005.</i> • Upgrade network infrastructure. <ul style="list-style-type: none"> • <i>The Brookdale network installation has been completed.</i> • Continue to upgrade student club spaces, primarily located in Thomas Hunter Hall. <ul style="list-style-type: none"> • <i>The administration has completed more than \$170,000 in renovation projects in Thomas Hunter Hall. Most of the initiative has been funded, 50% by student groups and 50% by the college. In total, more than 33 rooms and common spaces have benefited from minor renovation projects (new tiles, painting, window treatments, electric, etc.). In addition, renovations have been made to the hallways, stairwells, and bathrooms.</i> • Continue to deploy additional wireless hot spots. <ul style="list-style-type: none"> • <i>Additional wireless hot spots have been installed in Brookdale, the School of Social Work, and the MFA Building.</i> <hr/> <ul style="list-style-type: none"> • Increase technology support for students (e.g., lab support, consulting, helpdesk). <ul style="list-style-type: none"> • <i>The college has increased the number of open laboratories and has extended the hours of operation in the laboratories.</i> • Develop a plan for a one-card system to enhance student services, simplify student transactions, and integrate college-wide systems. <ul style="list-style-type: none"> • <i>In progress. A plan has been completed. The college plans to distribute new ID cards for students and staff this year.</i> • Fully implement on-line e-Permit system. <ul style="list-style-type: none"> • <i>Students utilize the e-Permit system on the CUNY portal to request permits to attend other CUNY institutions.</i> • Streamline Admission Office processes. <ul style="list-style-type: none"> • <i>The college formed a cross-divisional committee comprised of representation from Bursar, Admissions, Registrar, Financial Aid, and Information Technology (BARFIT). BARFIT successfully re-engineered its student registration and payment schedule processes in order to improve services to students.</i> • Implement self-managed graduate application process. <ul style="list-style-type: none"> • <i>In progress. Plan includes an on-line application.</i>
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		<p>Every college will lower the percentage of its tax-levy budget spent on administrative services.</p> <ul style="list-style-type: none"> In order to reduce the percentage of its tax levy spending devoted to administrative services, the college will control and monitor expenses including full-time, TS, OTPS, and OT. <ul style="list-style-type: none"> <i>During FY 2005, the college controlled expenses and lowered the percentage of tax-levy funds spent on administrative services.</i> <p>The university will increase the percentage of instruction delivered on Fridays, nights, and weekends to better serve students and make fuller use of facilities.</p> <ul style="list-style-type: none"> Schedule more courses on Fridays and weekends. <ul style="list-style-type: none"> <i>Percentage of undergraduate courses offered on Fridays, weekends, or evenings continues to be above 48 percent.</i> The college will implement the findings of the comprehensive classroom survey to make more efficient use of its facilities for instruction. <ul style="list-style-type: none"> <i>The Bell Committee utilized the Comprehensive Classroom Survey to identify space that was not under the purview of the Registrar's Office. In total, 10 rooms were added to the Registrar's classroom portfolio.</i> <p>All colleges will hire or assign a dedicated environmental health and safety officer to assess compliance and correct findings.</p> <ul style="list-style-type: none"> The college's EHS officer will serve as the point person for the upcoming EPA audit. <ul style="list-style-type: none"> <i>During FY 2005, the college successfully completed an EPA-compliance audit. The audit generated only 20 findings, many of which were very minor items, while the pre-audit in FY02 had identified more than 300 violations. This exemplary audit sets the bar for the remaining CUNY schools.</i> The college will ensure that adequate resources are employed to maintain compliance with environmental and safety regulations throughout Hunter's five campuses and approximately 120 laboratories. <ul style="list-style-type: none"> <i>Adequate PS and OTPS resources are provided to maintain compliance. Strategies based on pre-audit and audit findings include: 1) providing EPA-related training programs for faculty, laboratory and facilities personnel, and other college staff; 2) distributing safety-related items (e.g., spill kits, storage shelves and containers, labels); 3) conducting weekly inspections of storage areas, laboratories, and mechanical, electrical, and HVAC rooms; and 4) obtaining certificates and operating permits for laboratories, boilers, storage tanks, and pesticide application programs. All strategies to insure continuing compliance have been implemented.</i>
	<p>11. Improve physical planning for the college</p>	<ul style="list-style-type: none"> Complete design and construction planning for Roosevelt House. Complete permit process. Construction expected to begin in late 2005. <ul style="list-style-type: none"> <i>The project is on schedule. The architectural firm, Polshek and Partners, is in the process of completing the construction documents for the renovation and addition of the lower level auditorium. The project already has approvals from many regulatory agencies, and landmark and neighborhood groups have been briefed. Construction is projected to begin in late 2005 or early 2006, with a completion of the project in mid-2007.</i> Continue to work with retained real estate adviser to explore options for expansion of the college, including locations for new science and arts facilities. <ul style="list-style-type: none"> <i>The project is on schedule. During FY 2005, a new real estate consultant, CB Richard Ellis (CBRE), and a land use lawyer joined the project team. Working with the Central Office, CBRE developed an analysis of the options for the new Hunter College Science Center and progress has been made towards obtaining a desirable site.</i>

