Hunter College
Strategic Plan 2022

Deepest Thanks to all the Members of the Six Strategic Plan Committees and their Co-Chairs

Please see Appendix A of the plan - **Committee Membership** for a list of committee chairs, members, and their departments/academic programs/schools/administrative units

What is not included in an Academic Strategic Plan & Why

- Specific Implementation Ideas
  - These are subject to the normal decision and implementation processes of the college, and in some rare instances to new bodies such as a standing committee.
- Commitments to goals and implementation ideas where there is uncertainty that they can be accomplished. Uncertainties include:
  - Budget/resources
  - Things needing agreement/approval from an external actor (CUNY, State)
- Typically, issues/needs that are already in process, are recurring, or are are addressed on an *as needed* basis
- Issues that are the purview of an existing body or process
  - E.g., curricular issues; budget issues; etc.

Goals – Objectives - Implementation

Goals: Always in academic strategic plans

- Broad, not directly measurable - guides objectives and implementation

Objectives: Not typically in academic strategic plans
  - Why: involves multiple decision units & uncertain future budget commitments
- Always measurable – oftentimes expressed as expected outcomes

Implementation: Never/rarely in academic strategic plans
  - Why: requires time-sensitive, evolving, & in-process decisions/expertise
- Specific ways to meet objectives and goals
  - Actionable ideas

Things to Keep in Mind

- We will be held accountable by MSCHE for what we commit to in the SP.
- Most of the issues, specific changes, and improvements that will occur in the college are not in or as a result of the strategic plan.
  - These are handled through the normal decision processes of the College, e.g.,
    - Senate
    - Administration
    - Schools
    - Departments
      - Curriculum committees
- Current times include significant turbulence and uncertainty
  - Academic strategic plans should not include specific or implied commitments that may be subject to this uncertainty, e.g.,
    - Things that require allocations or approval by external stakeholders
    - Things where there are significant disagreement among internal decision makers.

Task Force to Advance Racial Equity

1. Overarching Goal: Cultivate a more inclusive, equitable and supportive campus, deepen a sense of belonging for all campus community members, promote and advance inclusive and innovative teaching, scholarship and knowledge capital development.

   1.1 Establish and empower a College-wide Standing Committee to review, prioritize and implement Racial Equity Task Force Recommendations.

   1.2 Promote and advance innovative interdisciplinary scholarship bringing new knowledge and insights to historical and contemporary events affecting Black, Indigenous and People of Color (BIPOC).

   1.3 Strengthen and enhance a welcoming, inclusive and equitable campus environment.

   1.4 Review curricular offering with a view to decolonize reliance on a dominant western culture and to broaden inclusion of other perspectives.

   1.5 Attract and retain talented students from diverse backgrounds into an inclusive and supportive campus.

Adjunct Task Force

1. **Develop Robust and Flexible Part-Time Faculty Orientation Practices**
    1.1 Strengthen the mutual responsibility of departments, other hiring units, and adjuncts to make
        certain that new adjuncts are oriented to and integrated into the Hunter Community.
    1.2 Create and implement a plan that improves the onboarding process of adjunct faculty.
    1.3 Implement the in-person adjunct orientations offered by the college and by some schools,
        departments, and programs with live (synchronous) and recorded (asynchronous) online
        orientation sessions.
2. **Improve Logistical and Technological Supports**
    2.1 Create course scheduling and planning processes that consider the needs of adjuncts for timely
        information and the many late adjustments that are inevitable in course scheduling.
    2.2 Designate additional shared spaces on campus for adjuncts to meet with students and to
    securely   store their belongings.
    2.3 Provide access to additional technology to adjuncts for their on-campus and off-campus work.

3. **Enhance Professional Development Opportunities**
    3.1 Ensure that adjuncts are informed about the professional development available to them, e.g.,
        via ACERT, the Center for Online Learning, and the Office of AccessAbility.
    3.2 Design some professional development offerings to be accessible remotely and/or at off-peak
        times.
    3.3 Include professional development on areas of most interest to adjuncts, including:
        - Effective teaching and assessment practices for face-to-face, hybrid, and online classes.
        - Addressing racial, cultural, and gender differences in the classroom.
        - Support for students with disabilities and different learning needs.
        - Support for students' mental health and wellness.
        - Grants for adjuncts, grant writing and management, and grant supports.
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4. Foster Communication for Better Inclusivity and Institutional Culture

4.1 Ensure that there are multiple channels through which the college communicates with adjuncts, including but not limited to direct email and a designated page on the college website.

4.2 Update the online handbook with the latest information from the collective bargaining agreement and the Human Resources website. Consider utilizing additional forms of communicating this information, e.g., videos, that clarify complex topics and procedures such as adjunct sick pay.

4.3 Provide information directly to adjuncts about College resources, including Counseling & Wellness Services, the Behavioral Response Team, Early Alert, library services, tutoring and learning centers, academic advising, and accessibility and accommodations.

4.4 Inform adjuncts specifically about the existing technology supports available to them, including when they are off-campus.

4.5 Edit as changes occur Hunter College online information pertinent to adjuncts.

4.6 Improve two-way communication between departments and their adjunct faculty, and between full-time and part-time faculty.

4.7 Offer more opportunities for adjuncts to participate in social events on and off-campus.

4.8 Revise expeditiously professional contact information for current adjuncts on Hunter webpages.

4.9 Create new forms of public recognition for the many accomplishments of Hunter's adjuncts.

Task Force on Transfer Students

1. **Improve the pre-matriculation process by forging deeper connections between Hunter and our biggest source campuses, the CUNY community colleges.**

   1.1 Empower faculty and staff to strategically develop articulation agreements concerning course equivalencies with CUNY community colleges.

   1.2 Strategically develop and expand scholarship and engagement opportunities for transfer students explicitly through the lens of equity.

   1.3 Expand awareness of articulation agreements and opportunities to CUNY community college students.

2. **Make all transfer processes seamless, frictionless, and equitable.**

   2.1 Ensure that transfer processes have equitable outcomes for our students.

   2.2 Improve transcript evaluation process by leveraging CUNY technology such as TRex.

   2.3 Create processes that provide transfer students with consistent advising and student peer mentoring from pre-matriculation through graduation.

   2.4 Improve information sharing about the admissions policies and academic pathways for the most popular majors among our transfer student population.

2.5 Improve the registration process so that transfer students have equitable access to available seats in appropriate courses.

2.6 Ensure that the math transfer process supports student academic achievement.

3. Ensure that transfer students can complete a Hunter bachelor's degree in a timely fashion.

3.1 Articulate the most common CUNY AS degrees with their most common Hunter BA majors.

3.2 Ensure that needed courses are available to transfer students to enable them to complete their degrees in a timely fashion.

3.3 Identify tailored best practices in majors that support transfer student success.

3.4 Ensure that transfer students are well connected to academic and co-curricular supports in our learning centers, library, career services, and within our majors.

4. Hunter College will embrace and celebrate transfer students and ensure that they fully participate in student/campus life.

4.2 Create and expand hallmark events that celebrate the contributions of our transfer students beyond Transfer Welcome Week.

4.3 Develop leadership opportunities that reflect the assets, interests, commitments, and diversity of our transfer students.

4.4 Facilitate opportunities for transfer students to participate in student government and student clubs.

Committee on Career Readiness & Student Success

1. Create a Careers Leadership Team that works as a centralizing hub linking all career development activities for the college; that builds relationships with faculty and academic departments as part of a shared mission of career preparation; that cultivates ties to alumni, advisory boards, and external partners; and that is organized around career "clusters."

2. Faculty and academic programs & departments need to embed career thinking in their classes, their advising, their student's research opportunities, and student internships.

3. Develop faculty career liaisons within majors and departments whose responsibilities include keeping students' career considerations an active consideration within the faculty.

4. Coordinate shared effort between faculty, departments, and the careers staff regarding internships and experiential learning across the college to bring greater transparency, equity, and opportunity to students regardless of major or program.

5. Ensure that Student Affairs Advisors, from their first contact with students, guide students toward understanding how their Hunter education can serve as preparation for career success, and how students can take on the multiple tasks of developing their own career plans.

6. Leverage Hunter College's extensive network of community stakeholders, which includes alumni, members of Hunter advisory boards, businesses, nonprofit organizations, public agencies, and others to serve as mentors and guides on career opportunities.

Committee on Research, Scholarship and Artistic Discovery

Overarching Goal: Hunter College will advance the vision of innovative partnerships, accelerate scientific and creative discoveries, enhance opportunities to be involved in emerging enterprises, and support and advance Hunter College's designation as a source of outstanding science and artistic discovery and innovation.

Outreach and Strategic Partnerships
The Outreach and Partnerships sub-group endeavored to provide a path for promoting and increasing external partnerships and industry outreach. Through this plan, Hunter College can advance the vision of innovative partnerships, accelerate scientific and creative discoveries, enhance students' opportunities to be involved in emerging enterprises, and support Hunter College's designation as a source of outstanding talent and ideas.

1. Maintain and expand Hunter College's standing as an ideal scientific and creative partner.
    1.1 Identify, inventory, and make available a list of the current partnerships and collaborations. Explore ways to promote and strengthen them. Identify new and emerging partners and create a pathway for partnership (see 2.2).
    1.2 Advertise and promote the expertise at Hunter College. Develop a website for external partners where faculty can be sorted by area of expertise or subject matter. Provide easy contact information for each faculty member or a central number where someone can call or write to be connected with expertise in the field.
    1.3 Develop and publicize areas/centers of scholarship and expertise that can be consulted for local, regional, and national projects and programs for example the Brookdale Center for the Aging, the Food Policy Center, etc.
    1.5 Broadly disseminate the finding of studies of our investigators under the Hunter College imprimatur to demonstrate excellence in, and expertise in subjects and processes.
2. Streamline the partnership process.
    1.1 Build Hunters potential to provide facilitated ways of partnering with researchers outside of the College, highlighting Hunter's researchers as attractive collaborators.
    2.2 Streamline processes and infrastructure relating to securing and administering external partnership agreements.
    2.3 Develop a "fast-track" for contracts and agreements from external partners that are time sensitive.
    2.4 Increase Hunter's hosting of grants and contracts when collaborating with partner researchers at other academic and research institutions.

3. Leverage our existing relationships with alumni, emeriti, retired faculty and friends of CUNY.

    3.1 Increase the pathways and opportunities for alumni, friends, emeriti, and partners to engage with university programs.

    3.2 Facilitate "open-house" days for potential collaborators and partners, i.e,, open labs at Belfer for tours, open performing arts facilities/galleries for viewing/consider partnership between dance and artistic endeavors with NYC's rich art and cultural environment.

    3.3 Increase and invite alumni, emeriti and retired faculty back for local and regional events to promote partnership and deepen interactions.

    3.4 Increase collaborations with industry, scientific, research, entertainment/arts, and cultural partners.

4. Identify new opportunities for partnerships.

    4.1 Develop *Portfolios for Partnership* with specific outreach from relevant departments and Centers on campus.

    4.2 Explore opportunities with other Academic Institutions across CUNY and with external institutions.

Committee on Technology

Overarching Goals

- The complexity of the technology needs of Hunter College requires cross-cutting leadership and coordination, consistent with the charge of the Strategic Plan Technology Committee and inclusive of the goals of the five other Strategic Plan committees.
- Recognizing that members of the Hunter community vary in how they are able to use and access technology based upon their individual circumstances and abilities, the College is committed to equitable access for all users of Hunter College technology.
- Hunter College aspires to strengthen partnership between Hunter/ CUNY and the non-academic technology space to enhance teaching, learning, community engagement and administrative workflow.

1. Student Experience

    1.1 Hunter College seeks to provide its students with equitable access to up-to-date, technological tools that are relevant for their course of study, their engagement in the community, and in their research activities.

    1.2 The College additionally aims to expose and train students on technological advances relevant to their studies and their career plans.

    1.3 Hunter College will continue to support its students by offering flexible modalities of instruction, wellness services, and advising to maximize student engagement and academic success. In addition to creating a flexible learning environment, these tools will be used to strengthen a sense of belonging to the campus community beyond the classroom.

2. Research
 2.1 Hunter College aims to provide its community of researchers and artists with ongoing access to the technological tools, software, and hardware necessary for high level, internationally competitive research and artistic production.
 2.2 The College also endeavors to maintain the technological infrastructure needed by research and creative activities, consistent with resource constraints.

3. Community Engagement
 3.1 Hunter College will build on the lessons learned from the COVID 19 Pandemic to use technology to engage members of the college community, and to increase ways that the college community can engage with the broader community.

4. Administrative Workflow
 4.1 Taking an enterprise perspective, the college will explore plans digitizing and centralizing work processes with the goal to ensure administrative continuity and information sharing between different administrative branches and departments. This interface will be introduced to ease friction and maximize information flow and retention.

5. Teaching
 5.1 The College will continue to encourage and support faculty to integrate technology as a part of innovative teaching and learning. The college is committed to provide teaching and learning technological platforms and infrastructure such as through the Center for Online Learning and ACERT.
 5.2 The College commits to ongoing training of its faculty so that they have the technological knowledge and skills to teach online and utilize technology to improve their teaching in all modes of instruction.

 5.3 Hunter College will continue to create and adopt pedagogically sound approaches to structuring online, hybrid and high-flex classes using appropriate technology, including for purposes of equitable access to fulfill general education requirements and others.
 5.4 In addition to online courses, Hunter College will explore the feasibility of developing online degree programs that will increase access to Hunter College graduate, professional and undergraduate degrees.