

HUNTER

The City University of New York

Self-Study Design

Middle States Commission on Higher Education

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Submitted to:

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Middle States Commission on Higher Education

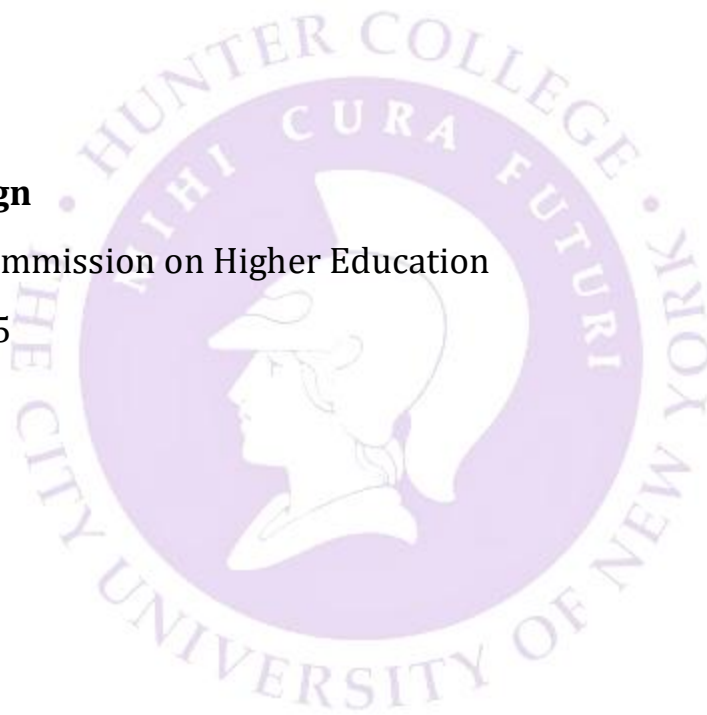


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I. Introduction

Hunter College is one of the oldest public colleges in the country and has been continuously accredited by the Middle States Commission on Higher Education since 1921. The College has been a driving force for social mobility and high-impact scholarship in New York City for more than 150 years. In August 2024, Hunter College welcomed a new President, Dr. Nancy Cantor, and her senior leadership team, a change widely and enthusiastically embraced by the College community. Under the leadership of President Cantor, the College is revising our Strategic Plan and Mission while simultaneously engaging in self-study in preparation for reaccreditation. We are taking advantage of the convergence of these opportunities to reexamine our mission and identity as a leading public college. The self-study process will ensure that our Strategic Plan and institutional priorities reflect the principles behind accreditation.

II. Institutional Overview

A. Brief History

Hunter College was created as a teacher's college for women in 1870 by the City of New York. The founding president, Thomas Hunter, removed barriers to enrollment and set the College on a distinctive path still followed in many respects. He insisted the new College be open to any woman who could pass the entrance exam and further insisted that science be part of the required curriculum, marking an area of excellence that persists to this day. Hunter was the first institution in New York City to offer free public higher education to women, and Hunter is the only college that can claim two female Nobel laureates among its alumni. The College's motto was *Mihi Cura Futuri: "The Care of the Future is Mine"*, and that remains the Hunter College motto today.

In 1961, the City University of New York (CUNY) was formed, uniting what had become seven municipal colleges at the time: the City College of New York, Hunter College, Brooklyn College, Queens College, Staten Island Community College, Bronx Community College, and Queensborough Community College. Today, Hunter is one of 25 colleges, including 11 senior colleges, within the CUNY family.

In addition to accreditation by MSCHE, Hunter houses academic programs with national accreditation or certification that include the following:

- School of Education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Hunter-Bellevue School of Nursing baccalaureate degree programs in nursing, master's degree programs in nursing, post-graduate certificate program, and Doctor of Nursing Practice program are accredited by the Commission on Collegiate Nursing Education; the Doctor of Nursing Practice program in Nursing Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.
- Silberman School of Social Work programs are accredited by the Council on Social Work Education.

- School of Health Professions' programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, the American Physical Therapy Association, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Hunter College has five schools housed across multiple campuses. The largest campus is located at Lexington Avenue and 68th St. in Manhattan, with other units located as follows (See Table 1).

Table 1: Locations of Units Away from Main Hunter Campus

Name	Location	Overview
Silberman School of Social Work	2180 Third Avenue (at 119 th Street)	Hunter College's East Harlem Campus is home to the Silberman School of Social Work, the Department of Nutrition and Public Health and the Center for Puerto Rican Studies (Centro).
Brookdale Campus	425 East 25 th Street	Hunter College's Brookdale Campus is home to the School of Nursing and the School of Health Professions.
Roosevelt House	47-49 East 65 th Street	The Roosevelt House Public Policy Institute hosts Hunter undergraduate programs in human rights and public policy and also serves as a venue for public programs open to the community.
MFA Building	205 Hudson Street	The MFA building houses art studios, workshops, production labs and gallery space.
Belfer Research Building	413 East 69 th Street	In collaboration with Weill Cornell Medical College, Belfer houses our bio-medical cancer research scientists who collaborate on cutting-edge research and training.
79 th Street Residences	334 East 79 th Street	Hunter offers a limited number of residential apartments.
Casa Lally	132 East 65 th Street	Casa Lally is the home of Parliamo Italiano, Hunter's Italian language institute, Hunter's LGBT Center, and The Artist's Institute.
Campus Schools	71 East 94 th Street	Includes the Hunter College High School (East 94 th Street, Manhattan), Manhattan Hunter Science High School (122 Amsterdam Avenue, Manhattan), and Hunter College Elementary School (East 94 th Street, Manhattan)

B. The Hunter College Mission

The College last reviewed and approved the Mission Statement in 2011 in conjunction with the creation of a new Strategic Plan for 2012-2020. The College is currently reviewing its Mission Statement, in conjunction with efforts to revise the Strategic Plan. This initiative was launched with a campus-wide listening tour led by President Cantor which occurred over the 2024-2025 academic year. President Cantor had conversations with faculty, staff, and student constituencies across the College, as well as alumni and community partners, while simultaneously launching a campus-wide survey that asked one question: What are your dreams and aspirations for Hunter College? Our working strategic-planning goals emerged from this community engagement, and we will review our Mission Statement as this self-reflective work progresses.

Hunter College Mission Statement

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we welcome students from all backgrounds to engage in a rigorous educational experience that prepares them to become leaders and innovators in their communities and in the world. Hunter also contributes to intellectual discourse by supporting excellent scholarship and creative activity by its accomplished faculty.

Hunter undergraduate, graduate, and professional curricula challenge students to think critically – to approach problems from multiple perspectives, distinguish the questions each raises, and recognize the kinds of evidence each values. The College’s academic programs stress the significance of human diversity, emphasize research and artistic creation, and invite students to extend their education beyond campus. We cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens.

We embrace our setting at the heart of New York City – we seek to draw on its energy, capitalize on its remarkable resources, weave it into the fabric of our teaching, research, and creative expression, and give back to it through our service and citizenship.

C. Institutional Learning Outcomes

In 2017, the following institutional learning outcomes were approved following a campus-wide discussion and ratification by the Hunter College Senate:

1. Acquire Broad and Specialized Knowledge: Hunter graduates will have the breadth of knowledge to make a positive difference in a complex, diverse, and changing world.
2. Research and Communicate Effectively: Hunter graduates will communicate with clarity, coherence, and purpose. They will access information and integrate a variety of sources to frame original arguments.
3. Think Critically and Creatively: As critical thinkers, Hunter graduates will evaluate different types and sources of claims using appropriate evidence, and as creative thinkers, they will use novel ideas to better understand and shape the world around them.
4. Practice Civic Engagement and Social Responsibility: As active, informed citizens, Hunter graduates will be engaged with their communities and prepared to have an impact on the world.
5. Value Pluralism and Diversity and Demonstrate Global Awareness: With a cross-cultural education, Hunter graduates will understand diverse intellectual traditions and develop a sense of belonging to a large and diverse community.
6. Computing and Technology Competencies: Hunter College students will be able to use technological tools to undertake academic research and/or manage data as is appropriate for their major course(s) of study.

D. New Developments

In April 2019, Hunter College was reaccredited by MSCHE. Since that time, we have used the MSCHE report recommendations as a foundation for improvements at the College. We have supported transfer students by creating a Transfer Student Success Center, with dedicated advisors and connections to academic departments and the College Career Center. We have prioritized support for the Career Center, creating the HunterWorks program which connects Hunter students with New York City employers. Through internships, mentorships, and career support, the program builds pathways to full-time opportunities for our students. We are excited to report that the HunterWorks initiative had a transformative effect in Academic Year 2024-25, impacting thousands of students by supporting them in landing paid internships and job opportunities aligned with their career interests.

We received a \$2.3 million grant from CUNY to bring industry practitioners into departments to teach and provide advice to students. The College has improved support and engagement for adjunct faculty by hosting an annual adjunct orientation meeting and designating a space for adjuncts to meet with bookable private offices. Hunter College has an active Academic Center for Excellence in Research & Teaching (ACERT) and we have used this Center to ensure that adjuncts are informed about professional development opportunities, as well as providing discipline-specific professional development sessions for adjuncts in large departments. We have also provided ongoing funding for scholarly work and expanded travel awards for adjunct faculty.

Our new president, Dr. Cantor, brings a wealth of experience and a steadfast commitment to student success and social mobility. She developed goals for the College after meeting with and listening to multiple constituencies across the College over the 2024-25 academic year. These goals include emphasizing social mobility along with publicly engaged, interdisciplinary, and collaborative scholarship. They also include strengthening the College as an anchor institution in the city of New York and as a center of academic innovation.

Dr. Cantor has named a committee to develop and propose a new Strategic Plan in the 2025-26 academic year. This committee has identified five areas that will serve as a foundation for new strategic goals. These areas will also inform our Self Study. They include the following: academic excellence and curricular innovation; student access and belonging; faculty, staff and campus community; community engagement; and communication, infrastructure and operational efficiency. (Table 7 on p. 16 shows these five strategic planning areas in relation to our Self-Study institutional priorities.)

E. Student Success

Hunter's core commitments are to student success and mobility. From the days of open enrollment at CUNY, Hunter has had a national reputation that continues to grow. In 2016, Hunter was ranked 42nd in Regional Universities in the North by U.S. News & World Report. In the most recent report (2025), we moved to 27th in Regional Universities in the North and tied for 10th among the nation's Top Public Schools in the North. We were also ranked 1st in Top Performers on Social Mobility and 9th in Most Innovative Schools. In September 2024, Hunter was ranked #2 on the Wall Street Journal list of "Best-Value" colleges.

Hunter's quality and affordability attract a diverse mix of students, making our college a prime engine of economic mobility and social integration. Our six-year graduation rate has grown from 36% in 2001 to 56% in 2025. We have raised the high school academic average of incoming freshmen from 82.3 in 2001 to 92.06 in 2025. We are proud that U.S. News has listed us at 4th for Ethnic Diversity among the top Regional Universities in the nation. Hunter students come from all corners of New York City and beyond, with 84% coming from New York City public schools and 3% coming from other New York communities outside of the city. Our students represent 154 countries and speak 70 different languages.

Enrollment has remained relatively constant over the last five years, at around 23,000 undergraduate and graduate students across five schools. Transfer students comprise approximately 34.2% of the entering undergraduates, and about 37% of undergraduates are the first in their families to attend college. Students of color represent 70.5% of our total student body. With 71% of students coming from under-represented groups, Hunter has been designated as a Minority Serving Institution, a Hispanic-Serving Institution, and an Asian American and Native American Pacific Islander-Serving Institution.

Hunter is enthusiastically coordinating with CUNY's university-wide strategic planning goals that target student success and achievement. These efforts include streamlining access for transfer students so they can earn their degrees as efficiently as possible and advancing the aims of CUNY Reconnect, a program that helps working people who left CUNY to reconnect and earn a degree, thereby opening the door to new jobs and higher earning potential. Moreover, Hunter College has aligned itself with CUNY's institutional goals regarding career outcomes, establishing campus-wide targets of a 40% internship rate and an 80% full-time employment rate within 12 months of graduation. We have been selected to participate in numerous initiatives of the CUNY Office of Careers and Industry Partnerships (OCIP) including CUNY Beyond, CUNY Inclusive Economy, the Career-infused Degree Map initiative, Faculty Career Success Fellowships, and more – all based on strategically building the capacity of academic departments to better position students for career success.

Table 2: Enrollment 2020-24

	2020	2021	2022	2023	2024
Undergrad	17,943	18,152	17,256	17,378	17,027
Grad	6,109	5,947	5,714	5,501	5,511
Total	24,052	24,099	22,970	22,879	22,538

Table 3: Graduation and Retention Rates, First-time Full-time Freshman, 2010-24

Fall Cohort	4-year Graduation Rate %	6-year Graduation Rate %	1-year Retention Rate %	2-year Retention Rate %	3-year Retention Rate %	4-year Retention Rate %
2010	23.7	53.3	85.4	73.7	65.6	37.0
2011	23.6	51.9	86.5	72.2	64.3	35.6
2012	27.6	56.2	86.6	73.5	67.7	36.2
2013	25.5	57.2	86.1	72.0	67.5	37.8
2014	27.3	55.9	82.5	69.9	65.8	35.4
2015	30.7	57.7	84.6	73.2	67.1	34.1
2016	32.8	56.4	83.4	69.4	62.9	28.6
2017	39.7	61.0	85.3	72.8	69.0	26.1
2018	37.9	56.9	81.2	72.2	66.9	23.3
2019	40.4		83.6	73.0	63.7	23.7
2020	37.4		81.8	67.4	61.6	25.1
2021			80.1	71.4	65.1	
2022			80.0	68.8		
2023			77.5			
2024						

Building on an enviable record of student achievement, the Office of Prestigious Scholarships nurtures students with the resolve, discipline, and academic talent to achieve coveted honors. Since 2017, Hunter College students were awarded 545 nationally competitive fellowships, including two Rhodes Scholarships, 24 National Science Foundation Fellowships and 51 Fulbright Scholarships.

Table 4: Prestigious Awards

Award	Number
Fulbright Scholarships	51
Jeannette K. Watson Fellowship	21
New York City Urban Fellowships	19
National Science Foundation Fellowships	24
Barry M. Goldwater Scholarship	10
Schwarzman Scholarship	7
Henry Luce Foundation Scholarship	6
Marshall Scholarship	3
Rhodes Scholarships	2
Paul & Daisy Soros Fellowships	1
Harry S. Truman Scholarship	1
Gates-Cambridge Scholarships	1

One hundred and twenty-two Hunter College students were named Benjamin A. Gilman Scholars over the past 10 years, with 22 named in the 2024-25 academic year. The prestigious scholarships, which are awarded twice annually by the U.S. Department of State's Institute of International Education, enable Pell Grant-eligible U.S. citizen undergraduates to pursue academic studies or career-oriented internships in foreign countries.

Hunter's Schools of Education, Nursing, Social Work and Health Professions supply the backbone of the workforce for New York City agencies, hospitals and nonprofits. One of every eight teachers hired by the New York City Public Schools since 2012 have a degree or certificate from Hunter. Eighty-nine percent of Hunter nursing graduates are employed in New York State. The New York City Council awarded the Silberman School of Social Work \$600,000 to support graduating students transition to professional careers in New York City.

Financial Aid

Hunter is one of the most affordable four-year colleges in the country. Financial resources are often the key to student success, and we use our aid strategically to enhance retention and completion. For example, summer scholarships have increased from \$30,000 to \$200,000 over the last two years. We target the dollars for a decisive impact on moving a student to completion. Overall, Hunter allocates around \$4 million annually to student financial aid. Seventy-five percent of undergraduates graduate debt-free. More than half of undergraduate students are eligible to receive Pell grants.

Curricula

In addition to many liberal arts programs in the School of Arts and Sciences, Hunter offers programs in its professional Schools of Education, Nursing, Social Work, and Health Professions. There are master's programs in nursing, nutrition, biomedical laboratory management, accounting, education, speech-language pathology and in liberal arts disciplines, plus a number of accelerated and advanced certificate programs. We have exceptional strength in the fine arts, with nationally recognized master's programs in creative writing, studio art, film and media studies, music and playwriting. Professional doctorates are available for physical therapy, nursing practice, and instructional leadership. With the authorization in 2008 for doctoral degrees in biology, biochemistry, and physics, Hunter became a PhD-granting institution, jointly with the CUNY Graduate Center. In 2022, we were authorized to offer our first stand-alone Ph.D. program in Nursing. Moreover, many of our faculty are an integral part of the PhD programs housed at the CUNY Graduate Center, where they teach PhD level courses and advise students, many of whom also teach and conduct research at Hunter.

An outstanding full- and part-time faculty of more than 1,800 serves students pursuing undergraduate and graduate degrees in 170 areas of study. Eighty-two percent of our full-time faculty have PhDs and other advanced degrees. The student-faculty ratio has remained constant for the past ten years at 13 to 1.

The most popular undergraduate major in Arts & Sciences is Psychology, followed by strengths in Computer Science and the natural sciences, arts/humanities, pre-professional programs, and a trio of additional majors in the social sciences (See Table 5). We also offer undergraduate degrees in education and social work. The School of Nursing provides undergraduate programs combining liberal arts and professional education with a humanistic and comprehensive approach to health care, leading to a Bachelor of Science degree in nursing. The undergraduate curriculum provides a strong foundation for graduate study at the master's and doctoral levels, both of which are offered at Hunter. The School of Education is committed to the development of teacher candidates who will be educators and lifelong learners. Teacher preparation that focuses on the unique challenges of working in New York City public school classrooms is at the core of Hunter's educational mission, and the School of Education is a place for aspiring teachers to learn their craft and contribute to the future through the classroom. The Silberman School of Social Work offers a B.S.W. degree in Social Work as well as an undergraduate minor in Community Organizing.

Table 5: Top Ten Most Popular Majors in Fall 2024*

Major	Enrollment
Psychology	2216
Human Biology	1726
Computer Science	1686
Biological Sciences Major 1	787
English	515

Accounting	456
Economics	433
Media Studies	425
Sociology	415
Nursing	376

*Includes Macauley Honors College students, BA/MA degree students and all Nursing Pathways degrees.

Through advising, workshops and other resources, Hunter College's pre-professional opportunities support students interested in professional fields, and our pre-professional programs include Pre-Business, Pre-Law, Pre-Health, Pre-Social Work, and Pre-Nursing. In the most recent cycle, 72.6% of Hunter applicants were accepted to law school, exceeding the national average of 69.9%. Hunter students matriculated at top law schools, including Columbia (3), University of Pennsylvania (1), New York University (1), and Vanderbilt (1). In 2025, Hunter College students will be heading to medical schools including Harvard, Johns Hopkins, University of Pennsylvania, Weill Cornell Medicine, the Mayo Clinic, Case Western, and New York University. They will also attend Cornell University College of Veterinary Medicine and dental schools including University of Pennsylvania and Columbia University.

Entering students may qualify for one of eight special “scholars” cohorts that represent about 10% of each entering class and that provide an exceptional entree to college life including merit scholarships, learning communities, mentoring, and matching co-curricular programs. Students receive individual course advising from the cohort director, individual and major advising from faculty mentors, \$1,000 merit scholarship for 4 years and invitations to events and activities associated with the theme of the cohort. Subject areas include Humanities, Philosophy, and Literature (Athena Scholars), Computer Science (Daedalus Scholars), Visual and Performing Arts (Muse Scholars), Scientific Research (Yalow Scholars), Public Policy, Social Sciences, and Law (Roosevelt Scholars) and Nursing.

F. Investing in Innovative Research

Hunter is committed to supporting faculty research via strategic investment in infrastructure, training and faculty development, as well as administrative support for research and extramural funding. In 2025 Hunter was designated as an R 2 institution by the Carnegie Foundation and the American Council on Education. The Office of Research Administration assists faculty through the review, institutional approval, and submission of proposals to government and private agencies, the review of all grant-funded personnel appointments, and the dissemination of information on grant opportunities. For the 2023-24 fiscal year, Hunter College grants reached \$51.7 million, a 32% increase over the previous year (\$38.9 million). The current federal environment has posed challenges for Hunter College, as for other major educational institutions; nevertheless, we have reached \$40 million for the current fiscal year.

Bringing students into working relationships with faculty is key for student retention and development. There is financial support for faculty to engage students for lunch, receptions, seminars, award ceremonies, film screenings, colloquia, and field trips. Faculty can access funding for students who attend professional conferences with them and who present their research.

We have developed relationships with several important institutions that complement our interests in scientific research and community development. In 2023, Hunter College collaborated with Temple University-Fox Chase Cancer Center and received a five-year, \$13.3 million competitive grant renewal from the National Cancer Institute to address cancer health disparities. The renewal followed the initial five-year, \$13.5 million grant, which was awarded in 2018, to underwrite the creation of the Temple University-Fox Chase Cancer Center and Hunter College Regional Comprehensive Cancer Health Disparities Partnership. As part of this collaboration, approximately 13 Hunter undergraduate and graduate students have participated in an enhanced 10-week Summer Cancer Research Institute (SCRI) in biomedical or population research, each year.

As part of the Clinical and Translational Science Center (CTSC), Hunter joins with Weill Cornell Graduate School of Medical Sciences, New York-Presbyterian Hospital, Memorial Sloan-Kettering Cancer Center, Cornell University, and the Hospital for Special Surgery in a world-class consortium of scientific institutions coordinated by Weill Cornell. In 2014 we acquired an entire floor in the Belfer Laboratory at Weill Cornell, and eleven Hunter researchers--from the Departments of Biological Sciences, Chemistry, and Medical Lab Sciences--are now doing cutting-edge health-related research in that facility, along with over 100 Hunter undergraduate/master students and approximately 25 Ph.D. students. The collaboration has had a significant impact on the quality of science accomplished at Hunter and together the two institutions aim to move research from the lab into communities. Hunter scientists find support for multi-disciplinary research, for data management, for identification of collaborators and research subjects, and much more.

Recent examples of faculty and student outstanding research in the school of Arts & Sciences include: Sociology Professor Heba Gowayed won a 2025 Carnegie Fellowship award to continue research and writing on her next book, *The Cost of Borders*; Art History Professor Daniel Bozhkov received a 2025 Guggenheim Fellowship; Chemistry Professor Brian Zeglis received a new NIH research grant in 2023-24 of \$565,163 which will continue to be awarded annually for 5 years; Professors Sarit Golub and Regina Miranda, both of the Department of Psychology, received new NIH grants in 2024-25 of \$669,291 and \$691,139 respectively; and Hunter Physics graduate Destiny Howell '24 and her team placed first this summer at the Nuclear Innovation Bootcamp co-hosted by the University of Wyoming School of Energy Resources. Faculty across the College collaborated and received two grants from the Luce Foundation, one a \$600,000 planning grant to do STEM identity with girls from middle schools in East Harlem and the Upper East Side, and the other a \$635,000 grant in support of Hunter's broader initiative to promote the research and careers of Hunter College's extraordinary women STEM faculty.

The Silberman School of Social Work received a grant of \$200,000 to diversify the pipeline of students into academic programs on child welfare services. Associate Professor Alexis Jemal has used her combined J.D. and Ph.D. degrees to design and test creative interventions targeting inequities experienced by marginalized identities toward enhancing their health and well-being. Her recent projects have focused on African American women. Through federal, local, and foundation funding, Professor Marina Lalayants, Ph.D., has published extensively on the role of parent advocates in enhancing practice with families involved in the child welfare system. Associate Professor Laura Graham Holmes, Ph.D. is a disability & autism researcher focused on community priorities including healthy relationships, violence prevention, substance use disorder, LGBTQIA+ health, reproductive health and pregnancy outcomes, and chronic pain management.

The School of Education was awarded \$130,000 to support implementation of the science of reading through a range of initiatives including leadership, adult learning, and teacher education., Dr. Jenny Tuten was selected to serve as a Faculty Fellow by CUNY to support literacy efforts integrating the Science of Reading. Dr. Debbie Sonu was selected for the Louis Kampf Fellowship Award from Center for Critical Education; Rhonda Bondie was selected as one of the Jerome Krase Awards for Outstanding Research for Associate Professors in CUNY, 2025; and Professor Catherine Voulgarides was selected as one of the 2025 Henry Wasser Awards for Outstanding Research for Assistant Professors in CUNY. Dr. Rosa Rivera-McCutchen is Co-PI on The Measures that Matter Collaborative, supported by a \$75,000 Spencer Foundation Vision Grant, launching a research planning initiative to co-develop a transformative, large-scale research agenda that explores how systems can partner in community-driven processes and measures to catalyze more just education with and for minoritized students and communities.

G. Cultivating Creativity and the Arts

Our academic programs in the arts have a longstanding reputation for excellence. With acclaimed programs in theatre, film and media, dance, music and the visual arts, and one of the most highly regarded creative-writing MFA programs in the country, Hunter continues to solidify its reputation as a leading public college for the arts. Recent accomplishments by our outstanding faculty, students and alumni include the following: MFA playwriting student, Minna Lee '24, won the Lanford Wilson Award (April 2024); Theatre Professor David Adjmi's hit Broadway play, *Stereophonic*, won five Tony awards (June 2024); MFA playwrighting Alum Jesse Jae Hoon won the Terrence McNally Award (May 2024). Film & Media Professor Kelly Anderson's most recent film, *Emergent City*, chronicles a Brooklyn community's conflict over a development project on their industrial waterfront. The film premiered at the Tribeca Film Festival and will be broadcast on PBS's flagship documentary series *POV* in 2025.

To keep the arts front and center for all students, the Office of the Arts promotes our partnerships with New York's cultural institutions and offers special access to performances, exhibitions, and internships. Undergraduates can choose to pursue a Certificate in Arts Management and Leadership in addition to their B.A. degree. We also offer innovative experimental Humanities courses such as Humanities 20100 Explorations in the Arts, which combines visits to museums and cultural venues with classroom discussions.

H. Engagement with the Community

Located in the heart of New York City, Hunter draws on its energy and resources to provide students and faculty with diverse and enriching educational and career-building opportunities. The greatest educational resource for our students is the surrounding city, and the Mission Statement recognizes its importance both as a resource and as an opportunity for collaboration and engagement. Our faculty conducts substantial amounts of publicly engaged research and scholarship in the community. For example, the New York City Food Policy Center based in the School of Health Professions, produced neighborhood food resource guides to help alleviate food insecurity in all 59 New York City community districts. Professors William Solecki and Peter Marcotullio, of the Geography and Environmental Studies department, are directors of the CUNY Institute for Sustainable Cities, researching the impact of climate change on urban environments. Professor Sean Ahearn of the same department directs the Center for Advanced Research of Spatial Information,

and played a major role in managing the design, development and implementation of the digital geographic base-map for New York, called *NYCMap*.

We engage the city community in many ways, but we enjoy a special relationship with East Harlem. The opening of Hunter's East 119th Street campus in 2011 created new opportunities to forge partnerships between Hunter College and the East Harlem community. Today, our initiatives involve hundreds of Hunter faculty, staff, and students. We have established a partnership with the NYC Department of Education to strengthen Public School/Middle School 7 with an arts-infused curriculum and vibrant afterschool program, supported by students and faculty from the Schools of Education, Nursing and Social Work. The Hunter East Harlem Gallery offers free exhibitions and public events that foster interdisciplinary collaborations within the College while also addressing subjects relevant to the East Harlem community. Hunter's Silberman School of Social Work, together with the Manhattan District Attorney's Office, runs the Community Navigators Program, which connects East Harlem residents to the vital resources and support services they need. Centro, The Center for Puerto Rican Studies at Hunter College, is the largest university-based research institute, library, and archive dedicated to the Puerto Rican experience in the United States, and offers publications, digital media and events.

Roosevelt House, an integral part of Hunter College since 1943, re-opened in 2010 as a public policy institute honoring the distinguished legacy of Franklin and Eleanor Roosevelt. Its mission is three-fold: to educate students in public policy and human rights, to support faculty research, and to foster creative dialogue. The institute provides opportunities for students to analyze public policy and experience meaningful civic engagement; for faculty to research, teach, and write about important issues of the day; and for scholarly and public audiences to view high-profile lectures, seminars, and conferences.

Roosevelt House hosts academic minors, certificates and fellowships for students. The Program in Public Policy offers an undergraduate minor open to students in all disciplines and a Certificate in Public Policy. The Human Rights Program aims to give students the tools they need to address human rights problems intelligently and constructively, whether as advocates, scholars, researchers or informed citizens. Students choose a minor or a certificate to explore both the theoretical and practical underpinnings of current human rights debates.

The Eva Katsan Grove Fellowship provides mentorship, professional development, and a financial award to students who are committed to public service, public policy, and human rights. The Fellowship provides students with an opportunity to learn from Grove Leaders, accomplished public policy and human rights figures who spend a semester mentoring and facilitating discussions among the student Grove Fellows. The Jewish Foundation for the Education of Women (JFEW) Eleanor Roosevelt Scholars Program is a two-year scholarship program that provides qualified candidates the opportunity to explore careers in public policy and public service. Competitively selected scholars receive tuition assistance, mentorship, a paid summer internship in New York, a three-day seminar in Washington, D.C., dedicated workshops, and invitations to special events. The Mellon Public Humanities and Social Justice Scholars Program offers advanced research opportunities for promising undergraduate students in public humanities. Students accepted into this selective program work closely with faculty advisors and mentors over the course of an academic year to produce a capstone project that consists of two parts: a rigorous research paper and a public outreach dimension.

The Roosevelt Scholar Program provides an opportunity for academically talented students with a significant interest in public and civic affairs to take advantage of Hunter's public policy, urban affairs, international human rights, and pre-law faculty and resources. Roosevelt Scholars explore and engage in public and civic issues through specially designed, shared courses, and unique events with government officials, policy makers, community activists, academics, and social sector organization leaders.

The LGBTQ Policy Center at Roosevelt House provides educational and enrichment opportunities for students interested in LGBTQ studies, develops public programs on LGBTQ politics and policy for the broader community, and creates bridges between researchers and policymakers who are invested in advancing LGBTQ rights.

Roosevelt House hosts public events every week and some recent examples include a Women's History Month conversation about the ongoing effort to build a new Smithsonian Museum dedicated to the accomplishments of American women; a Human Rights Program screening and discussion of *Global Women in Music: Composers Rewriting the Score*; and a lecture on "The Art of Diplomacy in the Trump Era" by Ambassador Stuart Eizenstat.

This year, President Cantor and Provost Pardasani launched a year-long series "Promoting Civil Discourse and Intellectual Dialogue", including gatherings to address the role of pluralism within academia and create opportunities to enhance community at Hunter, exploring diverse perspectives on local, national, and global issues. In the fall of 2025, Hunter will be home to The Humanities Action Lab (HAL), a collaborative coalition of universities, community organizations, and cultural institutions that partners with local communities to address pressing social issues. HAL uses storytelling, exhibitions, and dialogue to amplify marginalized voices and foster social change through shared historical understanding. This fits in with the work of our faculty across schools like Professors Mayra Lopez-Humphreys (Social Work) and Calvin Smiley (Sociology) who lead teaching, research and programming focused on justice-impacted communities (within their work with the DOJ funded Peace Brokers violence prevention project, a mental health equity initiative in NYCHA housing, and CUNY New Paths at the Administration of Children Services, which provides college credit courses to youth detained in NYC's juvenile justice centers, and many more community organizations).

I. Fund-raising

Any institutional overview for recent years must include the strength of Hunter's fundraising operation. Recent gifts include: Leonard Lauder's gift of \$52 million in 2023, the largest gift in Hunter's history, establishing The Evelyn Lauder Community Care Nurse Practitioner Program and The Leonard A. Lauder Exhibition and Catalogue Fund; Rita Hauser's gift of \$5 million to create The Rita E. Hauser Human Rights Program Fund in 2019; a \$2.8 million gift from The Bezos Family Foundation for the Social and Emotional Learning program in the School of Education in 2021; a \$2 million gift from the Ruth Stanton Foundation to endow the Chair of Art & Art History in 2023; and a \$1.75 million gift from The John P. and Anne Welsh McNulty Foundation to endow the Anne Welsh McNulty Chair in Science, Innovation & Leadership in 2024.

III. Institutional Priorities to be Addressed in the Self-Study

While the College is developing our new Strategic Plan, President Cantor has engaged in multiple open and ongoing conversations with the different constituent communities at the College. This has allowed us to carefully consider our mission and goals, reflect on our alignment with the MSCHE Standards of Accreditation, and review our college-wide institutional learning outcomes. In the midst of this process, and in consultation with the President and Provost, the Steering Committee has identified the following three Institutional Priorities.

1. Enhance opportunities for student success.

Consistent with Hunter’s mission to “prepare students to become leaders and innovators,” educate with the purpose of “expanding opportunity,” and “cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens,” we prepare students to realize their potential personally and professionally. Hunter supports our diverse population of students with their success and well-being in mind. To this end, we are focused on offering students extensive resources and opportunities.

2. Continue to develop Hunter as an anchor institution in New York City.

As an anchor institution, Hunter embraces its responsibility to engage in publicly oriented teaching and research, forging strong partnerships with the communities from which our students come. Through these connections, we cultivate a dynamic community of experts—faculty, students, and community members—who collaborate to address the City’s most pressing challenges. This commitment also entails creating space for meaningful engagement that reflects on and responds to the needs of our local neighborhoods. Already deeply embedded in the cultural, intellectual, and civic life of New York City, Hunter reaffirms its role as a vital and enduring contributor to the city’s vibrancy and resilience.

3. Foster an inclusive and robust learning community at the College.

This priority engages students, faculty, and staff of all levels, and the broader community as well. With new leadership, the College is moving forward with a renewed commitment to cultivating a culture of open dialogue, transparency, and inclusivity while addressing the impact of national and international tragedies and current political challenges faced by institutions of higher education. Most importantly, we value the experiences of our students, faculty, and staff who carry rich cultural traditions from all over the world. They represent every major religion, speak dozens of languages, and have different lifestyles and systems of belief. We seek to develop multiple networks of social support and foster an overall sense of belonging at the College. We will continue to build an inclusive and democratic spirit, modeling the type of society we value.

The following three tables show, respectively, the alignment of these institutional priorities with (Table 6) the Hunter College Mission Statement, (Table 7) our recently established strategic planning goals, and (Table 8) the MSCHE standards for accreditation.

Table 6 *Alignment of Hunter College Mission with Institutional Priorities*

Elements of the Mission	Priority #1	Priority #2	Priority #3
Offering a vibrant liberal arts education that promotes individual development; expands opportunities for success	X		X
Education for the purposes of giving back “through our service and citizenship”		X	
Valuing the diversity of perspectives and experiences	X	X	X
Preparing community innovators and leaders	X	X	
Excellence in scholarship and creative activity among faculty		X	X

Table 7 *Alignment of Strategic Plan Goals with Institutional Priorities*

Goals of the Strategic Plan 2025-present	Priority #1	Priority #2	Priority #3
Academic Excellence & Curricular Innovation	X	X	
Student Access & Belonging	X		X
Faculty, Staff, and Campus Community		X	X
Community Engagement	X	X	X
Communication, Infrastructure, and Operational Efficiency			X

Table 8 *Alignment of MSCHE Standards with Institutional Priorities*

Standards	Priority #1	Priority #2	Priority #3
I. Mission and Goals	X	X	X
II. Ethics & Integrity		X	X
III. Design & Delivery of the Student Learning Experience	X	X	X
IV. Support of the Student Experience	X		X

V. Educational Effectiveness Assessment	X		
VI. Planning, Resources, & institutional Improvement	X	X	X
VII. Governance, Leadership, & Administration	X	X	X

IV. Intended Outcomes of the Self-Study

We developed our intended outcomes through deliberations of the Steering Committee over the spring 2025 semester and discussion with different constituencies at the College-wide Senate, which includes representatives of the faculty, students, staff, and administration.

1. Demonstrate how Hunter College currently meets the MSCHE “Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)” and provide evidence by Standard in alignment with the “Evidence Expectations by Standard.”
2. Achieve a greater focus on continuous improvement in the fulfillment of Hunter’s mission and its institutional priorities.
3. Engage the College community in an inclusive and transparent self-appraisal that actively seeks to involve members from all areas of the institution and foster stronger relationships.
4. Identify key avenues to build durable relationships that transcend the walls of the College and enhance Hunter's contributions to the communities of New York City and beyond.

Our fourth intended outcome is directly related to our Institutional Priority to “continue to develop Hunter as an anchor institution in New York City.” The Strategic Planning committee has a subcommittee on Community Engagement focused on our reciprocal partnerships, outreach, and collaboration, chaired by Professor Jenny Tuten, the newly appointed Special Adviser to the Provost on Community Engagement and Public Partnerships. As we proceed with the work of self-study, we will work collaboratively with this group to identify faculty research areas, classes, programs, and centers that provide opportunities to connect with New York City communities – the communities in which our students, faculty, and staff live and work. The Steering Committee included this intended outcome so that we may use the work of self-study to help achieve these important goals and continue to entrench the College in the world around us.

V. Structure of Steering Committee and Working Groups

The Steering Committee consists of 18 members appointed by the President and Provost based on recommendations of the Core Administrative Team. Two members of the Steering Committee serve as Co-Chairs of the Committee. Fourteen members of the Committee are serving as Co-Chairs for the seven Working Groups, each of which addresses one of the seven Standards. The remaining two are *ex-officio* members.

The membership of the Steering Committee and Working Groups is as follows:

Steering Committee Membership

Co-chairs:

Erica Chito-Childs, Dean, School of Arts & Sciences

Thomas DeGloma, Professor and Chair, Department of Sociology

Ex-officio members:

Jim Llana, Advisor to the Provost

Lynn Beller, Accreditation Liaison Officer and Advisor to the Provost

Working Group Co-Chairs:

I. Mission & Goals: Peter Englot, Senior Vice President of Communications and External Affairs & Executive Deputy to the President; Zachary Shirkey, Professor & Chair, Political Science

II. Ethics & Integrity: John Rose, Dean for Diversity & Compliance; Ian Blecher, Doctoral Lecturer, Philosophy

III. Design & Delivery of the Student Learning Experience: Nicole Bennett, Associate Provost & Assistant Vice President Academic Affairs; Paul McPherron, Professor & Chair, English

IV. Support of the Student Experience: Brian Buckwald, Assistant Dean for Student Achievement; Joseph Fantozzi, Assistant Vice President for Student Affairs and Enrollment

V. Educational Effectiveness Assessment: Lawrence Kowerski, Associate Professor, Classical and Oriental Studies; Gina Riley, Associate Professor, Special Education

VI. Planning, Resources, & Institutional Improvement: Justin Stec, Assistant Vice President of Finance and Business Operations; James Mandiberg, Professor, Silberman School of Social Work

VII. Governance, Leadership, & Administration: Geralyn Lederman, Acting Assistant Vice President, Academic Operations; Sandra Clarkson, Professor & Chair, Mathematics and Statistics

Core Administrative Team

The Core Administrative Team consists of:

- Thomas DeGloma, Professor & Chair, Sociology and Steering Committee Co-Chair
- Erica Chito-Childs, Dean of Arts & Sciences and Steering Committee Co-Chair
- Lynn Beller, Accreditation Liaison Officer and Advisor to the Provost
- Jim Llana, Advisor to the Provost
- Geralyn Lederman, Acting Assistant Vice President, Academic Operations

The Core Administrative Team is responsible for maintaining direct communication with MSCHE and overseeing the operations and logistics of self-study and reaccreditation. The team will meet periodically throughout the process (beginning in the fall of 2024) as needed and report directly to the Provost and the President.

Responsibilities of the Steering Committee Co-Chairs

The Steering Committee Co-Chairs will ensure that the work of self-study is centered on the College mission, institutional priorities, and the seven standards of accreditation. They will organize regular meetings of the Steering Committee and establish the agendas where they will create a forum where members can strategize about the work of self-study and issues that may arise.

The Steering Committee Co-Chairs will ultimately be responsible for ensuring delivery of work products by the Steering Committee and Working Groups according to the schedule and finalizing the drafts of the Self-Study Design and final Self-Study report. They will ensure the entire process of self-study is transparent and collaborative. Along with the ALO Lynn Beller, they will be chief contacts for all representatives from MSCHE. They will also liaise with different representatives of the College administration and ensure timely progress in the self-study process. They will coordinate the distribution of the draft Self-Study report and organize public fora for feedback from members of the College community. They will share recommendations for improvement put forth by the Working Groups with the College Administration.

Responsibilities of the Steering Committee

The Steering Committee will be responsible for overseeing and integrating the work of self-study and the overall reaccreditation process. The Steering Committee was established early in the spring semester of 2025, appointed by the President and the Provost following recommendations from the Core Administrative Team and others. The Steering Committee began meeting regularly in the spring of 2025 and will continue to meet periodically throughout the reaccreditation process.

The members of this body are charged with:

- Directing the work of the seven Working Groups, ensuring that these groups are on schedule and receiving all needed information
- Coordinating communication and cooperation among the Working Groups so that they may identify overlapping concerns, share data, cooperate in the process of assessing the college, and avoid duplicating effort
- Helping to draft the Self-Study Design and final Self-Study Report

Responsibilities of the Working Group Co-Chairs

The Working Group Co-Chairs are responsible for organizing and directing all activities of their Working Groups, including scheduling and facilitating meetings, delegating tasks, identifying evidence needs and liaising with the Evidence Expectations by Standard Team to procure necessary data and documentation. They are also responsible for communicating with all relevant College constituencies as they conduct their work, coordinating and delivering public presentations, drafting the group's report to the Steering Committee, soliciting feedback on their draft reports and integrating feedback into a final report. All Working Group Co-Chairs will serve on the Steering Committee and hold additional responsibilities in that role, as outlined above.

Membership of the Working Groups

The below lists do not include students; however we will include two students in each Working Group beginning in the Fall of 2025.

WORKING GROUP I: Mission and Goals

Peter Englot (Co-Chair)	Senior Vice President of Communications and External Affairs & Executive Deputy to the President
Zachary Shirkey (Co-Chair)	Professor & Chair, Political Science
Howard Singerman	Professor, Art and Art History
Jill Bargonetti	Professor, Biology
Jennifer Klein	Lecturer, School of Education
Melissa O'Connor	Associate Dean for Research Professor, School of Nursing
Steven Trasino	Associate Professor, Nutrition and Public Health
Hetal Shah	Instructor and Clinical Educator, Speech and Language Pathology
Stephanie Margolin	Associate Professor and Librarian
Teneia Wooten	Assistant Director of Student Activities and Leadership Development
Raquel Torres	Manager, Immigrant Student Success Center
Alexis Eggleton	Interim VP of Institutional Advancement and Executive Director of the Hunter College Foundation

WORKING GROUP II: Ethics and Integrity

John Rose (Co-Chair)	Dean for Diversity & Compliance
Ian Blecher (Co-Chair)	Doctoral Lecturer, Philosophy
Jonathan Kalb	Professor, Theatre
Regina Miranda	Professor, Psychology
Justin Garson	Professor & Chair, Philosophy
John Carey	Librarian, Health Professions
Nora Aboali	Doctoral Lecturer, School of Education
Imani Irving Perez	Doctoral Lecturer, School of Education
Steven Baumann	Professor, School of Nursing
Karlene Roberts	Project Associate, Research Administration
Michelle Blackman	Interim Assistant Vice President for Human Resources
Leslie Ader	Associate Dean for Student Affairs

WORKING GROUP III: Design and Delivery of the Student Learning Experience

Nicole Bennett (Co-Chair)	Associate Provost & Assistant Vice President, Academic Affairs
Paul McPherron (Co-Chair)	Professor & Chair, English

Mark Spicer	Professor, Music
Mateusz Marianski	Assistant Professor, Chemistry
Raj Korpan	Assistant Professor, Computer Science
Maura Nguyễn Donohue	Professor and Chair, Dance Department
Alicia Greene	Assistant Director of Student Services, Social Work
Iris Finkel	Assistant Professor, Web & Digital Initiatives Librarian
Shiao-Chuan Kung	Director, Center for Online Learning
Daniel Hurewitz	Professor, History/ Associate Provost for Student Success
Barbara Posmontier	Evelyn Lauder Chair in Psychiatric Mental Health & Professor, School of Nursing
Lev Sviridov	Director, Macaulay Honors College
Maria Mavrides Calderon	Assistant Professor, School of Education
Sissel McCarthy	Distinguished Lecturer, Film and Media Studies

WORKING GROUP IV: Support of the Student Experience

Brian Buckwald (Co-Chair)	Assistant Dean for Student Achievement, School of Arts & Sciences, Division of Student Affairs
Joseph Fantozzi (Co-Chair)	Assistant Vice President for Student Affairs and Enrollment

Ben Ortiz	Professor & Chair, Biological Sciences
Elise Jaffe	Director of Roosevelt Scholars Program and Pre-Law Program
Sarah Laleman Ward	Associate Professor and Head of the Zabar Art Library, Hunter College Libraries
Melissa Boronkas	Assistant Dean for Enrollment, Academic & Student Affairs, School of Education
Ashley Rolon-Marlowe	Director of Admissions, School of Education
Kenney Robinson	Senior Director, School of Education
Deirdre O'Flaherty	Interim Associate Dean for Undergraduate Programs & Doctoral Lecturer, School of Nursing
Anna Ortega-Williams	BSW Director & Associate Professor, School of Social Work
Keith Okrosy	Student Career Programs Manager, Division of Student Affairs
Miesha Smith	Assistant Dean for Student Life, Division of Student Affairs
Liauty (Lee) Elie	Director of Financial Aid, Division of Student Affairs
Stephen Sukhra	Director of Media Services and Capital Projects, ICIT
Charles Tien	Professor and Director of the Asian American Studies Program and Professor of Political Science
Jillian Baez	Associate Professor, Africana, Puerto Rican and Latino Studies
Chloe Rinehart	Institutional Research Specialist, School of Arts & Sciences

Derek Yim	Institutional Research Manager, Office of Enrollment Data Strategies, Division of Student Affairs
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WORKING GROUP V: Educational Effectiveness Assessment

Lawrence Kowerski (Co-Chair)	Associate Professor, Classical and Oriental Studies
Gina Riley (Co-Chair)	Associate Professor, Special Education
Sherri Farber	Assistant Professor and Librarian
Nancy Sall	Assistant Professor, School of Education
Melissa Jackson	Assistant Professor, School of Education
Marina Lalayants	Professor, School of Social Work
Stephen Yermal	Specialty Director for the Nurse Anesthesia Acute Care Adult Gerontology, Nurse Practitioner DNP Program & Clinical Professor, School of Nursing
Stephen Lassonde	Director of Office of Prestigious Scholarships and Fellowships
Collin Craig	Associate Professor & Assistant Dean, School of Arts and Sciences
Scott Gentile	Lecturer, Mathematics & Statistics
Wendy Vaughn	Doctoral Lecturer, Nutrition and Public Health
Jera Zhang	Assistant Professor, Nutrition and Public Health
Ines Miyares	Professor and Advisor to the MA in Earth Science Teacher Education Program,. Geography

WORKING GROUP VI: Planning, Resources, and Institutional Improvement

Justin Stec (Co-Chair)	Assistant Vice President of Finance and Business Operations
James Mandiberg (Co-Chair)	Professor, Silberman School of Social Work
Sara Greenberger Rafferty	Professor and Chair, Art and Art History
Cathleen Collins	Assistant Dean for Budget, External Affairs, and Administration, School of Education
Virginia Gryta	Lecturer and Program Coordinator, Education
Erin Bach	Administrative Officer, School of Nursing
Robert Buckley	Director, Research Administration
Teresa Saljanin	ICIT, web services
Jennifer Dennington	Registrar
Christopher Braun	Associate Provost & Assistant Vice President, Research
Gustavo Ordonez	Interim Vice President for Administration

WORKING GROUP VII: Governance, Leadership, and Administration

Geralyn Lederman (Co-Chair)	Acting Assistant Vice President, Academic Operations
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Sandra Clarkson (Co-Chair)	Professor and Chair, Mathematics and Statistics
Marshall George	Professor and Senior Associate Dean, School of Education
Michelle Desir	Assistant Dean, School of Social Work
Maya Clark-Cutaia	Evelyn Lauder Associate Dean for Nurse Practitioner Programs & Professor, School of Nursing
Malkie Schwartz	Department of Legal Affairs
Lara Miranda	Administrative Executive Associate, College Senate
Barbara Barone	Chair, HEO Forum and Director, Dolciani Math Center
Julie Van Peteghem	Associate Professor, Romance Languages

VI. Charges to the Working Groups and Guidelines for Reporting

General Charge of Working Groups

The overall task of each Working Group is to use available data where possible—and to generate new data and analyses where necessary—to evaluate Hunter’s compliance with MSCHE’s Standards of Accreditation. Working Groups will collect, organize, and analyze an inventory of all necessary evidence based on MSCHE’s Evidence Expectations by Standard. They will also work collaboratively to demonstrate how the College’s compliance with each Standard is related to the College Mission, Strategic Plan, and institutional priorities. Their work will culminate in a written report to the Steering Committee that details the College’s compliance with their assigned Standard and identifies how their findings should support institutional improvement and innovation. The emphasis will be on analysis, not description, and recommendations will follow where appropriate.

Working Groups should consult one another to coordinate overlapping investigations. They are responsible for meeting all deadlines determined by the Steering Committee.

Working Group members will:

- Hold regular meetings at which they will share updates, pose questions, and review problematic issues;
- Identify all relevant stakeholders within the College community, communicate with these stakeholders to share their work, gather information, and involve them in the process of self-study and future planning;
- Communicate with the Steering Committee regarding their needs while also sharing their progress in regular reports and updates;
- Coordinate with other Working Groups to share data, enhance their analytic work, and prevent duplication of effort;
- Submit a thorough report on their Standard that fulfills their charge and complies with the reporting requirements outlined herein while proceeding according to the schedule and deadlines set by the Steering Committee.

Particular Charges of Each Working Group & Lines of Inquiry

Working Group I: Mission and Goals.

Working Group I will demonstrate that the mission and goals of the College are clearly defined, collaboratively developed, publicly accessible, and guide decision-making with regard to institutional planning at all levels of operation (from departments and programs to the College as a whole) and resource allocation across units of the College.

The Working Group will proceed with the following lines of inquiry:

Are the Mission and Strategic Plan effectively publicized internally, are they periodically evaluated, and are the latter processes sufficiently reflective and collaborative??

To what extent is the College's Mission expressed through its Strategic Plan, institutional priorities, Institutional Learning Outcomes, vision statements of various college units, and the priorities and plans of departments and programs?

To what extent do the Mission and Strategic Plan prioritize, catalyze, and support scholarship and creative activity?

To what extent do the Mission and Strategic Plan prioritize student learning and achievement?

How effectively do the Mission and Strategic Plan address the different needs and life experiences of our constituent communities, support work to achieve fairness and equity in outcomes, services, and policies at all levels, and foster a sense of belonging at the College?

How effectively are resources mobilized to achieve Hunter's Mission, Strategic Plan, and institutional priorities at all levels of college operations and how substantial is the evidence for institutional improvement as an operational goal at the College?

Working Group II: Ethics and Integrity

Working Group II will evaluate the extent to which the College follows a clear ethical framework and acts with integrity in its dealings with all parties to the College's operations. The team will determine whether the College maintains clear and accessible rules and procedures that allow for fair and equal treatment for all individuals, and whether it applies those rules and follows those procedures in a fair and consistent manner.

This Working Group will evaluate the extent to which Hunter College honors its commitments and complies with government and MSCHE regulations, institutional expectations, and guiding principles. A core characteristic of Hunter College is the diversity of its student body, faculty, and staff. This Working Group will evaluate the extent to which College policies and procedures honor this diversity and promote fairness, inclusion, and equality.

The Working Group will proceed with the following lines of inquiry:

Are there policies at Hunter that promote and protect free inquiry and expression, a diversity of perspectives, and a climate of respect for all? Does the College effectively monitor campus climate and publish the results?

What steps does the College take to ensure the fair treatment of all its constituent communities? Are its services accessible and relevant to these communities? Has it put in place clear and well-advertised grievance policies and procedures to address possible inequities?

Does the College comply with local, state, and federal ethics laws? For example: are there policies to prevent favoritism, nepotism, and unfair personal gain? Are there policies to ensure legally mandated reporting and transparency? Are there policies to protect intellectual property?

To what extent are policies and procedures related to employment practices for staff, faculty, and students fair and impartial?

Are internal and external communications and publications consistently truthful and honest?

Does the College effectively ensure affordability by offering and publicizing funding opportunities to students?

Working Group III: Design and Delivery of the Student Learning Experience

Working Group III will evaluate the rigor and coherence of the curricula across all programs, degree levels, and modalities, and the effectiveness of instruction as indicated by the qualifications and roles of faculty.

The Working Group will proceed with the following lines of inquiry:

To what extent do faculty design and assess a cohesive and coherent learning experience? How well do instructors provide quality education experiences for their students which are appropriate to their level of study? How do programs and courses improve based on assessment results?

To what extent do all degree and certificate programs offer a coherent learning pathway (degree maps, catalog descriptions, etc.) which help students navigate through decisions about degree program selection and culminate in a coherent synthesis of knowledge and degree completion in a chosen area of study?

To what extent does the General Education curriculum provide students with a foundational liberal arts education in line with our mission and goals? To what extent do the different backgrounds and experiences of the Hunter student body inform it, and how well does it introduce students to new intellectual experiences and challenge them to understand topics, issues, and cultures beyond their own personal experiences?

To what extent do special learning opportunities such as internships, experiential learning, research, interdisciplinary work, clinical practice, independent study and others aid learning and achievement for our undergraduate and graduate students? How well do faculty support graduate student professional development and engagement in original scholarship?

To what extent are all degree and certificate programs designed, delivered, and assessed by qualified faculty and other professional educators? To what extent is faculty quality supported through professional development and fair performance review?

Working Group IV: Support of the Student Experience

Working Group IV will demonstrate the effectiveness of student support policies and practices, beginning with recruitment and admission policies and continuing through support services for enrolled and graduating students.

The Working Group will proceed with the following lines of inquiry:

To what extent does the College clearly communicate fair and equitable policies and align recruitment, retention, and support services with institutional capacity and the needs of students who have a reasonable expectation of success at Hunter?

How effectively does the College support student transitions—including first-year programs, orientation, reentry points, and peer-led initiatives—to promote early engagement, belonging, and persistence?

Does the College operate under generally accepted policies and procedures governing the maintenance and release of student information and records?

To what extent are student support services effectively integrated into the learning experience to foster community, engagement, persistence, and student ownership of academic and career success milestones?

How effectively does the College gather, analyze, disaggregate, and interpret student achievement data to improve the experience and success of all students?

Working Group V: Educational Effectiveness Assessment

Working Group V will evaluate the effectiveness of institutional policies and practices for assessing student learning and achievement. The Working Group will make use of existing assessment reports, institutional data, survey results, and assessment activities completed by the Office of Assessment, the Center for Online Learning and Teaching, and the Academic Center for Excellence in Research and Teaching.

The Working Group will proceed with the following lines of inquiry:

To what extent are there clearly stated programmatic and institutional student learning outcomes, appropriately aligned with one another and coherently linked with the Mission? To what extent and how effectively are learning assessments systematically conducted and managed by faculty, including “closing the loop” and follow-up on actionable findings?

Does the assessment process credibly reveal the extent to which students are achieving learning outcomes, at both institutional and programmatic levels?

How effectively does the Mission translate into programs that prepare students to pursue meaningful pathways in life and how compelling is the evidence for such a claim?

To what extent do curriculum maps clearly articulate student learning outcomes and demonstrate alignment between course-level and program level goals? How effectively are these maps used to guide the structure, documentation, and analysis of assessments? How are results communicated, applied in planning and budgeting processes, and integrated into institutional improvement efforts?

To what extent does the College (the institution and departments/programs) meaningfully communicate the results of student learning assessment to the College community and to other stakeholders?

Can we demonstrate specific ways in which Hunter effectively analyzes and uses both aggregated and disaggregated assessment data to improve and to meet institutional as well as departmental and program level goals? Is periodic review of assessment processes and practices effectively in place at all levels, and does that assessment systematically yield actionable results for institutional improvement and innovation? To what extent can Hunter credibly claim to have a “culture of assessment”

Working Group VI: Planning, Resources, and Institutional Improvement

Working Group VI will determine the extent to which the College’s planning processes are designed to effectively work toward achieving institutional priorities and goals in line with the College mission. The Working Group will also determine whether and how effectively planning processes and resource allocation rely on evidence-based assessment.

The Working Group will proceed with the following lines of inquiry:

Regarding planning and data, are institutional and unit goals clearly stated, assessed, and linked to the College mission, and do they drive planning and budgeting based on assessment data, including infrastructure and codifying larger processes? Do these processes effectively consider the different constituent communities at the College?

Regarding resource and documentation, are budgeting and planning processes transparent and shared, evidence-based, and integrated with strategic planning, with adequate human and physical resources to support current and ongoing operations?

Regarding assessment/improvement, does the College demonstrate through documentation and audits a commitment to effective, evidence-based decision-making, which involves the members of the college community, as well as evaluating its own performance via assessment results?

Working Group VII: Governance, Leadership, and Administration

Working Group VII will examine the extent to which governance and administrative structures effectively support the College mission and the achievement of the College's goals.

The Working Group will proceed with the following lines of inquiry:

To what extent does Hunter College's governance align with CUNY Central and the Board of Trustees and how effectively do CUNY and Hunter administrations cooperate and work together in support of the University mission?

Does the College administration have the credentials and experience for the positions they hold and how effective is the organizational structure?

How effective is Hunter's shared governance and how does it support the goals and mission of the College?

What is the state of the communication structure at the College, what are the modes for effective multi-directional communications among the various stakeholders (students, faculty, staff, administration, alumni)?

How well and how often do the College and CUNY Central assess the effectiveness of leadership and administration?

GUIDELINES FOR REPORTING

The Core Administrative Team, Steering Committee, and Working Groups shall submit the following products according to the Self-Study Timeline below.

Reports from the Working Groups to the Steering Committee:

Process for approving recommendations: As part of their reporting process, Working Groups will identify and justify recommendations for institutional improvement. These recommendations will be discussed by the Steering Committee and Core Administrative Team and approved when determined to be grounded in sufficiently detailed evidence-based analysis and consistent with the mission, strategic goals, and institutional priorities of the College.

Preliminary reports. Preliminary reports from each Working Group should provide a clear summary of the group's progress toward addressing its lines of inquiry and assessing its accreditation standard. These preliminary reports should indicate any changes in Working Group membership, report on the focal points of discussion at Working Group meetings, report on the growth of the group's evidence inventory, indicate areas of overlap and collaboration with other working groups, and provide a working analytical narrative (which can be brief in early reports) that addresses the group's lines of inquiry and connects its work to the College's mission, institutional priorities, strategic priorities, and other College-level goals and principles. Preliminary reports should also address any substantive topics that ought to be raised for discussion with Steering Committee members and detail any unresolved evidence needs, unanticipated challenges, roadblocks, inconsistencies, or points of confusion that require input from Steering Committee members or the Core Administrative Team.

Final Reports. The final report of each Working Group should be approximately 10 pages in length. It should provide an evidence-based analytic narrative that thoroughly addresses the group's line of

inquiry and indicates the college's state of compliance with its standard of accreditation. All reports should connect the group's area of concern to the College's mission, institutional priorities, strategic priorities, and other College-level goals and principles. Final reports should highlight areas of strength consistent with the Working Group's charge, as well as opportunities for improvement and innovation.

Editorial Style and Format: Working Groups will use Teams for working drafts of their reports. A document repository for each Standard has been created on Teams. The repository will contain documents listed in the Evidence Expectations By Standard, as well as copies of pertinent College presentations and other resources. Committee members will have access to the repository. Working Group drafts, as well as the final Self-Study, will be posted for public comment on the Hunter website, accessible by students, faculty and staff with a hunter.cuny.edu email account.

Documents should adhere to the following guidelines:

- 11-point Cambria font with 1-inch margins.
- Use active voice whenever practical.
- Use footnotes sparingly.
- References in APA style, with reference list at the end of the report.
- Numbered headings (e.g., 1.2). Avoid using more than two numbers in a heading.
- Figures and tables should be numbered consecutively.
- Figure captions should be in 10-point font and appear directly below the figure.
- Table headings and descriptions should appear above the table in 14-point font.

The Steering Committee will assemble the final Self-Study from the Working Group reports. The Steering Committee has final editorial authority over the Self-Study.

VII. Organization of the Final Self-Study Report

In accordance with MSCHE requirements, the final Self-Study report will be approximately 100 pages in length, exclusive of appendices, and organized as follows:

- **Executive Summary:** Brief (~5 pages) description of the major findings and recommendations of the Self-Study.
- **Introduction:** A brief overview of the College and description of the Self-Study process.
- **Standards for Accreditation:** For each of the seven Standards, a section of approximately 10 pages in length that provides an analytical discussion of the data reviewed and the inquiry undertaken, cross-references relevant materials in other parts of the report, presents conclusions including strengths and challenges with references to appropriate criteria, and provides recommendations for ongoing institutional improvement.
- **Conclusion:** A summary of the major conclusions reached and the institution's recommendations for self-improvement.
- **Appendices:** As numerous appendices will be attached, this section will begin with a guide to the appendices and a short description of their content.

VIII. Self-Study Timeline

Date	Self-Study Timeline
Fall 2024	<ul style="list-style-type: none"> • President and Provost appoint Co-Chairs for Steering Committee • Core Administrative Team is formed and begins to meet regularly • Core Administrative Team begins discussion of Steering Committee members • Steering Committee Co-Chairs and Accreditation Liaison Officer attend the MSCHE Self-Study Institute • Make formal public announcement of accreditation process, anticipating activities over next three years; Steering Committee Co-Chairs give first report to the College Senate • Begin assembling materials for Self-Study Design • Identify and recruit Working Group Co-Chairs; Finalize Steering Committee by December 1 • December 12: Convene first meeting of Steering Committee • December 16: MSCHE staff liaison hosts first post-SSI conference call with SC Co-Chairs.
Spring 2025	<ul style="list-style-type: none"> • Steering Committee holds regular meetings • Populate all Working Groups • Begin Self-Study Design draft • Review Evidence Expectations with Steering Committee • In consultation with the College administration, the Steering Committee decides on Institutional Priorities; determine Self-Study Outcomes • Working Groups develop charges and lines of inquiry in collaboration with the Steering Committee • The Core Administrative Team drafts the Self-Study Design May 1: Preliminary draft due internally May 31: Preliminary draft circulated among members of the Steering Committee and sent to the President and Provost for feedback.
Summer 2025	<ul style="list-style-type: none"> • The Core Administrative Team finalizes the Self-Study Design
June 30	<ul style="list-style-type: none"> • President approves Self-Study Design
July 20	<ul style="list-style-type: none"> • CUNY Provost approves Self-Study Design
August 1, 2025	<ul style="list-style-type: none"> • The Self-Study Design sent to MSCHE
September 2025	<ul style="list-style-type: none"> • Confirm membership of Workgroups (changes might have occurred) including student representation
September 18, 2025	<ul style="list-style-type: none"> • MSCHE Vice President Liaison visits Hunter College
Fall 2025	<ul style="list-style-type: none"> • Working Groups begin to meet to discuss and initiate foundational work of self-study

	<ul style="list-style-type: none"> • Revise Self-Study Design based on feedback provided during and after the MSCHE VP Visit
December 15, 2025	<ul style="list-style-type: none"> • Working Group Co-Chairs submit Preliminary Reports to the Steering Committee Co-Chairs
December 16	<ul style="list-style-type: none"> • Resubmit revised Self-Study Design no later than December 16
Spring 2026	<ul style="list-style-type: none"> • Working Group Co-Chairs provide verbal updates at Steering Committee meetings
May 15, 2026	<ul style="list-style-type: none"> • Working Group Co-Chairs submit detailed progress report to Steering Committee Co-Chairs, along with a preliminary outline of the final report
Summer 2026	<ul style="list-style-type: none"> • Core Administrative Team reviews Working Group progress reports and provides feedback to Working Group Co-Chairs
Fall 2026	
October 15, 2026	<ul style="list-style-type: none"> • Working Group Co-Chairs submit full draft of the Working Group's report to the Steering Committee Co-Chairs
November 15, 2026	<ul style="list-style-type: none"> • Working Group Co-Chairs submit final draft of the Working Group's report to the Steering Committee Co-Chairs
Spring 2027	
February 15	<ul style="list-style-type: none"> • Confirm Visiting Team Chair
March 31, 2027	<ul style="list-style-type: none"> • President reviews Self-Study draft and provides comments no later than March 31
March 31, 2027	<ul style="list-style-type: none"> • Receipt of Visiting Team roster.
April 15	<ul style="list-style-type: none"> • Send Self-Study draft to Team Chair two weeks prior to visit date.
April 30	<ul style="list-style-type: none"> • MSCHE Team Chair preliminary visit to campus.
May 15, 2027	<ul style="list-style-type: none"> • Working Group Co-Chairs submit final draft of the Working Group's report due to the Steering Committee Co-Chairs
Fall 2027	<ul style="list-style-type: none"> • Publicize Team Visit and organize final logistics • Upload Final Self-Study and Evidence Expectations by Standard ten weeks before Visiting Team Visit • Host Team Visit • Meet with Visiting Team for post-visit report

IX. Communications Plan

Hunter's reaccreditation process includes continual involvement of the various constituencies of the College, including students, faculty, staff, administration, and alumni. The Steering Committee will ensure that all stakeholders will be regularly informed of the details of our reaccreditation efforts. The Steering Committee will actively solicit and incorporate feedback on the various stages of our accreditation process. Our goal is to foster a collaborative environment that enhances widespread understanding of and commitment to Hunter's reaccreditation goals.

Each stage of the process will be communicated to the Hunter community and feedback will be sought via a variety of platforms and organizations that reach core sectors of our community.

Our Hunter College Accreditation Website (<https://hunter.cuny.edu/about/accreditation/middle-states/>) will serve as a central platform for campus communication, as will:

- Town Hall Meetings (In-Person & Zoom)
- Email Communications
- Social Media
- Campus Screens
- Information Tables in Common Areas

Representative organizations that will facilitate our communications include:

- The Hunter College Senate. Hunter has a strong Senate with a shared governance model. Seated voting members, along with the membership of its 23 working committees, include faculty, students, administration, and staff representing all Hunter schools and academic programs. Regular meetings of the Hunter College Senate are an effective way to communicate important information to the entire College.
- The Faculty Personnel and Budget Committee (FP&B). The FP&B is comprised of all department chairs and program directors.
- The Faculty Delegate Assembly. A faculty-only assembly that provides a voice for faculty concerns.
- Student Governments

In addition, we will provide regular updates to and invite feedback from the following groups:

- CUNY Central Administrative Office and CUNY Board of Trustees
- Directors of Administrative Offices
- Adjunct Faculty

Self-Study Communications Timeline

Date	Message	Platform
Fall 2024	Accreditation schedule shared, process and timeline explained Request for volunteers Announcement of Steering Committee Co-Chairs Announcement of Working Group co-chairs	Email Senior Staff meetings Senate meetings Faculty Delegate Assembly (FDA) meetings New Website
Spring 2025	Presentation of draft Self-Study Design elements, e.g., institutional priorities Working Group members announced	Senate meetings Website Updates
Fall 2025	Self-study Design presentation Working Group updates MSCHE VP campus visit Revised SSD publicized	Email /e-newsletter Senior Staff meetings Senate meetings FDA meetings

		HEO Forum meetings Student government meetings Campus Town Hall (virtual) Posted to website with feedback option Digital Media Social media (Insta/X) Website updates
Spring 2026	Working Groups outreach/interviews with community Progress updates	Email/e-newsletter Senior Staff meetings Senate meetings FDA Meeting HEO Forum meetings Student Government meetings Individual small group meetings with stakeholders Targeted Town Halls: staff, students, faculty (in person) Website updates
Fall 2026	Self-Study draft outlined; preliminary findings shared by Working Groups	Email/e-newsletter Senior Staff meetings Senate meetings FDA meetings HEO Forum meetings Student Government meetings Website updates
Spring 2027	Self-Study draft shared Site team chair/team roster announcements Continued Self-Study progress updates	Email/e-newsletter Senior Staff meetings Senate meetings FDA meetings HEO Forum meetings Student Government meetings Website updates Digital screens Social media (Insta/X)
Fall 2027	Share Self-Study Publicize site visit	Email/e-newsletter Senior Staff meetings Senate meetings FDA meetings HEO Forum meetings Student Government meetings Website updates Digital screens Social media (Insta/X)

X. Evaluation Team Profile

Hunter College respectfully recommends that the MSCHE appoint an Evaluation Team with the following characteristics:

Team Chair: The Team Chair should be from a public university with both arts and sciences and professional schools in or near a large urban area serving a diverse population of students (including a large commuter student population and a fair number of transfer students). The Team Chair should also come from an institution with a diverse array of undergraduate courses of study and graduate programs, along with a large School of Arts and Sciences and a variety of Professional Schools and/or institutions and centers with specific identities that fit within its broader mission. Finally, we request a Team Chair who has experience with Hunter's growing commitment to further entrenching itself as an anchor institution in the surrounding city and aspirations to enhance public-facing scholarship, teaching, and service.

Team Members: We recommend that the Evaluation Team have representatives from large public liberal arts institutions with graduate and professional schools, with similar student demographics and situated in or near large urban areas. It would be helpful to have some representation from schools with a primarily commuter student population. A representative from at least one SUNY institution is recommended to provide perspective on State regulations and budget requirements.

Peer, Aspirant, and Competitor Institutions:

Peer Institutions

Temple University

Rutgers University, Camden

University of Baltimore

Montclair State University

Stockton University

Aspirational Peer Institutions

American University

Rutgers University, New Brunswick

University of Maryland

SUNY, Albany

Competitor Institutions

Hunter does not have a directly competitive relationship with any other institution.

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

Indicator 1: Student Achievement

Student achievement is central to the mission of Hunter College. We will use student achievement metrics in Standard I to show Hunter's progress at meeting student achievement goals and in Standard III to show academic progress of all student populations. We will also use student achievement metrics in Standard V as a framework for discussing other forms of assessment regarding educational effectiveness.

Indicator 2: Annual Enrollment – FTE

We will use the annual enrollment data to provide enrollment projections and inform student achievement data as we address Standard IV, and to provide student headcount data as we address planning and resource issues central to Standard VI.

Indicator 3: Financial Health

We will use this data to show alignment between budget allocations and mission and institutional goals as well to address our compliance with Standard I, and with regard to Standard VI to provide evidence that Hunter has documented financial resources, a funding base, and plans for financial development adequate to support its educational purposes and programs and to ensure financial stability.

Indicator 4: Federal Financial Responsibility

We will use the federal financial responsibility data as we address Standard II to document our standing with federal agencies. We will also use this data with regard to Standard VI to document our overall financial viability and record of responsible fiscal management and compliance with our program responsibilities under existing federal Title IV and other state laws and regulations.

XII. Strategy for Creation of the MSCHE Evidence Expectations by Standard

Hunter College has created an Evidence Team consisting of Lynn Beller, Accreditation Liaison Officer and Consultant to the Provost, Andrew Wallace, Director of Institutional Research, and a Hunter College librarian. The Evidence Team will create and manage the MSCHE Evidence Expectations by Standard to ensure that the evidence documents support Hunter College's compliance with the MSCHE Standards for Accreditation, policies and procedures, and applicable federal requirements. The evidence will be housed on the Hunter College *Teams* platform. The evidence will consist of a wide variety of document types, including written documentation, sample materials, publications, communications, policy and procedures, quantitative data tables and charts, and written reports. Where appropriate, Hunter will analyze and disaggregate a range of data to

ensure students are appropriately served and that our institutional mission, goals, and priorities are met.

The Evidence Team will provide documents that the Working Groups require to draft their reports for each Standard. Documents will be uploaded to a *Teams* folder which has been created for each Working Group. The Evidence Team will annotate evidence, describing it and indicating which claims it supports. The Evidence Team will cross-reference documents to allow the Working Groups to quickly see all the evidence coming from a certain part of the College and evaluate the evidence. The Evidence Team will also regularly review and refine the evidence, indicating when it is no longer relevant to the Evidence Expectations by Standard, identifying gaps and needs within the documentation. This type of workflow will allow different Working Groups to use the same evidence, without duplication of the documents. This approach will also allow Working Groups to discard unnecessary evidence without negatively disrupting the work of other groups.

The Evidence Team will collaborate with the Working Groups to annotate and describe evidence to support the Self-Study, continuously reviewing the evidence and identifying gaps. When evidence is needed, the Working Group chair will reach out to the Evidence Team. If the evidence is not yet available, the Evidence Team will request the data, disseminate it, and add it to the existing library of documents. As the Self-Study narrative is being prepared, the contents of the Evidence Inventory will be reviewed, curated, and updated as appropriate. While abridged evidence will be selected for upload to MSCHE with the Self-Study Report, the final unabridged version of this virtual repository will be available to the MSCHE Visiting Team.

Hunter College will compile accreditation materials in a secure and confidential manner in accordance with applicable laws and regulations and will honor FERPA as well as other privacy laws when submitting evidence to MSCHE.

XIII. Strategy for Identifying Self-Study Site Visits to be Conducted

While Hunter College has multiple sites across New York City (see Table I in Section I of this document), the majority of students and faculty are located at Lexington Avenue and 68th Street in Manhattan. This campus houses the School of Arts & Sciences, the School of Education and the large majority of Hunter's undergraduate and Master's degree programs. In order to make the most of the Team's time, we feel that the Team should visit the 68th Street Campus, Roosevelt House and the Belfer Research Building. If time allows, the team should also visit the Silberman School of Social Work.