SELF-STUDY REPORT

FOR THE

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

March 2019

HUNTER
The City University of New York

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SUBMITTED TO THE

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

March 1, 2019
by
Hunter College of the City University of New York
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The City University of New York

HUNTER COLLEGE SELF-STUDY

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EXECUTIVE SUMMARY

Hunter College occupies a distinctive place in American higher education. For nearly 150 years, it has been a place where the American Dream comes true. Students arrive with aspirations as varied as their backgrounds and benefit from the common experience of life-changing educational opportunity. Today, the College is a hub for innovative research, scholarship and creative activity. It also plays a vital role within New York City by training outstanding professionals in high-demand fields that meet essential human needs.

Hunter was founded in 1870 and has been continuously accredited by the Middle States Commission on Higher Education (MSCHE) since 1921. Its last decennial evaluation took place in 2009, and its Periodic Review Report was submitted in 2014. Since its last decennial review, Hunter has implemented an ambitious strategic plan to build on the College's legacy. This Self-Study provides a welcome opportunity to reflect on our accomplishments and identify opportunities to build on them. It will serve as the foundation for a new phase of strategic planning as we approach the conclusion of our current plan in 2020 and look ahead to producing a new one that will guide our work in the following decade.

This Self-Study would not have been possible without input from the entire Hunter community. It benefitted particularly from the contributions of faculty, students and staff who participated in seven working groups, each of which assessed our performance against one of the seven MSCHE standards. A Middle States Steering Committee comprised of three co-chairs, plus the chairs of each working group, spearheaded the Self-Study process. The Steering Committee met 26 times between May 2017 and March 2018.

We regularly solicited input from the wider community, including via a Middle States webpage on the Hunter website where we posted documents and information related to reaccreditation. We hosted a series of Town Hall meetings on each of the three campuses — 68th Street, East Harlem and Brookdale. Several drafts of the Self-Study were posted on the website at critical junctures, with a procedure for making comments. Announcements about the reaccreditation process were shared through our electronic Hunter Gatherer newsletter. President Raab also invited faculty, students and staff to get involved at campus meetings and events, and via Open Line, a bulletin that is posted on the Hunter website and sent to the Hunter Community via email at the outset of each semester. We also encouraged people to engage with the process at meetings of the Hunter Senate and Faculty, Personnel and Budget (FP&B) Committee over the past year. During the four months leading to submission of the report, co-chairs of the Middle States working groups presented findings related to the seven standards at senate meetings and invited feedback on those findings.

We begin the Self-Study with a broad institutional overview that serves as prologue to the report. It outlines the great strides Hunter has achieved since the last decennial review, showing how Hunter has sustained its historic legacy as an engine of social mobility nearly unequaled in the nation. Enrollment is strong, students arrive better prepared, and graduation rates are nearly 20 points higher than when President Raab took the helm of the College in 2001. Over the past two years, we have seen a record number of students win the most prestigious awards in higher education, including Hunter's first Rhodes scholar in 2018.

We have invested to grow from an emerging research institution into a mature one, a top priority within our current strategic plan. We established the expectation that every new faculty member is to be an active researcher and built the infrastructure to support that vision, enabling our faculty to produce influential

scholarly and creative works. Hunter leads CUNY in terms of research grants and contract awards, and the College is one of the leading NIH grant recipients among all educational institutions in New York State.

Long noted for its strong arts departments, Hunter aims to become New York's leading public college for the arts. With new facilities, award-winning faculty and expanded programs, our reputation in this area continues to grow. Interdisciplinary learning, another core strategic priority, is breaking down academic silos and binding together our schools, programs and campuses through shared learning and common projects. That commitment is exemplified in our signature All In East Harlem initiative, which unites Hunter faculty and students with community partners to transform East Harlem into a healthier, more socially secure neighborhood. All of this rests on a foundation of aggressive, strategic fundraising — Hunter could not be a truly great public college with public dollars alone.

Following our Institutional Overview, the Self-Study is arranged into seven chapters that align with the current MSCHE Accreditation Standards. Each chapter provides evidence that Hunter complies with the relevant standard, with supporting documents in the Evidence Inventory.

The burden of Chapter 1 is to demonstrate that Hunter's mission and Strategic Plan — embodied in its motto "Mihi Cura Futuri — The Care of the Future is Mine" — informs everything we do. We focus on four strategic priorities: 1) to develop Hunter as a research institution; 2) to expand opportunities for student success; 3) to foster interdisciplinarity; and 4) to engage New York City neighborhoods and institutions.

Chapter 2 shows that Hunter acts ethically and with integrity. We foster a climate of respect bolstered by policies that insist on fairness to all and openness to diverse ideas. Our commitment to equity is embedded into the policies that govern how employees and students are treated. We communicate honestly and transparently, so information is easily accessible and so community concerns are heard and addressed.

Chapter 3 addresses learning experiences, the curriculum, and the faculty. We describe our exceptional faculty, share some of their accomplishments, and explain how the College supports them. There are many ways to learn at Hunter, from the conventional classroom to online learning, with particular attention to fostering experiential learning and interdisciplinary connections. We discuss the important role of graduate education at Hunter and our exceptional professional schools, which produce well-prepared graduates to work in critical fields: education; nursing; social work; the health professions; and urban public health.

The most important measure of our achievement will always be student success and Chapter 4 outlines the many ways we support that priority — enrolling students prepared to thrive in our challenging academic environment and ensuring that they get what they need to excel at Hunter and thrive after graduation. That includes academic, economic and socio-emotional support where appropriate, along with ample opportunities for students to engage with the life of the College and one another. Our highly selective Macaulay Honors College remains the top first-choice at CUNY, and operates as the city's only public residential honors college. Nine honors scholars programs provide merit scholarships to top students and engage them in tight-knit learning communities aligned with areas of academic strength at Hunter. Our renovated library is a hub for student life, intellectual recharging, guidance, group work and creativity. It is also home to a new Student Success Center and pre-professional advising programs that are helping more Hunter students win entry to the nation's most prestigious graduate and professional schools. We examine the challenges that our transfer students face and see that continued efforts to strengthen support are warranted. At the same time, we recognize that some of our transfers are not an ideal match for the College, so we need to do more to ensure that those we admit are prepared to thrive in Hunter's rigorous academic

environment. We conclude the chapter with a review of assessment in our administrative support units, finding that the major units in the Division of Student Affairs have begun to use it to good effect.

Assessment of student learning, presented in Chapter 5, is a story of remarkable progress over the past few years. Most departments now routinely produce annual assessment reports. While there is variation in how programs pursue it and continued room to grow, direct assessment of student learning is now part of the fabric of academic life at Hunter. Assessment of the new General Education program is well underway, and we have an established and effective cycle of Academic Program Reviews.

Chapter 6 focuses on planning, resource allocation, and institutional improvement, showing how each is carried out in alignment with Hunter's Strategic Plan and in consultation with key constituencies at the College. We show how assessment of the CUNY Performance Monitoring Project (PMP) and the Coordinated Undergraduate Education (CUE) programs, are a useful way to systematically evaluate our progress with the Strategic Plan. We also provide a detailed overview of the processes we use for planning, budgeting, and prioritizing needed facilities improvements and technology projects.

Chapter 7 looks at the effectiveness of our governance and administrative structure. We share some of the accomplishments of our administrative leaders, and discuss how we engage key constituencies in shaping policies and practices at Hunter, showing how shared governance enables the College to achieve its goals and fulfill its mission.

The Self-Study has provided an important opportunity to identify what's working well at Hunter, as well as opportunities for improvement. Based on our analyses we intend to:

Strengthen Coordination for All In East Harlem. All in East Harlem (AIEH) is a signature program at Hunter and has grown dramatically since launching a few years ago. It touches upon all our strategic priorities, so it is essential that strong infrastructure is in place to support it. We will take steps to better coordinate AIEH activities, ensuring that we maximize the benefits of interdisciplinary work, maintain meaningful relationships with community partners, increase student placements, encourage applied research, and disseminate what we learn.

Develop and Implement "Hunter 311." We will develop a central service center to receive and respond to non-emergency calls, texts and emails regarding issues related to facilities, technology, public safety, environmental health and safety and general student service needs.

Create a Presidential Task Force on Part-Time Faculty. Hunter employs a large number of adjunct faculty, and we need to do more to integrate them into the College. A Presidential Task Force will take a comprehensive look at the part-time faculty experience and make recommendations for how best to develop and engage this critical part of our community.

Continue to Promote and Coordinate Experiential Learning. Hunter offers a rich and growing array of opportunities for experiential learning, but programs emanate from and serve disparate academic programs throughout the College. We will explore and implement strategies to better coordinate these activities, so they can continue to grow and so more students are aware of opportunities to get involved.

Define Goals for Interdisciplinarity. As we continue to grow our interdisciplinary programs, they would benefit from clearer goals and a common set of learning objectives. Shared assessment tools would also allow us to better understand the efficacy and impact of interdisciplinary learning at Hunter.

Create a Strategic Plan for Online Learning. As we continue to expand our inventory of online and hybrid courses, and work to launch fully online professional programs, we need to define our academic goals and understand technical and funding needs. The strategic planning process will help achieve this goal.

Continue the Integration of Career Preparation and Liberal Arts Programming. We have aggressively pursued the expansion of experiential learning as well as development of new undergraduate certificates that cultivate professional skills and real-world learning. We need to codify those efforts and build on them, better integrating career exploration and preparation into our liberal arts programs, so more Hunter students graduate prepared for success in their chosen careers. Coupled with this, we will need to coordinate these efforts through an expanded career services office and program.

Increase the Preparedness of, and Support for, our Transfer Students. The difference in outcomes between our first-time, full-time students and our transfer population is readily apparent. We will need to identify strategies to enroll transfer students who are better prepared for Hunter's challenging academic environment and continue enhancing the support we provide once they arrive on campus.

Develop an Office of Graduate School Preparation. A significant portion of Hunter graduates pursue academic Master's and PhD degrees — we want to support them and grow their numbers, particularly given the student population we serve. Based on the successful model of our pre-professional advising offices, we will need to bolster support for students who want to continue their education in academic programs.

Continue to Support Assessment in Academic and non-Academic Support Units. We have made great strides in the infiltration and use of assessment in both our academic and non-academic units. We will need to assure the momentum continues, is supported and becomes systemic.

Increase our Institutional Research Capacity and Use of Data. As we continue to promote a culture of evidence, we will need to increase the capacity of our Office of Institutional Research and ensure that we distribute information in a timely and appropriate manner. We should take advantage of data dashboards to put standard measures of student success (e.g., teaching loads, class enrollment trends, number of majors) on the desks of chairs and deans. Student engagement data, which we are now beginning to collect and analyze centrally, should be similarly available.

Develop a Technology Strategic Plan. Technology undergirds every aspect of operations at Hunter and it is essential that we keep up with trends and ever-growing demand. We will need to develop a strategic plan using a process similar to our master planning process for facilities, so we can assess current and future needs and set priorities. That includes a focus on developing principles to guide our work over the next five years, with an emphasis on student success, business process improvement and research.

Increase Student Participation in the Senate. Students hold 38 percent of the seats in the Hunter College Senate, yet these seats are rarely filled, and attendance among student senators is uneven. As part of our student engagement efforts, we need to work diligently to increase students' understanding of the importance of their role at the Senate, so more get involved and so participation is more consistent.

INSTITUTIONAL OVERVIEW

Brief History

Hunter College is one of the oldest public colleges in the country, and it has embraced the democratic and liberating values of public education since its inception, when it was established as the Female Normal and High School. The College's visionary founding president, Thomas Hunter, aimed to train women to educate the large number of immigrants who had started coming to America in the preceding decades. He made the new college a model of equal opportunity by insisting that it be open to any woman who could pass the entrance exam, regardless of race or religion. He also insisted that science be part of the required curriculum, marking an area of excellence that persists to this day: Hunter is the only college that can claim two female Nobel laureates among its alumni.

In 1888, the Normal School changed its charter to become a full-fledged liberal arts undergraduate college for women, modeling its curriculum after its neighboring men's institution, the Free Academy (now The City College of New York, or CCNY). The College was renamed in its founder's honor in 1914. By the time Hunter added graduate instruction in the liberal arts in 1921, it was the largest women's college in the world, and it has been continuously accredited by MSCHE since that time. In 1926, the New York State Legislature established a Board of Higher Education to oversee New York City's growing system of municipal colleges, including Hunter. In 1961, the Legislature formally unified those colleges to establish the City University of New York (CUNY), creating the nation's largest urban public higher education system.

Even as Hunter expanded its academic offerings, began admitting male students, and grew to encompass multiple campuses, it has remained true to its founder's vision, offering access and opportunity to qualified students from all backgrounds. The campus draws students from every walk of life: *U.S. News & World Report* has listed Hunter among the Top 10 Schools in the nation for ethnic diversity. More than half (57%) of entering undergraduates are transfer students, and about 40 percent are the first in their families to attend college. Forty-four percent of undergraduates received Pell grants in 2016-17.

Enrollment

Hunter is a highly selective institution, with a large and strong applicant pool that has allowed us to steadily strengthen admissions standards to ensure that enrolled students are prepared to meet our rigorous academic expectations. While other colleges across the country are struggling with enrollment challenges, Hunter remains the top first-choice of applicants among all CUNY schools (with 10,149 first-choice applications, nearly 24 percent above the nearest competitor). We also receive the most total applications (29,326) among CUNY schools, and continue to be the top-choice school for applicants to CUNY's highly prestigious and competitive Macaulay Honors College. This has allowed us to achieve two strategic goals: 1) sustaining enrollment levels while strengthening the academic preparedness of admitted students, and 2) ensuring that 25 percent of the student body is comprised of graduate students.

As Figure 1 shows, we have kept enrollment levels steady over the past five years. Rather than growing our enrollment, we focused on raising standards among admitted students: the average GPA among incoming freshmen has risen from 82.3 in 2001 to 88.7 in 2017, and the average SAT score increased from 1005 to 1172 over that period. With that focus and substantial investments in student success, Hunter's six-year graduation rate has increased from 36 percent in 2001 to more than 56 percent over the last three years.

FIGURE 1: Enrollment by Program Level
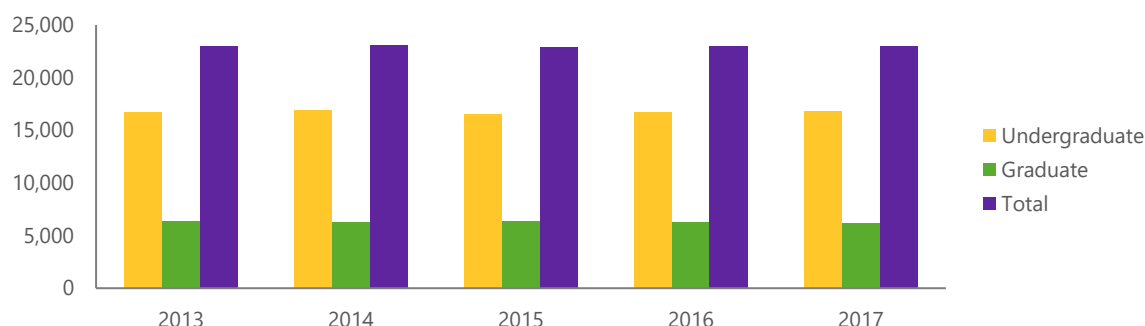
Building on that foundation remains a top institutional priority, but steady progress has bolstered Hunter's already strong national reputation. After jumping from 42nd to 28th on *U.S. News and World Report*'s 2018 list of the "Best Regional Universities, North," Hunter climbed to 25th this year, ranking 6th among public colleges on that list. The Princeton Review, which consistently ranks Hunter on its lists of top-rated and best-value colleges, has described Hunter as the "crown jewel of the CUNY system." The College has also been recognized for its success in propelling students out of poverty and into the middle class. Drawing on research by Stanford economists, *The Chronicle of Higher Education* ranked Hunter eighth among all public four-year universities nationwide for helping graduates whose parents were in the bottom 20 percent of income earners reach the top 20 percent for individual earning.

Schools and Programs

With 23,179 students and 2,110 part- and full-time faculty members, Hunter is the largest four-year CUNY college, and the second-largest institution in the CUNY system. The School of Arts and Sciences offers a remarkable variety of undergraduate and graduate programs in the liberal arts, including the humanities, social sciences and sciences. Hunter aims to be New York's leading public college of the arts, so we have invested heavily to strengthen and expand our fine-arts programs across all the disciplines. Our professional schools confer bachelor's and master's degrees in high-demand fields: education; nursing; social work; health professions and urban public health. The Silberman School of Social Work is currently working to develop a DSW degree program. When that launches, all of our professional schools except the School of Urban Public Health will also confer doctoral degrees.

As seen in Figure 2, psychology is by far the most popular major at Hunter, with significant demand for our natural sciences, humanities and pre-professional programs as well. Hunter is well on the way to achieving its goal of doubling the number of graduates with computer science degrees, as that is one of the fastest-growing majors at the College.

FIGURE 2: Top Ten Most Popular Majors in Fall, 2018
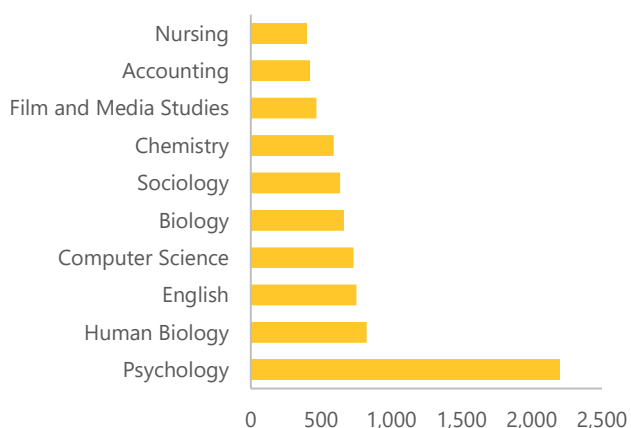
The Hunter Mission

A common mission and strategic plan bind together the College's schools and programs. The College last revised its Mission Statement in 2011, in conjunction with the creation of a new Strategic Plan for 2012-2020. Our mission reflects Hunter's College's legacy, recognizing that education is not only a vehicle to expand opportunity for graduates, but also a means to prepare those individuals to be leaders and change agents within their communities.

HUNTER COLLEGE MISSION STATEMENT
Mihi Cura Futuri —The Care of the Future Is Mine

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 seek 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.

Institutional Learning Outcomes

Our Institutional Learning Outcomes align with and flow from our Mission Statement:

- Acquire Broad and Specialized Knowledge
- Think Critically and Creatively
- Research and Communicate Effectively
- Value Diversity, Pluralism and Global Awareness
- Promote Civic Engagement and Social Responsibility

Connected Campuses

Hunter College encompasses campuses in three Manhattan neighborhoods, with additional facilities located throughout the city. While this presents some challenges, we have chosen locations for our schools and programs strategically, in alignment with our mission to capitalize on our location in New York City, "weav[ing] it into the fabric of our teaching, research and creative expression."

Many of our programs and departments are housed on our original campus at Lexington Avenue and 68th Street. Other sites were chosen intentionally to support academic goals or facilitate cross-institutional collaborations. For example, our MFA Studio Art program was relocated to 205 Hudson Street in TriBeCa because faculty and students wanted to be rooted in the heart of one of the city's most vibrant arts-oriented neighborhoods. Regardless of where students, faculty and staff are based, we foster meaningful connections through interdisciplinary, collaborative and cross-institutional work.

HUNTER COLLEGE
Manhattan Campuses and Residences:

East Harlem Campus (2180 3rd Ave)
Silberman School of Social Work
School of Urban Public Health
Centro de Estudios Puertorriqueños
Hunter East Harlem Gallery

97th Street Residence (1760 3rd Ave)

Hunter Elementary & High Schools (71 E. 94th St)

92nd Street Residence (1395 Lexington Ave)

79th Street Residence (334 E. 79th St)

Science and Health Professions Building (E. 74th St)

68th Street Campus (695 Park Ave)
School of Arts and Sciences
School of Education
Hunter Administration
Bertha and Karl Leubsdorf Gallery

Roosevelt House (47-49 E. 65th St)

Belfer Research Building (413 E. 69th St)

Casa Lally / Parliamo Italiano (132 E. 65th St)
LGBTQ Policy Center
The Artist's Institute

Special Programs Building/Voorhees Campus
(450 W. 41st St)

Center for HIV Educational Studies & Training (CHEST)
(142 W. 36th St)

Brookdale Campus (425 E. 25th St)
Hunter-Bellevue School of Nursing
School of Health Professions

Brookdale Residence

Hunter Art MFA Building (205 Hudson St)
205 Hudson Gallery

Distinguishing Characteristics

Hunter stands out in a number of ways, including sizeable investments to bolster research, a college-wide emphasis on the arts, a commitment to interdisciplinary learning and community engagement, and a range of programs to support student success. None of this would be possible without successful fundraising.

Investments in Research

The purpose of a university is not just educating students, but also creating and sharing new knowledge. To that end, we have invested heavily to grow into a mature research institution. Those efforts include capital projects, such as constructing a 21,000 sq. ft. state-of-the-art research and laboratory floor in Weill Cornell's Belfer Research Building. We also provide considerable support for faculty research, with start-up funding for every full-time hire and release time for faculty to conduct research or produce creative works.

With that infrastructure in place, Hunter has consistently garnered the highest research grant and contract award total of any CUNY institution, bringing in [$67 million](#) in 2018. Hunter is CUNY's largest grant recipient from the National Institutes for Health (NIH), and one of the largest NIH grant recipients among all educational institutions in New York State. In fall 2018, we were awarded a five-year, $13-million U54 research grant from the National Cancer Institute; it will fund our innovative partnership with Temple University and Fox Chase Cancer Center to reduce health disparities affecting underserved minorities in the NYC-Philadelphia corridor.

We remain equally committed to supporting faculty publishing and creative output, providing a range of resources to support faculty research, including Presidential Travel Awards ($260,000 in 2017-18) and the Presidential Fund for Faculty Advancement ($27,000 in 2017-18). The fruit of those investments can be seen in the productivity and impact of our faculty, who are making news, winning major awards and producing influential scholarly and artistic works.

The Arts at Hunter

Hunter continues to solidify its burgeoning reputation as a leading public college for the arts, with stellar faculty and major facilities upgrades. In 2017, we recruited Tony Award-winning producer and director Gregory Mosher as chair of the theatre department. Under his leadership, Hunter brought a professional theatre company — The Hunter Theater Project — to campus, giving students real-world theatre experience as they hone their craft. The program's inaugural production, a new adaptation of Chekhov's "Uncle Vanya," opened to rave reviews in *The New York Times*, *The Washington Post*, and other national outlets. That development followed another recent milestone when the theatre department moved into our newly renovated Baker Theatre, one of the few buildings on a CUNY campus dedicated entirely to theatre.

Hunter is proud of its dynamic dance department, and we recently began admitting students pursuing an MFA in Dance – a CUNY first – while also enrolling students pursuing an MA or a BA/MA through our Arnhold Graduate Dance Education Program, which prepares students to become certified dance teachers for New York's public schools. Thanks to generous donors, we have two renovated dance studios, and we are now moving ahead with the renovation of Appel Hall, a large music rehearsal space. Our MFA Program in Creative Writing, led by two-time Booker Prize winner Peter Carey, is among the most selective nationwide. Our highly regarded Visual Arts, Integrated Media Arts and Art History programs are also thriving, benefiting from multiple gallery spaces where we feature major arts exhibitions and provide space for students to collaborate with professional artists, curate exhibitions and show their own work.

Thanks to a $150,000 gift, we have initiated construction on the Zankel Arts Hub, which will be home to our Office of the Arts and our Muse Scholar program, an honors program for talented students interested the arts. Hunter also capitalizes on its location in an arts capital by preparing students for administrative roles in cultural organizations through programs like our Mellon Arts Fellowship program, which funds mentoring and paid internships for underrepresented minority students pursuing arts careers. More recently, we launched an Arts Management and Leadership Certificate program, which just celebrated its first graduate.

Institutional and Interdisciplinary Collaboration

Solving today's problems requires us to break down the narrow academic silos that characterized 20th-century scholarship. To that end, we have embraced interdisciplinary, collaborative and cross-institutional work. That includes strategic partnerships with outside organizations that enrich students' experience, foster professional learning, and support the service-oriented ethos embodied in Hunter's motto: "Mihi Cura Futuri — The Care of the Future is Mine."

As mentioned previously, we have been strategic about placing our programs in neighborhoods where they can capitalize on local resources and contribute to local communities. We have ambitious plans for a new, state-of the art Science and Health Professions building, under joint development with Memorial Sloan-Kettering Cancer Center. When completed, it will house our School of Nursing, part of our psychology department, and our departments of Chemistry, Biology, and Physics & Astronomy. The building's location in the biomedical district on Manhattan's Upper East Side will make it easier for students and faculty to engage with some of the nation's preeminent medical and scientific institutions.

At the same time, we recognized that the Upper East Side was not an ideal home for our Silberman School of Social Work, so we made a strategic decision to relocate that school to East Harlem, where the need — and the opportunity for students and faculty to make a difference — is great. Our East Harlem campus, which opened in 2001, also houses Hunter's School of Urban Public Health, the Brookdale Center for Healthy Aging, CENTRO — Center for Puerto Rican Studies, and a public-facing art gallery, among other programs. In 2014, we launched our pioneering All In East Harlem (AIEH) initiative, which unites Hunter faculty and students with community partners to transform East Harlem into a healthier, more socially secure neighborhood. Under the leadership of former New York City Deputy Mayor Dr. Lilliam Barrios-Paoli, AIEH supported over 100 faculty-led collaborations involving 125 community organizations — including a close partnership with PS/MS 7 that involves students and faculty from all of our schools. AIEH has brought enduring improvements to East Harlem while also providing opportunities for students to engage in educational fieldwork: more than 225 students have participated to date.

We have also embraced interdisciplinary learning and community engagement in our academic offerings. For example, we made a strategic decision to transform two academic programs – Jewish Studies and Asian American Studies – into dynamic interdisciplinary centers that will serve all of Hunter's schools and foster connections between students, faculty, and the wider New York City community. Both of these centers offer academic courses, support innovative research, and sponsor public programs.

That commitment is also at the heart of the mission of Roosevelt House, which was acquired from its former residents, Franklin and Eleanor Roosevelt, in 1943. After Hunter purchased the historic townhouse, it served as home to our Multifaith Center and a site for special events, including talks by Eleanor Roosevelt herself. By 1992, however, Roosevelt House had fallen into disrepair, and the College temporarily closed its doors. When President Jennifer J. Raab took the helm of Hunter, she secured $25 million to rehabilitate Roosevelt

House and reopen it as an institute for the study of public policy and human rights — both areas that are inherently interdisciplinary. In addition to academic study and faculty research, Roosevelt House fosters civic engagement and hosts public audiences for high-profile lectures, seminars and conferences. Other interdisciplinary centers at Hunter, including those focused on food policy, aging, and autism research, also embrace community engagement as central to their mission.

Student Success

The most important measure of our achievement will always be student success. That effort begins with attracting and enrolling students prepared to thrive in our challenging academic environment, but also includes ongoing efforts to ensure that all admitted students — from those requiring extra support to our highest-achieving scholars — get what they need to thrive at Hunter and after graduation.

When President Raab arrived in 2001, student success initiatives at Hunter were disjointed and marginalized. She immediately began taking steps to address that, convening a Presidential Task Force on Student Services in 2002. Based on its recommendations, all of the offices that serve students were consolidated under a single Vice President of Student Affairs and Dean of Students.

Following Hunter's 2009 decennial review, another task force was convened, with a focus on student success and engagement. In 2011, President Raab hired a consultant to be her senior advisor on strategic initiatives to support student success, and in 2015, an associate provost dedicated to student success came on board. Together, they created a cross-functional working group that operated as a "war room," assessing needs and devising strategies to systematically address issues from scheduling to scholarships. As a result of those efforts, many initiatives were implemented, including improvements to advising, the introduction of degree maps, and the launch of One Stop, a consolidated resource hub to help students stay on track to graduation. Our renovated library is now home to three state-of-the art learning centers in math, science and writing. We recently piloted an early alert system that allows faculty to notify advisors when students are struggling so they can be referred for academic support.

Efforts were also put in place to better support high-achieving students, enriching their academic experience and connecting them with post-graduate opportunities. In addition to our highly selective Macaulay Honors College, first-year students may now qualify for one of nine special scholars cohorts — merit-scholarship programs that operate as tight-knit learning communities with advising, extracurricular activities, and specialized coursework aligned to students' academic interests. We have invested heavily in strengthening our pre-professional advisory programs for students interested in health, legal and business careers. That investment has bolstered Hunter's track record of preparing students to win entry to the nation's most-prestigious graduate and professional programs: last year, a remarkable [92 percent](#) of pre-health advisees who applied to medical, dental, veterinary and optometry programs received admissions offers, double the 46 percent acceptance rate in 2011-12.

Hunter has been named a Top Producer of Fulbright winners in 10 of the past 11 years. To build on that success, Hunter raised $1 million to launch the Ruth & Harold Newman Office of Prestigious Scholarships and Fellowships (OPS), with the goal of identifying and supporting students to win the nation's most competitive academic prizes, including the Rhodes, Luce, Marshall, Schwarzman and Truman Scholarships. Since OPS launched in 2016, Hunter students have won all five.

With that strong foundation in place, we were able to consolidate the student success portfolio under the oversight of William Tramontano, an experienced former CUNY provost who joined Hunter in 2018 as Senior Advisor to the President for Student Success and Strategic Initiatives. He is currently working with administrators and faculty to assess our existing student success strategies, identifying what works as well as opportunities for growth.

Fundraising (fulfills ROA #11)

Hunter could not be a truly great public college with public dollars alone, so we take an entrepreneurial approach to fundraising, seeking gifts to advance our strategic priorities. Last year alone, the Hunter College Foundation invested nearly $22 million in private funds in academic programs, student scholarships, faculty research and travel grants, and capital improvements. Aggressive development efforts — outlined under Strategic Goal V of the Strategic Plan — have enabled us to thrive even during economic downturns that have forced belt tightening at many public colleges, including our peer institutions in the CUNY system.

Since taking the helm of helm of Hunter College in 2001, President Raab has raised nearly $400 million. The result has been transformative, with particular impact on our facilities, including:

- $15 million to purchase and renovate a building that is now part of the main campus and used exclusively by the Department of Theatre;
- $30 million to construct a new East Harlem campus, now home to the Silberman School of Social Work and other Hunter schools and programs;
- $25 million as naming gift to modernize what is now known as the Leon and Toby Cooperman Library, and a separate $5 million gift to create the Silverstein Student Success Center, now occupying the library's seventh floor;
- $10 million to support the planned renovation of Assembly Hall; and
- a combined gift totaling $11 million that included the donation of the Casa Lally townhouse on East 65th Street along with funds for its renovation.

Other major donations have supported key strategic priorities, including multi-million-dollar gifts to fund interdisciplinary study in public policy and human rights at Roosevelt House. Private funding has also been instrumental in developing and sustaining our nationally recognized arts programs; one such gift, in the amount of $2 million, endowed a named professorship for the chair of the music department, a post currently held by the Rome Prize-winning composer Suzanne Farrin.

Self-Study Overview

In the Self-Study, we intend to examine four interrelated institutional priorities through the lens of the seven MSCHE standards:

Enhance Hunter's Academic Identity as a Research Institution

As noted above, we have prioritized research, particularly among the faculty. Through the Self-Study, we will aim to identify opportunities to build on that foundation, with an eye toward expanding opportunities to engage students in research.

Foster Interdisciplinary Learning and Scholarship

From our Arts Across the Curriculum initiative to our Clinical and Translational Science Center (CTSC), Hunter promotes creative thinking at the intersection of disciplines. Through the Self-Study, we will seek opportunities to expand and enhance interdisciplinary learning and teaching, within and across our schools.

Bolster Student Success and Engagement

Hunter has made student success a central focus over the past decade, with particular attention to enhancing support for students who need extra help and opening doors of opportunity for high-achieving students. Through the Self-Study, we will evaluate the efficacy of those efforts, building on what works and exploring new strategies to ensure students thrive at Hunter.

Strengthen Community Engagement

Hunter's commitment to community engagement is exemplified in our signature All In East Harlem (AIEH) initiative. Through the Self-Study we will look closely at how our schools and programs had engaged with AEIH since it launched in 2014, identifying what works and where we go from here. This includes thinking about what AEIH can teach us as we initiate new partnerships, such as our newly funded collaboration with Temple University and Fox Chase Cancer Center to reduce health disparities throughout the New York City-Philadelphia corridor.

Together, these four priorities shape our goals for institutional improvement, while binding together our schools, programs and campuses through shared learning and common projects. Indeed, one of the themes of the Self-Study is deepening and formalizing connections among students, staff, and faculty so that we operate as a more cohesive community working to advance the Hunter mission. While the College has achieved considerable progress in this endeavor, it is an ongoing effort, and the Self-Study provides a perfect opportunity to reflect on what we've accomplished to date, identifying areas for improvement and strategies to build on our successes.

STANDARD I – MISSION AND GOALS
Mihi Cura Futuri — The Care of the Future Is Mine

The Hunter motto "Mihi Cura Futuri" calls on students to care for the future. It is emblazoned at the entryway to the College library, and it is echoed at every stage of students' experience at Hunter, from convocation to graduation day. Hunter's commitment to preparing students to make a difference as leaders and citizens is also articulated in the Mission Statement. (fulfills ROA #7) And while it is not unusual to hear that sentiment voiced at other colleges, the consistent emphasis on our motto, along with the myriad opportunities provided for students and faculty to live it, distinguishes Hunter from other schools.

At the most recent commencement ceremony in January 2019, President Raab urged graduates to take the Hunter motto "into your hearts as you leave." She also inspired them with dozens of examples of peers who were already doing so, like Christine Tran, a Vietnamese refugee who put her Hunter education on hold when her father was diagnosed with terminal cancer. After he passed away, Christine returned to Hunter, earning her Master's degree as a clinical nurse specialist, with plans to work in the same hospital and unit where her father was treated. In doing so, she will honor his memory — and the Hunter motto — by caring for patients with the same compassion her father received. Other graduates had similar ambitions to build careers helping others, whether in teaching, or as a disability advocate, social worker or psychologist. Their backgrounds and fields of study were wide-ranging, but their Hunter education equipped them with a common purpose: to care for the future. At Hunter, our graduates are the best evidence that we are fulfilling our mission.

We review the Mission Statement periodically, most recently in 2011 as a first step to developing our current Strategic Plan (fulfills ROA #7). Updating our Mission Statement provided a framework for setting new strategic goals and a platform for reinforcing our values. Led primarily by the Hunter College Strategic Planning Committee, the process of drafting the Mission Statement and the Strategic Plan for 2012-2020 was open, inclusive and collaborative. The committee's membership included a diverse group of faculty, staff, administrators and students representing schools, centers and departments from across the College. During the drafting and approval process, the Strategic Planning Committee established special task forces that engaged an even wider group of college stakeholders. Every academic department was charged with contributing to the plan. Campus-wide forums encouraged robust discussion and input. In the end, after numerous debates and amendments, the Senate (Hunter's campus governance body) approved the Strategic Plan and Mission Statement.

After the planning process concluded, our Mission Statement and Strategic Plan were posted on the Hunter website where they remain accessible to the entire college community. They are discussed during new faculty orientations and as part of the onboarding program for staff. The president also discusses her strategic vision with new faculty at an annual welcome luncheon. All of this ensures that our values and goals are clear to the Hunter community, and we make a concerted effort to keep our Mission and Strategic Plan front-and-center as we make decisions about program priorities.

Mission and Strategic Plan as Guides to Action

In this Self-Study, we evaluate four strategic priorities: 1) enhance Hunter College's academic identity as a research institution; 2) encourage interdisciplinary scholarship and learning; 3) increase student success and engagement; and 4) expand and deepen engagement with New York City neighborhoods and institutions.

These priorities offer examples of how the mission and Strategic Plan guide our planning, resource allocation and assessment decisions.

Enhancing Hunter's Academic Identity as a Research Institution

This priority flows directly from our Mission Statement and Strategic Plan. In addition to faculty research, it includes efforts to support independent student research as well as opportunities engage students in research collaborations with faculty.

Hunter has high expectations for faculty research and creative output and has spent the past decade building out the infrastructure to support this work. That includes:

- Financial support and release time
- Grant development support
- A strategic plan for science
- Policy centers
- Research collaborations with other institutions
- Student-faculty research (presented under Standards III and IV)

Financial Support and Release Time for Research

All CUNY faculty, including those at Hunter, have an expected workload of 21 hours per year. Hunter has typically not assigned that full teaching load, instead "buying out" one course annually with the expectation that reassigned time would support faculty research and creative output. Additional release time is often set aside to carve out additional space for faculty scholarship as well as administrative and student-success responsibilities. In two years, that model will be formalized across all of CUNY, with only 18 of 21 hours allowed to be assigned for teaching, with the balance reserved for research or student success activities.

After open enrollment was ended at CUNY in 2000, Hunter took steps to strengthen its tenure process, making expectations clear and standards more rigorous. This included a focus on research as a criterion considered in tenure decisions. CUNY allocates eight course releases to untenured faculty during their first five years, ensuring that they have time to commence a research program; Hunter goes further, buying out an additional course as noted above.

We provide workspace and celebrate notable research and creative works produced by our faculty with annual Presidential Awards. Faculty also can apply for internal funds to underwrite travel for research and conference presentations or to obtain seed money for grant submissions, manuscript preparation, equipment and research assistance. Over the last few years, Hunter has awarded over $350,000 per year for such research initiatives. New full-time faculty in all disciplines receive start-up funds, and we provided well over $2 million to new hires during the 2018-19 academic year.

Grant Development Support

The administration takes an active interest in grant development and supports faculty members to pursue and win awards. An associate provost for research, an associate provost for graduate and professional education, the science advisor (a professor of medicine from Weill Cornell Medical College), the provost, and the president systematically cultivate funding opportunities, especially in the health sciences. As a result, Hunter has built a strong portfolio of major grants; see Table 1 for a one-year summary of our largest grants, with a detailed three-year trend available here.

TABLE 1: Summary of Largest Grants for Fiscal Year 2018

Office of the Provost	
NYC Dept. of Health & Mental Hygiene	
Mental Health Service Corp	$27,753,596
NYS Developmental Disabilities Planning Council	$299,062
School of Arts and Sciences	
NIH Grants (32 grants)	$9,040,766
Clinical & Translational Science Center	$330,017
National Security Agency & Inst. for Int'l. Education — Chinese Flagship	$819,900
NYS Education Dept. –Liberty Partnership Program	$415,000
U.S. Education Dept. – Asian American Pacific Islander	$325,195
School of Education	
NYC Dept. of Education – Teacher Training, Math	$937,300
NYC Dept. of Education – Teacher Training, Autism	$582,995
NY Community Trust – READ East Harlem/Hunter College	$1,550,000
School of Nursing	
Clinical & Translational Science Center	$128,510
New York Community Trust	$218,000
School of Health Professions	
NIH SCORE Research Grant	$156,000
Silberman School of Social Work	
HHS: Child Trauma Workforce Development	$600,000
NIH: SCORE Research grant	$156,000
NYC Dept. of Health & Mental Hygiene: Mental Health Scholarship Program	$560,944
NYC Dept. of Probation – Training Program	$2,204,908
Brookdale Center for Healthy Aging	
NYS Office of Children & Family Services	$1,423,508
NYS Office of Temporary Disability Assistance	$569,442
Center for Puerto Rican Studies – CENTRO	
New York City Council	$500,000

Strategic Plan for Science

In 2011, the president convened a committee of faculty from our science departments to develop strategic recommendations for the sciences at Hunter. The following year, Hunter produced a Strategic Plan for Science. Since that time, we have dedicated significant resources to expanding our science programs, including new capital expenditures.

A major milestone came when Hunter forged a partnership with Weill Cornell Medical College and purchased a floor in their new, state-of-the-art Belfer Research Building, located near our 68th Street campus. New York State capital funds were utilized for this purchase, which provided modern laboratory space for Hunter scientists and students. In early 2015, Hunter researchers moved into Belfer, with facilities specifically designed to enhance interdisciplinary collaboration. This partnership has deepened over the past two years, as demonstrated at the first Belfer symposium in 2017 and the second symposium in 2018. In 2016-17, the partnership produced two significant research collaborations: The Center for Translational and Basic Research, funded by a five-year $13.5 million Research Centers in Minority Institutions award, with Hunter serving as the lead institution; and the Clinical and Translational Science Center, funded by a five-year, $45 million Clinical and Translational Science Award, with Weill Cornell serving as the lead institution.

The results of our investments in the sciences have been gratifying. In 2016-17, Hunter was awarded the highest total research grant and contract awards of any CUNY institution, with $67 million in faculty-driven grants — an increase of $12 million over the previous year. Hunter was the largest recipient of NIH funding

among New York State educational institutions without a medical school, including six Support of Competitive Research (SCORE) grants out of 40 awarded nationally, the most won by any institution.

Hunter successfully competed for the right to host several programs dedicated to bringing underrepresented communities into the sciences. Those programs, including Hunter's Maximizing Access to Research Careers (MARC) and Research Initiative for Scientific Enhancement (RISE) programs, both supported by the National Institutes of Health (NIH). RISE has produced approximately 75 PhD recipients among graduates who are traditionally underrepresented in biomedical research. The program currently provides financial and professional development support to 15 undergraduates and 14 PhD and Master's degree students in the departments of Biology, Chemistry, Physics and Psychology. Students in both of these NIH-funded programs receive a scholarship along with financial support to conduct research in a Hunter College laboratory. The Blueprint-Enhancing Neuroscience Diversity through Undergraduate Research Education Experiences (BP-ENDURE) program, sponsored by NIH-NINDS, encourages and prepares undergraduates from diverse backgrounds to enter PhD programs in the neurosciences. Our endowed John P. McNulty Scholars program aims to advance the status of women preparing for graduate study in STEM and healthcare fields, providing full- and partial-tuition scholarships along with research funding. Finally, our Mellon-Mays Undergraduate Fellowship program supports underrepresented minority students who are interested in pursuing PhDs in the sciences and other fields. Together, these programs have led to a consistently strong track record of securing NSF Graduate Research Fellowships for graduating STEM students (five in 2016, three in 2015, four in 2014, five in 2013).

Hunter also maintains a strong and growing partnership with Memorial Sloan-Kettering Cancer Center. That partnership will ultimately result in 390,000 square feet of instructional and research space in the planned Hunter College Science and Health Professions Building on East 74th Street. The foundation for that new facility is complete, but progress on the next phase of construction has stalled as we await additional public funding to move the work forward. This project remains an acute priority for us, and we are working closely with CUNY leadership, as well as state and city officials, to secure sufficient public funds to complete it.

Policy Centers

Hunter College supports faculty research through 11 policy centers or institutes, which aim to shape public policy through research. They represent a variety of disciplines across the College, and include the Brookdale Center for Healthy Aging, Center for Gifted Studies and Education, Center for Translational and Basic Research, CENTRO — Center for Puerto Rican Studies, Center for Advanced Research of Spatial Information, and the Roosevelt House Public Policy Institute, among others. At Roosevelt House, there are over 100 Faculty Associates who participate in interdisciplinary faculty seminars, conferences, lectures and public programs. Faculty Associates also teach in the Roosevelt House Public Policy and Human Rights programs and advise students on capstone projects (46 in 2016-17).

Research Collaborations with Other Institutions

Hunter and Weill Cornell Medical College have a fruitful history of collaboration that was strengthened when both organizations began occupying space in the new Belfer Research Building. Hunter purchased the fourth floor, providing space for 12 faculty from the departments of Biology, Chemistry, and Physics. More than 100 students (418 total since 2014) are involved with research at Belfer, supporting faculty studying cancer biology, bioinformatics and computational genomics, bioimaging and nanotechnology, and infectious diseases.

Encouraging Interdisciplinary Scholarship and Learning

Another strategic priority is the expansion of interdisciplinary scholarship and learning. Interdisciplinarity is one of the "themes" of our Strategic Plan and that focus has profoundly influenced research and teaching at Hunter. It has also informed organizational arrangements, such as our decision to house the Schools of Social Work and Urban Public Health, along with several interdisciplinary and community-facing centers, on our East Harlem campus.

It is a truism that the future of scholarship is taking place across the boundaries of traditional disciplines. In the School of Arts of Sciences, academic programs that draw from multiple departments are offering students opportunities to explore academic topics from a variety of perspectives. Our professional schools routinely collaborate across disciplinary boundaries in community settings. All in East Harlem is the most prominent example, but hardly the only one. We offer a more complete analysis of interdisciplinary work under Standard III, but the Mission Statement and Strategic Plan have underscored this priority, generating significant efforts to raise funds and allocate resources to support interdisciplinary initiatives.

Increasing Student Success and Engagement

Student Success is both a theme of our Strategic Plan and one of its five overarching goals; it influences all aspects of planning, resource allocation and assessment. We take a comprehensive approach to supporting student success, encompassing academics, engagement, personal development and student outcomes at Hunter and after graduation. Hunter has invested substantial public and private resources to advance this priority, including funding for:

- Scholarships
- Improvement of physical facilities
- Programming and initiatives

Scholarships

Hunter dedicates significant resources to raising and allocating scholarship funds, including awards aligned with key student success initiatives, such as recruiting top students for our cohort scholars programs and providing resources to support undocumented immigrant students who are unable to access financial support from most government programs. As Figure 3 shows, the amount of money dedicated to scholarships has increased steadily over the past four years, and the number of recipients also increased during that period, growing from 1,512 students in 2015 to 2,189 today. While most undergraduates benefit from state and federal grants, more than 10 percent receive scholarships provided through Hunter's own institutional resources. In 2016-17, 58 percent of all undergraduate students and 36 percent of graduate students received various forms of financial aid.

FIGURE 3: Total Scholarship Spending by Year
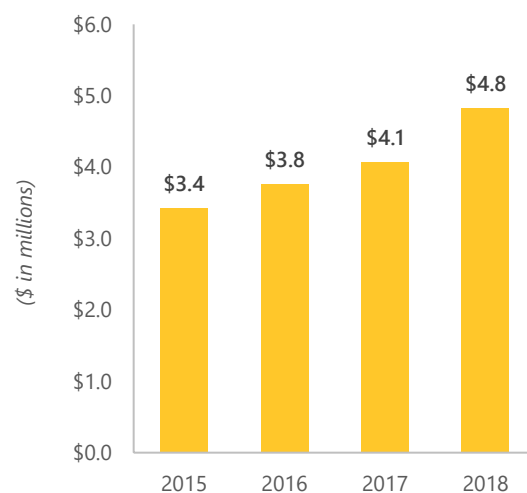
Improvement of Physical Facilities

Expanding and modernizing facilities across our campuses is an ongoing priority, and that includes investments specifically to support student success. Although most Hunter students are commuters, one of our goals is to encourage them to spend more time studying and socializing on campus. We have made efforts to foster a true sense of community here, expanding seating and adding dining options.

We reached a major milestone in November 2017, when we opened a new Multifaith Center in Thomas Hunter Hall, providing space for students from six different faiths. That project paved the way for construction to begin on a much-anticipated Student Union, to be located in the same building. This project was initiated after Undergraduate Student Government representatives came to us with a plan to dedicate $250,000 in student fees toward its construction. With additional philanthropic funding, we were able to move ahead with the project. When it opens next fall, the Student Union will house clubs, a computing and printing center, and a 3,000 square-foot game room.
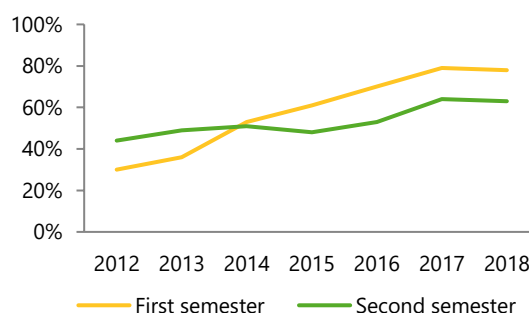
We have also invested in spaces designed to help students succeed academically and as they prepare for postgraduate life. Thanks to a $25 million naming gift, our renovated Leon and Toby Cooperman Library created inviting new spaces where students can study and collaborate, along with features like plentiful electrical outlets — decisions that reflect input from students and the Hunter community. The Cooperman Library is home to our new Frankfort Education Library, as well as the new Silverstein Student Success Center, where students can access academic support in math, writing and science. Macaulay Honors Scholars can seek advising in an expanded and renovated center, and all students can access pre-professional advising or obtain guidance from our Newman Office of Prestigious Scholarships and Fellowships. Significantly, the renovation also added much-needed seminar rooms and study spaces for programming and community building. Many other examples will follow in later sections of the Self-Study.

Programming

In addition to capital investments, the College introduced new programming to help more students graduate on schedule and prepared for postgraduate success. For example, our Take 15 campaign dramatically increased the number of full-time freshmen completing 15 credits in each of their first two semesters — a key predictor of on-time graduation (See Figure 4). In fact, that initiative was so successful that it was adopted CUNY-wide.

FIGURE 4: Freshmen "Take 15" Participation Rate by Cohort and Semester

Starting in summer 2016, Hunter began awarding Summer Scholarships to continuing students as a strategy to encourage credit momentum. In 2018, President Raab dedicated $280,000 for this purpose, up from $30,000 just two years before. The Summer Scholarship goal is to not only help students accumulate needed credit, but also to increase graduation rates by focusing on making this opportunity available to undergraduates who are close to graduation or who need to stay on target with 15 credits per term. Utilizing flexible criteria to create merit-and need-based opportunities, students generally must have a minimum 3.1 GPA and a Free Application for Federal Student Aid (FAFSA) on file to be eligible for Summer Scholarships. In addition, the summer course(s) must contribute to the student's individual academic plan. In summer 2018, there were 1,029 applicants and 619 awards granted, with most going to transfer students.

The 2012-2020 Strategic Plan identified a need for enhanced academic advising, and President Raab convened a Task Force on Advising to recommend specific initiatives. Historically, the Office of Advising employed a reactive approach in which students saw any available advisor when they needed support. Based on work led by the Task Force, it now engages in proactive advising, reaching out directly to schedule meetings. Our advising model was also revamped to employ a coordinated strategy where students are assigned to advisors with discrete areas of expertise at different stages of their academic career.

As noted previously, we recently consolidated our student success initiatives into a single portfolio, and hired William Tramontano as a Special Advisor to the president, charging him with bolstering our efforts to improve retention, student engagement and graduation rates. A former provost in the CUNY system with a strong track record in supporting student success, Dr. Tramontano brings a strong assessment mindset to this work and is evaluating the efficacy of our student success strategies to build on what works and course correct where necessary. For example, he will be evaluating the efficacy of an early alert system we piloted to allow faculty to notify advisors early when students are at risk for failing a class.

Expanding Engagement with Neighborhoods and Institutions

A commitment to embracing our location in one of the world's most vibrant cities influences strategic planning, teaching and learning, and programming at Hunter. We draw on the city's resources to enrich academics, foster experiential learning and encourage service. That commitment influences everything we do at Hunter, but is particularly well reflected in two major College initiatives:

- All in East Harlem
- Clinical and Translational Science Center

All in East Harlem

All in East Harlem (AIEH) is a major initiative that engages students and faculty across all of Hunter's schools, with the shared goal of transforming East Harlem into a healthier, more socially secure neighborhood. AIEH touches on all our strategic priorities — it enhances our academic identity as a research institution, fosters interdisciplinarity and collaboration, and strengthens student success, all while providing significant benefits for the East Harlem community.

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, but that work accelerated with the launch of AEIH in 2014. Since that time, AIEH has fostered applied research and community service in the neighborhood, with faculty initiating about a dozen projects annually, including more than 40 based in the Silberman School of Social Work alone. The Schools of Education, Arts and Sciences, Urban Public Health, Nursing, and the Hunter-based New York City Food Policy Center have pursued about a dozen projects each in the same time period, often joining forces in those efforts. Macaulay Honors College scholars engage deeply with the neighborhood as a cornerstone of two courses they take: "Peopling of New York" examines migration patterns and neighborhood development; and "The Future of New York" examines how past policy decisions have influenced neighborhood conditions. For the past two years, both courses explored these issues through the lens of East Harlem. The Brookdale Center for Healthy Aging — a leader in promoting the health and wellbeing of older New Yorkers for decades — is using its new home in East Harlem as a "laboratory" to develop and implement policies and programs that improve the lives of local residents. For example, Brookdale is currently leading a three-year study to examine the unmet needs and service utilization of chronically-ill older adults in East and Central Harlem.

The broad engagement and increasingly collaborative nature of AEIH benefits faculty and students across the College. Each semester, the School of Social Work places about 120 students in the field to conduct research or work directly with community members. Projects address a wide range of local needs, with health, education and community-building accounting for nearly 60 percent of the projects to date. Other initiatives have focused on food and nutrition, support for families and children, and the needs of aging New Yorkers, among other issues.

AIEH projects may be as simple as a single internship or student project, but much of the work deeply engages Hunter with the life of the East Harlem community. Details about all current and past projects are available here, with representative examples outlined below:

- Assisting senior citizens to access social and health services;
- Addressing needs of young Mexican Americans who have dropped out of high school;
- Supporting formerly incarcerated women dealing with substance abuse and mental illness;
- Bolstering community resiliency as threats to stability, health and prosperity rise;
- Supporting the East Harlem Art Gallery, located at the Silverman School of Social Work;
- Screening and intervention services to people lacking health care access; and
- Developing a plan to memorialize the Harlem African Burial Ground.

One long-term project is READ East Harlem, which was launched in 2013 with a five-year, $2.3 million grant from the New York Community Trust. This project, which provides literacy-focused professional development for early elementary teachers, initially supported three schools but has gradually expanded to reach all elementary schools in East Harlem's District 4. Faculty from the School of Education work with the District 4 Superintendent, along with principals and literacy teachers in partner schools. As of fall 2018, the program serves 160 teachers and 3,200 students. The results have been very positive.

Another education project in the community takes a different approach, forging a deep and multifaceted partnership with a single elementary/middle school (PS/MS7) with the goal of transforming it into a model school for the community. In partnership with the New York City Department of Education, Hunter is strengthening PS/MS 7 with an arts-infused curriculum and vibrant afterschool program. Students and faculty from the Schools of Education, Nursing and Social Work support a wide range of student, family and educator needs at PS/MS 7. Hunter undergraduates mentor children, and Social Work students complete field placements at the school, which is located directly across the street from Silberman. The School of Education provides professional development to PS/MS 7 teachers. Hunter's NYC Food Policy Center all runs health and wellness programs in the cafeteria and during fun family events.

Whether a project spans the neighborhood, or provides intensive resources and expertise to support a single institution like PS/MS 7, AIEH seeks to deliver enduring change that transforms East Harlem for the better. Achieving that vision means that ideas for neighborhood improvement must come from the community. We actively engage with community groups and local residents, so we can be sure that AIEH projects address their concerns and priorities. Having built trust and forged strong relationships in the neighborhood, we now aim to develop a truly integrated vision of the ways Hunter can assist the community. We want to evaluate our current projects for efficacy, build on what works, and introduce new initiatives aligned with that larger strategy. This will require measurable goals and the means to identify, coordinate, and evaluate projects — a key next step to ensure that this this vibrant initiative continues to advance our mission and strategic priorities.

Clinical and Translational Science Center

The Clinical and Translational Science Center (CTSC), which was created through a partnership with Weill Cornell Medical College, is another major initiative that supports Hunter's mission. CTSC was designed to optimize our considerable community assets and the diversity of our patient population to move translational research seamlessly from bench to bedside, and ultimately to the broader public.

The CTSC — housed at Weill Cornell — acts as a conduit to efficiently share essential resources, technological tools and education programs with our community partners. Partners within Hunter include our Center for the Study of Gene Structure and Function/Research Centers of Minority Institutions, our School of Nursing, and our School of Public Health. External partners include New York Weill Cornell Medical College, Memorial Sloan-Kettering Cancer Center, the Hospital for Special Surgery; Cornell University and the Cornell University Cooperative Extension in New York City.

As with AIEH, this public-private partnership shows how interdisciplinary and cross-institutional collaboration can create opportunities for our students while simultaneously bringing meaningful benefits to the community. For example, the Heart-to-Heart Community Outreach Program (H2H) provides free and accessible cardiovascular health and ophthalmology screenings to underserved populations in New York City. In addition to faculty researchers, H2H engages MD-PhD students from Weill Cornell Medical College, as well as undergraduates and nursing students from Hunter College. Each H2H event is carried out in partnership with a local community organization: a church, food pantry or community center. Since 2010, H2H has held over 100 events where 5,324 participants have been screened. An average of 7 Hunter undergraduate volunteers attend each H2H event.

Opportunity for Improvement

Strengthen Coordination for All In East Harlem. All in East Harlem (AIEH) is a signature program at Hunter and has grown dramatically since launching a few years ago. It touches upon all our strategic priorities, so it is essential that strong infrastructure is in place to support it. We will take steps to better coordinate AIEH activities, ensuring that we maximize the benefits of interdisciplinary work, maintain meaningful relationships with community partners, increase student placements, encourage applied research, and disseminate what we learn.

Conclusion

The initiatives and activities that define Hunter College flow from our mission and Strategic Plan. We already take advantage of many opportunities to reinforce our values and priorities with the Hunter community — during faculty and staff orientation, at meetings, and when we welcome and celebrate students at campus events. Our motto, which urges all members of the Hunter community to care for the future, animates everything we do, and over the past few years, it has come vibrantly to life through our All in East Harlem initiative. As we look ahead, we aspire to strengthen its impact and share what we are learning.

STANDARD II — ETHICS AND INTEGRITY

From its inception in 1870, Hunter College has fostered an environment of deep, abiding and authentic respect for all members of the campus and external community. In all of its internal and external activities, Hunter College is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

Academic Freedom Affirmed

The principle of academic freedom is deeply ingrained among the Hunter faculty, and is embraced so consistently that there is rarely a need to explicitly invoke it. We expect the College's core activities — teaching, learning, curriculum development and research — to take place in a climate of respect for diverse ideas. This extends to students as well: we expect faculty to welcome and encourage diverse perspectives in their classrooms, recognizing that students also have a right to express themselves and be heard.

Debates about unconventional, sensitive and challenging ideas routinely occur in Hunter's classes, faculty fora, and public events. Many faculty members investigate controversial issues in their scholarship, incorporating that research into the courses that they teach in full confidence that they will be supported to express their point of view even in the face of public criticism. For example, Professor Jennifer Gaboury, in the department of Women and Gender Studies, teaches a class called "The Abolition of Whiteness" which draws on her experience researching representations of race, gender and masculinity in American culture. When Professor Gaboury came under fire for her work, the Hunter administration defended her vigorously.

Hunter also takes deliberate steps to publicly reaffirm its commitment to academic freedom. In 2018, the College hosted Professor Patricia Matthew for a talk on the topic "Reflections on the 'Free' in Academic Freedom: Diversity and the Scholar Activist." During that event, she discussed the urgent need to sustain a diverse intellectual ecosystem at a time when all faculty — and particularly faculty of color — face difficult choices about how to do their work. The steady presence of those ideas in the public commons, across all disciplines, strengthens the College's reputation as a center of original intellectual inquiry.

Hunter's positions on academic freedom and the protection of intellectual property are clearly articulated on both the CUNY and Hunter websites. The Academic Freedom Committee of the Professional Staff Congress (PSC) — the union that represents more than 27,000 faculty and staff at CUNY — monitors conditions to ensure that the principle of academic freedom is protected across the CUNY campuses. The Hunter College Senate affords further protections through its own standing Senate Committee on Academic Freedom, which is charged "to monitor, examine and report annually to the Senate on the status of academic freedom at the College." In 2013, when CUNY proposed a new policy that would have granted administrators authority to restrict demonstrations on CUNY property, the committee drafted a proposal to defend freedom of speech on campus and presented it to the Senate. In 2018, with active support from the president, the committee hosted a Mini-Conference on Academic Freedom for faculty, with speakers exploring issues of academic freedom and speech in the classroom and on social media.

The results of the 2015 COACHE Faculty Job Satisfaction Survey support the conclusion that our faculty value academic freedom as one of the important and positive aspects of working at Hunter. When asked to identify two of the best aspects of working at Hunter, 13 percent of faculty members selected academic freedom out of 29 possible choices, a significantly higher percentage than at peer institutions.

Academic Integrity

Academic integrity is a guiding principle of the Hunter College learning community. Our policy is posted on the Hunter website and in our Undergraduate and Graduate Course Catalogs, along with specific procedures for reporting academic integrity violations. Academic integrity is also regulated by the CUNY Academic Integrity Policy, which was recently updated to strengthen due process protections for students, clarifying circumstances where disciplinary rather than academic sanctions would be appropriate.

The Hunter College Senate oversees policies on academic integrity and the Senate hears appeals for administrative exceptions to academic rules and regulations. Information about all academic policies and appeals are available on the Student Affairs section of the Hunter website. Hunter receives relatively few complaints regarding violations of academic integrity: in 2016-17, 103 cases of academic dishonesty were reported among our 23,000 students.

The Office of Student Conduct works with other departments in the Division of Student Affairs to ensure that all new students are fully informed about our expectations, as well as the consequences of non-compliance with Hunter's policies on academic integrity. As part of the registration process, all new students must read the Office of Student Conduct policies, including the Hunter College Campus Code of Conduct, via their MyHunter page. They cannot complete their registration without acknowledging that they read and understood those policies. The office distributes informational postcards and a guide to avoiding plagiarism to academic departments, including through our Residence Halls and in partnership with the Undergraduate and Graduate Student Associations. All freshmen and transfer student cohorts must view a presentation about academic integrity and take pre- and post-presentation surveys to check for understanding. Students who fail to complete Part 1 of the course have a hold placed on their account which prevents them from withdrawing, registering for the subsequent semester, or viewing their grades. All syllabi are required, by vote of the Senate, to include a statement about academic integrity.

Hunter's Climate of Respect

Hunter policies and practices promote and maintain a climate of respect among students, faculty, staff and administrators. The College and CUNY websites house the relevant policies. In her 2016 Reaffirmation of Commitment to Diversity/Affirmative Action/Equal Employment Opportunity, President Raab articulated her support for CUNY policies on these issues, and urged the continued support of the community to "ensure equal opportunity, affirmative action, and diversity and inclusion in all employment practices at Hunter."

Faculty, students and administrators value diversity, and our student body reflects that. (See data from the 2017 Hunter College Factbook in Table 2 for detail.)

TABLE 2: Gender, Race and Ethnicity Data

	Undergraduate Students	Graduate Students	Full-time Faculty
Men	35.1%	23.7%	48.1%
Women	64.9%	76.3%	51.9%
American Indian or Native Alaskan	0.1 %	0.1%	0
Asian/Pacific Islander	32.2%	11.7%	10.3%
Black, Non-Hispanic	12.3%	15.9%	8.8%
Hispanic, Other	23.3%	18.3%	10.5%
White, Non-Hispanic	32.1%	54.0%	67.2%

The 2015 COACHE survey reported that 17 percent of Hunter faculty identified diversity as one of the two best aspects of working at Hunter, compared to 3 percent at CUNY peer institutions. The 2016 NSSE analysis found that Hunter students had favorable experiences compared to those at peer institutions with respect to engaging in discussions with students of another race or ethnicity (Discussion with Diverse Others).

At the same time, Hunter students reported less favorable experiences than students at peer institutions on two significant campus climate indicators: Quality of Interactions and Supportive Environment. Although the lower score on Quality of Interactions may reflect the fact that Hunter is primarily a commuter school, with fewer opportunities for engagement than residential colleges, both of these indicators identified areas for improvement that we have actively embraced.

First, we opened a new Multifaith Center in 2017. Hunter has long been a model for interfaith and interracial understanding, creating the country's first interfaith center for college students in Roosevelt House in 1943. When that building was renovated and reopened as a Public Policy Institute, the interfaith center was temporarily shuttered, but has now found new life in Thomas Hunter Hall. This facility will house students from six different faith-based groups, enabling their members to share space and ideas across religious, racial, economic, and national lines. There is a designated space for multifaith programming, which will strengthen relationships within Hunter College while serving as a model for multicultural dialogue for colleges nationwide. We are building on that by building a new Student Union on the third floor of the Thomas Hunter Building, which will provide 3,000 square feet of new space for students to eat, study and socialize together. The Student Union is scheduled to open in fall 2019.

Hunter cultivates a respectful campus by clearly communicating to expectations regarding appropriate student conduct, along with students' individual responsibility to comply with those expectations and the consequences that will be imposed should they fail to do so. The CUNY Code of Conduct (also known as the Henderson Rules) and related College policies outline those expectations and hold students to high standards of behavior to maintain and preserve a safe and respectful campus community.

A safe environment is essential to maintaining a climate of respect on any campus. Hunter is committed to the health and safety of its students, and has enacted safeguards to provide assistance to students in crisis or distress, with support often provided by the Hunter College Behavioral Response Team (BRT). The BRT has a website with a dedicated referral form to convey concerns about a student, and it has also developed a protocol for proactive early intervention to ensure that issues related to student behavior and well-being are addressed and managed appropriately and effectively using Hunter's support services. Students may be referred to the BRT by faculty, staff or their peers, as well as by individuals outside the community such as parents, counselors and friends. The BRT reaches out to students and faculty to raise awareness of available support resources, promoting those services on video monitors located throughout the College, in pamphlets, on the BRT website, and via in-person presentations to departments and programs.

BRT received 211 referrals in AY 2017-18 and requested meetings with 114 of those individuals. Seventy-four students actually came in to meet with BRT, the overwhelming majority of whom were referred to one of the various support services available at Hunter (e.g., Counseling & Wellness, AccessAbility, Advising, Emergency Funding). Most students who the BRT unsuccessfully attempted to contact had withdrawn from school by the time outreach was initiated. The BRT also intervened in several cases of elevated concern with the result that the risk was successfully mitigated (e.g., several students were assisted toward a medical

withdrawal, several others were immediately referred to Counseling & Wellness for rapid assessment and triage). These interventions demonstrate a deep regard for student safety along with our commitment to getting students the support they need to continue their academic journey whenever possible.

Sexual Misconduct Prevention and Accountability

As part of our commitment to maintaining a respectful climate and communicating clear expectations, Hunter adheres to the CUNY Policy on Sexual Misconduct. This policy articulates zero tolerance for sexual misconduct, identifies resources to aid students affected by sexual misconduct, and provides a mechanism for investigating and holding accountable those who have engaged in sexual misconduct.

The 2014 Violence Against Women Reauthorization Act mandated that institutions offer new students "primary prevention and awareness programs" regarding sexual violence. At that time, Hunter College was the only CUNY college to make such training mandatory. As of June 2018, following the passage of the New York State "Enough is Enough" legislation, every CUNY school is following Hunter's example by requiring all new students to complete an online training to understand the policies regarding sexual misconduct and harassment. Hunter students are informed via email of the training requirement as well as the consequences of non-compliance. Hunter also holds regularly scheduled in-person programs for students to learn about healthy relationships and to understand the full range of behaviors that constitute sexual misconduct. These programs are followed by question and answer sessions. Based on student feedback, we have posted additional material describing risky behaviors and bystander intervention on our website, in our residential dormitories, and on video screens throughout campus.

Any alleged violation of Title IX is brought to the attention of Dean for Diversity and Compliance John Rose, who is also the College's Title IX coordinator. Information on Title IX policies , procedures and training is available on a dedicated page on the Hunter website : "Title IX: Combating Sexual Misconduct." That page also provides links to the CUNY website where additional resources and information are available. The footer on Hunter's homepage includes the phrase "Enough is Enough" which links to information about that policy on the CUNY website. In 2016, the Senate passed a resolution requiring every Hunter College syllabus to contain a statement prohibiting sexual misconduct and providing information for the reporting of all incidents. President Raab annually reaffirms her commitment to the CUNY sexual misconduct policy, and this reaffirmation is distributed to students, displayed on the Hunter website, and posted in Residence Halls.

Our outreach efforts have raised student awareness of the College's policies, reporting procedures, and available resources. Students demonstrated improved understanding regarding sexual assault and consent after completing our training, as seen in the 2017-18 Haven-Understanding Sexual Assault Impact Report. For example, as Table 3 shows, 54 percent of students reported that they "would refrain from sexual activity if the other person was incapacitated" prior to training; 91 percent said they would refrain after training.

TABLE 3: EVERFi Hunter Impact Report 2017-18

Percentage of students with healthy/positive responses to questions around issues related to sexual relationship violence

Response	Pre-Training	Post-Training
Would communicate about expectations in sexual situations	73%	94%
Would take action in potential sexual assault situation	70%	90%
Would never place blame on a sexual assault victim	69%	91%
Would refrain from sexual activity if other person was incapacitated	54%	91%
Would express concern if witnessing abusive behavior	80%	92%

It is typical to see an increase in the volume of complaints after sexual assault education and outreach initiatives are strengthened on college campuses. That trend held true at Hunter: In the past, we saw twenty to thirty complaints per year, they rose to seventy in 2017-18. While still relatively low for an institution of Hunter's size, this is an indication that more students feel comfortable reporting abusive behavior and know where and how to report those incidents when they arise. Of the 70 complaints reported last year, 59 did not lead to a formal investigation; nine did lead to a formal investigation, eight of which have been concluded, six within sixty days. One case is ongoing and will be concluded shortly.[1]

Student Grievances and Complaints

Hunter has a variety of mechanisms to facilitate reporting of student complaints and grievances. Information about relevant policies and procedures is available on the Student Affairs website, with a prominent link to our Student Complaints page, which in turn links to forms students can complete to report grievances about major issues such as discrimination, and more common concerns such as grade appeals.

In 2017, Hunter introduced a new Student Complaint Form as "catch-all" to account for issues not addressed with a unique form and reporting process. This also enabled us to track the receipt and management of complaints from students regarding units and staff housed within the Division of Student Affairs. The process ensures timely and effective response and disposition, illuminates potential gaps in services and areas for professional development, and identifies policies and procedures which warrant review.

Students may register formal complaints against faculty through the School of Arts & Sciences. Four formal, written complaints were filed in 2016-17, and twenty students reached out to department chairs to voice concerns. In fall 2018, we received 10 complaint submissions regarding areas within Student Affairs, most of which involved response time and service provision issues. All complaints were forwarded to the director responsible for oversight of the issue in question, and all directors, or their designees, contacted students to address the complaints. Furthermore, all submitted their disposition information, the review of which revealed that the overall quality and timeliness of response to complaints was within reasonable limits (fewer than 8 business days). Ongoing review of submissions will help us identify opportunities to better meet student needs and improve the complaint submission process itself.

Faculty, Staff and Administration Grievances and Complaints

Most Hunter faculty and staff are represented by unions, principally: PSC for faculty and professional staff and DC-37 for classified employees. These unions negotiate, administer and enforce collective bargaining agreements and protect the rights of faculty and staff through the grievance and arbitration process.

Evaluation and Promotion

Hunter College complies with CUNY guidelines for evaluation and promotion of faculty and staff consistent with collective bargaining requirements and Civil Service regulations. The evaluation process for all employees occurs at least once annually or once per semester, depending on the classification of the

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[1] In 2014, Hunter College was among eleven New York colleges investigated by the Department of Education Office for Civil Rights (OCR) for Title IX violations. OCR found that Hunter College had violated certain Title IX requirements as a consequence of an alleged inadequate investigation of a student's claims of sexual harassment against a Hunter professor. (In fact, in response to the student's complaint, Hunter College had launched an investigation and found that the professor's conduct was inappropriate and had ended the professor's relationship with the College.) Hunter College settled the complaint with OCR without admission of liability, and agreed to continue to work diligently to comply with Title IX.

employee. The objective is to review past performance and set goals for the upcoming year. This process allows all employees to meet with their managers to review progress, identify strengths and growth opportunities, and develop an action plan, when necessary, to address weaknesses. When there is a difference between the perspective of the manager and the employee regarding the employee's performance, the employee can write a rebuttal of the evaluation. The rebuttal is attached to the evaluation and becomes part of the official submission.

The dean for diversity and compliance monitors promotions for non-discrimination purposes as part of the annual Affirmative Action Plan preparation process, and we have very few complaints regarding failure to promote (at most 1-2 complaints per year).

The 2015 COACHE survey revealed faculty concerns regarding tenure and promotion policies. Although Hunter pre-tenured faculty received formal feedback on their progress towards tenure at a greater rate than those at peer schools, fewer Hunter tenured full-time faculty had received formal feedback on their progress towards full professor. Consequently, the provost instituted the following reforms to address this concern:

- Required departments to develop guidelines for promotion to full professor (starting in 2017-18);
- Developed multiple workshops for faculty seeking promotion to full professor. In 2016-17, 8 faculty attended these workshops, rising to 59 in 2017-18;
- Simplified calendars for promotion to full professor and distributed earlier than in the past;
- Increased faculty development programming, ranging from writing successful grant proposals to publishing in top-tier journals;
- Developed a faculty development weekly newsletter to alert faculty about opportunities to develop new skills and make progress toward realizing their professional goals;
- Discussed faculty feedback with department chairs so that chairs would better understand the process, their responsibilities, and the perceived needs of the faculty;
- Ensured that department chairs are providing written evaluations of post-tenure faculty to help guide them toward making continued professional progress;
- Strengthened standards for awarding tenure, bringing consistency to the process and establishing new mechanisms to keep tenure-track candidates informed about where they stand and what they need to achieve to meet tenure expectations;
- Arranged individual mentors for faculty identified as candidates to support their pursuit of promotion to full professor; and
- Instituted a new digital portfolio system to allow faculty to build a body of work over time and ensure equity in representing their work for external evaluation, also ensuring that our procedures and deadlines are understood by faculty, department chairs, school committees, and deans.

Discipline and Separation

Disciplinary procedures for staff follow the procedures mandated by collective bargaining. Hunter follows a progressive disciplinary model (i.e., employees have opportunities to correct their behavior based on feedback received from the reporting officer prior to disciplinary action). Employees also have a number of opportunities to seek assistance if they are concerned about receiving fair treatment during the disciplinary process, including the right to have union representation present. In addition to these channels, employees have a mechanism to file grievances if they feel their rights have been violated. Any grievances that are filed against the College are addressed and resolved promptly and in a fair and impartial manner, either by the parties or by an impartial arbitrator appointed pursuant to the applicable collective bargaining agreement.

All disciplinary procedures follow applicable contractual rules. Since January 2017 there have been three official grievances. Two have been settled, and one is pending.

Conflicts of Interest

Hunter College observes strict policies to avoid of conflicts of interest or the appearance of such conflicts in its activities and among its constituents. The College follows the CUNY Conflict of Interest Policy with the expectation that all activities shall be conducted in accordance with the highest standards of integrity and ethics, and avoiding any risk of conflict. CUNY has a university-wide Conflicts Committee which reviews potential financial conflicts.

Additionally, faculty earning a salary in excess of $97,448 (the threshold amount for 2018) and individuals designated as policy makers are annually required to file a Statement of Financial Disclosure with the Joint Commission on Public Ethics. This filing provides transparency to prevent conflicts of interest between the individual's professional duties and his or her private financial interests and affiliations. Further, Hunter College conducted comprehensive Ethics Training on campus approximately two dozen times in the last two years. These participatory sessions have been given both in person and online, and they cover a wide range of laws and policies related to integrity, ethics and conflicts of interest.

Fair Hiring Practices

Hunter College acts fairly and impartially in the hiring, evaluation, promotion, discipline and separation of employees. We strictly follow the employment mandates of federal, New York State, and New York City law. The dean for diversity and compliance reviews all search descriptions and advertising plans to monitor underutilization issues and ensure outreach to build a diverse pool of talented and qualified applicants. Human Resources works with individual academic departments to ensure that all procedural guidelines (CUNY and/or Civil Service) are met in the hiring process. The result is a diverse workforce across faculty, administrators and staff. Among full-time faculty, there is no underrepresentation of either women or minorities. Of full-time faculty, 51 percent are female and 30 percent are minority. Among full time staff, 50 percent are female and 65 percent are minority. Among the executive staff, 50 percent are female and 27 percent minority.[2]

The CUNY Policy on Equal Opportunity and Non-Discrimination prohibits discrimination based on protected identity or status as defined in the policy, identifies a set of protected characteristics, and specifies the complaint procedure regarding these issues. Hunter College broadly disseminates this nondiscrimination policy, annually affirming it and adhering to its stated standards of fair treatment. The College declares its commitment to fair treatment through the policies of the TAM Reference Guide which governs search committee practices. Evidence of the effectiveness of our policies is shown in the small number of complaints received (1-2 per year).

Honest Communications

Hunter College represents itself with honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

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[2] Under CUNY policies, Italian Americans are considered an affirmative action group and 5.9 percent of faculty are Italian American while 5.5% of staff are Italian American and 6.7 percent of the executive staff is Italian American.

In coordination with CUNY, Hunter College plans and implements a comprehensive recruitment plan to provide prospective students with complete information regarding the opportunities and costs of attending Hunter College. Recruitment activities include electronic/digital outreach, in-person visits off-campus, on-campus events such as tours, information sessions and individual meetings as well as visits to selected schools and college fairs to enhance diversity. The College also uses social media to share information and communicate with current and prospective students, faculty and staff, and the broader public. (See Standard IV for additional detail on admissions practices.) In conjunction with the Senate, the Office of the Provost continually reviews and revises the online catalogs to ensure accuracy and transparency.

Hunter has a dedicated Office of Communications which ensures accuracy and timeliness of messages to external and internal audiences. As part of its strategic goal of improving communications, Hunter recently initiated a long-term project to upgrade the College's website, making sure it is accessible to users with disabilities and mobile friendly to better serve visitors who access the site via tablet or smartphone. In early 2019, the Communications and Information Technology teams completed the first phase of that redesign, launching new landing and About pages along with new pages focused on our signature All In East Harlem initiative. The site is being built using WordPress, the most widely used content management system because of its flexibility and ease-of-use. As more content is moved onto the new platform, it will be easier for staff across the College to maintain their pages so content is always fresh and accurate.

In addition, Hunter maintains several channels to efficiently communicate with students about resources and opportunities. The most significant are Hunter College-assigned email accounts, video screens located throughout the campus, and the MyHunter VIP page on the College website. The Profile section of every student's MyHunter page displays a list of important Hunter and CUNY policies with links to access detailed information. These policies include: CUNY Policy on Student Disciplinary Procedures; CUNY Policy on Acceptable use of Computer Resources; CUNY Rules and Regulations for Maintenance of Public Order (Henderson Rules; CUNY Policy on Alcohol and Drugs; CUNY Policy on Sexual Misconduct and Sexual Harassment; CUNY Policy on Academic Integrity; and CUNY Tuition and Fee Manual. Each department has a process to verify that posted content is accurate and current. (See Table 4 below for compliance responsibilities.) Hunter is also able to readily reach students via the CUNY Alert system to share important announcements or emergency notifications, such as a weather-related school closure. Depending on the nature of the announcement, it can be posted as an alert on the landing page of the College website. It can also be shared via campus screens and social media, as appropriate.

Affordability

With 58 percent of undergraduates receiving some form of financial aid, Hunter recognizes the importance of services and programs to promote affordability and accessibility. We also take steps to ensure that students to understand funding sources and options, value received for cost, and methods to make informed decisions about potentially incurring debt. Hunter strives to be transparent and informative in all student communications, particularly those regarding the costs associated with a Hunter education. (We discuss financial aid in Standard IV.)

Regulatory Compliance

Hunter College works with CUNY to ensure compliance with all applicable federal, state, and MSCHE reporting policies, regulations, and requirements. Offices which have responsibility for reporting include the CUNY Office of the General Counsel and Hunter College Office of Legal Affairs, the Hunter College Offices

of Finance and Budget, Financial Aid, Environmental Health and Safety, and Diversity and Compliance. (See Table 4 for complete list.)

TABLE 4: Administrative Responsibility for Compliance at Hunter

Requirement	Responsible Unit
Employment Benefits	Hunter College Office of Human Resources; CUNY Office of Human Resources
Other Employment Obligations	Hunter College Offices of Human Resources, Legal Affairs, and Public Safety (along with their CUNY counterparts)
Academic Programs	Hunter College Offices of the Provost and Student Affairs; CUNY Board of Trustees
Privacy and Information Security	Hunter College Offices of Information Technology and Legal Affairs (along with their CUNY counterparts)
Campus Safety	Hunter College Offices of Public Safety, Environmental Health & Safety, Facilities Management and Planning, and Diversity and Compliance (along with their CUNY counterparts)
Financial Aid	Hunter College Offices of Financial Aid, Registrar, and Bursar (along with their CUNY counterparts)
Accounting	Hunter College Budget Office (along with its CUNY counterpart)
Contracts/Procurement	Hunter College Budget Office, CUNY General Counsel's Office and Budget Office
Ethics	Hunter College Offices of Legal Affairs and Diversity and Compliance (and their CUNY counterparts)
Fundraising & Development	Hunter College Office of Institutional Advancement (along with its CUNY counterpart), and the Hunter College Foundation Controller
Grants/Research Management	Hunter College Office of Research Administration along its CUNY counterpart; Hunter College Foundation
Intellectual Property and Technology Transfer	Offices and departments throughout Hunter College, including academic departments and the Office of the Legal Affairs (along with their CUNY counterparts)
International Activities and Programs	Hunter College Offices of the Provost, Division of Student Affairs, Vice President for Student Affairs and Dean of Students, Senior Advisor to the President for Student Success and Strategic Initiatives, and Legal Affairs (along with their CUNY counterparts)
Athletic Programs	Athletics Department; Office of Student Affairs (along with their CUNY counterparts); Office of the Legal Affairs; Office of Diversity

Responsible Conduct of Research

The research and sponsored projects compliance divisions of the CUNY Office of Research and the CUNY Research Foundation provide oversight, administrative support and educational training concerning regulatory and ethical issues related to research. The CUNY research website includes links to CUNY's research misconduct policy, Institutional Review Board (IRB) policies and procedures, conflict-of-interest and export control policies and procedures, and training resources and requirements. At the College itself, the Hunter Office of Research Administration (ORA) provides training and workshops to ensure that faculty and staff are aware of, and adhere to, all required procedures. All faculty, postdoctoral researchers and students involved in research-related activities complete the Collaborative Institutional Training Initiative (CITI) Responsible Conduct of Research Training. All research is subject to review by either the CUNY IRB or the Hunter College Institutional Animal Care and Use Committee (IACUC). Students conducting independent research projects under faculty sponsorship must also seek either IRB or IACUC approval.

In addition to training, CUNY has clear protocols for dealing with perceived cases of misconduct, as described in CUNY's Policy Regarding the Disposition of Allegations of Misconduct in Research and Similar Educational Activities. Conflict of Interest (COI) training is also required and provided via CITI. CUNY's COI policy states that all activities shall be conducted in accordance with the highest standards of integrity and ethics. Furthermore, there cannot be any interest, financial or otherwise, that conflicts substantially with the proper discharge of the individual's duties and responsibilities at CUNY. Regarding funded research, faculty must complete a Significant Financial Interest Disclosure (SFID) form and, if applicable, a Supplemental

Disclosure form for each proposal submitted. A COI officer is assigned at each CUNY college (Professor Patricia Rockwell in the Biology department currently serves as Hunter's COI officer) ORA forwards completed SFID forms to the COI officer for initial review. When a conflict is perceived, the COI officer contacts the CUNY central office for further review and action as needed.

Sustainability

From improving recycling to increasing energy efficiency and reducing waste, Hunter has earned a reputation for caring about the environment in which we work and learn. For two years running, The Princeton Review has listed Hunter in its *Guide to Green Colleges* (in 2019, Hunter scored 87 out of 99 on the Green Colleges rating). Our commitment to sustainability is another example of how Hunter embraces its motto: "The Care of the Future is Mine." In 2008, we established The Hunter College Sustainability Council, with a charge to develop a Campus Sustainability 10-Year Plan. The Council, which is comprised of students, faculty and staff, produced a plan that recommends actions in energy, water, transportation, recycling, procurement, nutrition, education and outreach, with outcomes assessed annually. To address the plan's goals, Hunter invested in a full-time sustainability and energy specialist position in the Facilities Department. In addition, nearly all of our $72M in critical maintenance funding has gone to projects that contribute to energy savings. Over the past 10 years, recommendations from the Sustainability Council generated over $20M to the operating budget. The council has been re-convened and charged with developing a new 10-year plan that will examine progress to date and identify strategies to build on it.

Opportunity for Improvement

Develop and Implement "Hunter 311." We will develop a central service center to receive and respond to non-emergency calls, texts and emails regarding issues related to facilities, technology, public safety, environmental health and safety and general student service needs.

Conclusion

Hunter's policies and practices reflect the importance of ethical behavior, and we insure in daily operations that those policies are followed. We embrace diversity and insist on mutual respect. We monitor and act on complaints about unfair treatment or disrespectful behavior, and there are very few. There is compelling evidence that faculty enjoy academic freedom. Students have a system for filing complaints. Rules governing employee relations are clear and provide adequate safeguards against arbitrary action. Hiring practices are in place to insure fair and impartial consideration for job candidates. We have taken extensive measures to protect against, and educate about, sexual misconduct. Transparency and honesty characterize our communications, both internally and externally.

STANDARD III — DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Hunter College is organized into six schools serving a diverse group of undergraduate, graduate and professional students. Each school makes a distinct and critical contribution to our mission, with a common commitment to delivering a high-quality education that equips students with a global outlook and the expertise to thrive in their chosen careers. Our schools respond to intellectual trends in their disciplines and evolving societal and workforce needs by creating new academic programs and improving existing ones. Engaging classes challenge students to think critically and creatively, ask tough questions and consider problems from multiple perspectives. Academic study is enriched by experiential learning opportunities and the wealth of resources available in New York City, with the goal of preparing students to become leaders and innovators in the classroom, the community and beyond.

The Hunter College Curriculum

Hunter is the largest four-year college in the CUNY system and the second-largest CUNY institution overall. The School of Arts and Sciences offers an exceptionally broad range of academic programs in the liberal arts and sciences. In fall 2017, 72 percent of undergraduate course FTEs were in liberal arts and science disciplines, but within that framework, many students opt to major in career-oriented fields such as accounting and computer science. Hunter aspires to be New York's leading public college for the arts, and we supplement our outstanding fine arts courses with programs that prepare graduates for more reliable career pathways in those fields. That includes partnering with our School of Education to prepare certified arts teachers as well as our recently introduced professional certificate program in Arts Management and Leadership, which prepares students for administrative posts in New York City's cultural institutions.

In addition to our undergraduate and graduate programs in the School of Arts and Sciences, we operate five fully accredited professional schools in education, urban public health, nursing, health professions and social work. All five of those schools confer bachelor's and master's degrees; with the addition of a new DSW program at Silberman, all except the School of Urban Public Health will confer doctoral degrees as well. An emerging priority for us is encouraging undergraduates to pursue continuing graduate and professional study at Hunter. We have already begun implementing strategies to support that goal, such as waiving application fees, offering automatic admission to top students, and allowing admitted students to defer enrollment so they can spend a year or two in the workforce before continuing their studies.

The vast majority of our academic majors are sequenced, structuring students' learning so that it begins with lower-level foundational courses and culminates with experiential or advanced courses requiring synthesis and/or application of advanced concepts and skills (fulfills ROA #9). For example, our programs (majors, minors, or certificates) in public policy, geography, environmental studies, human biology, Spanish translation, human rights, and Jewish studies all require "capstone" courses. Additionally, all undergraduates must complete General Education requirements that expand their knowledge and sharpen essential skills such as writing and quantitative reasoning that are relevant across academic disciplines and in the real world.

We clearly and accurately describe our academic programs on our website and in official publications including our undergraduate and graduate catalogs. The catalogs outline degree and program requirements to ensure that students can plan their schedules and stay on track to graduation. We maintain

Interactive Degree Maps for every bachelor's program to help students monitor their progress to graduation, with additional assistance available from professional and departmental advisors. (See Standard IV for additional details.) That initiative proved so successful at Hunter that it was adopted as a model throughout CUNY. Program learning outcomes are posted on departmental websites and course learning outcomes are provided on every class syllabus. The Hunter College website and undergraduate and graduate catalogs lay out all academic requirements and policies. In conjunction with the Senate, the Office of the Provost regularly reviews our online catalogs to ensure accuracy and transparency.

Curriculum Design and Review (fulfills ROA #9)

As set forth in the Procedures for Curriculum Proposals, faculty are responsible for introducing new academic programs and revising existing ones. Following approval by individual departments, proposals go through a multi-stage review process, including a School-level review, approval by the Senate Undergraduate Course of Study or Graduate Course of Study Committee, and then submission to the full Senate. At every stage of the curricular review process, faculty lead the work. By the time a program is recommended to the CUNY Board of Trustees for final approval, it will have been evaluated according to the following criteria:

- Academic quality;
- Justification for launch, including career opportunities for graduates, student interest, and societal needs at the regional, state and national levels;
- Relationship to other programs at Hunter and CUNY;
- Alignment with the College and CUNY missions;
- Resources available to implement the program; and
- Conformity to standards expected by accrediting agencies.

Senate Curriculum Review Committees, which include representation from all Schools and divisions, provide a cohesive and integrated perspective on proposed changes before new curriculum proposals are approved.

Hunter College Faculty (fulfills ROA #15)

Hunter College provides student learning experiences that are designed, delivered and assessed by outstanding full-time and adjunct faculty. Beyond the classroom, our faculty play important roles in the academic, creative and civic life of our campus and the larger city.

Hunter has made it a major priority to recruit and retain top-tier faculty, many of whom have been recognized with national and international awards. We are particularly proud that many of these honors have celebrated work produced while those faculty members were part of the Hunter community, a reflection of our investments in supporting scholarly research and creative projects. Faculty who have recently won prestigious awards include:

- Suzanne Farrin, 2017 Rome Prize Fellowship for musical composition
- Nancy Foner, 2017-18 Berlin Prize and a Guggenheim Fellowship
- Colum McCann, 2017 induction into the American Academy of Arts and Letters
- Nari Ward, 2017 Vilcek Prize
- Branden Jacobs-Jenkins, MacArthur Fellow 2016
- Phil Klay, 2017 Guggenheim Fellowship
- Sangeeta Pratap, 2016 Banamex Prize

- Gerald P. Mallon, 2017 Adoption Excellence Award, U.S. Department of Health and Human Services
- Mimi Abramovitz, 2018 Significant Lifetime Achievement in Social Work Education Award from the Council on Social Work Education
- Annie Baker, 2017 MacArthur Foundation Fellow
- Harold Holzer, 2017 Empire State Archives and History Award
- Steven Greenbaum, 2014-15 Jefferson Science Fellow

Hunter ranks second-highest among CUNY campuses in terms of scholarly productivity with 1.8 pieces of scholarship or creative activity per faculty member (2015-17 average). Hunter also leads CUNY in terms of research grants and contracts, with more than $67 million awarded in 2017-18.

In 2018, Hunter employed 675 full-time and 1,435 adjunct faculty members. The student to faculty ratio as reported by IPEDS was 12 to 1. This compares favorably to other CUNY senior colleges such as Baruch College (17 to 1), City College (12 to 1), Queens College (14 to 1) and Brooklyn College (15 to 1). The average class size for undergraduate classes at Hunter has been stable over the past five years, ranging between 24.8 and 26.9. While we have sufficient faculty to run our academic programs and meet institutional objectives, we would prefer a greater proportion of full-time faculty — nearly all of our academic departments could reasonably justify hiring additional full-time faculty to meet departmental priorities or bolster aspects of our strategic plan (e.g., enhancing research productivity). Through careful budgeting, we have managed to backfill vacancies created by departing full-time faculty, even as our sister institutions at CUNY were forced to endure attrition due to state budget cuts. We have also marshalled private funding to expand our faculty when peer institutions faced hiring freezes, with a particular focus on supporting strategic priorities like interdisciplinary learning. This year, we welcomed 37 new full-time faculty members to campus, including outstanding new leaders for our Asian American and Jewish Studies programs as well as our Human Rights program at Roosevelt House.

We provide critical guidance through Hunter's Faculty Handbook and The Office of the Provost also offers support to help faculty access resources and secure grant funding. Additionally, we have built a strong infrastructure to support faculty research and creative output, including facilities upgrades, release time and start-up funding for new full-time faculty members. Several initiatives operated through the Office of the President further support faculty advancement and productivity, including the provision of research and travel grants. Faculty achievements are routinely celebrated on our website, campus screens and via social media, with annual Presidential Awards recognizing excellence in teaching and scholarship. Careful use of doctoral lecturers and three-year contracts for adjuncts ensures that our attention to increasing faculty research productivity does not come at the expense of teaching.

Another way that Hunter supports teaching excellence is by dedicating resources to faculty professional development. Hunter's Academic Center for Excellence in Research and Teaching (ACERT) produces workshops and seminars on innovative pedagogy, technology, and assessment, with topics generated by faculty suggestions. The Technology and Teaching Learning Group supports faculty to effectively incorporate technology in their classrooms. Hunter recently joined the National Center for Faculty Development & Diversity, an organization which delivers professional development workshops and webinars: Faculty and graduate students have already opened 244 accounts and participated in more than 400 learning sessions. The provost's office also engages and supports faculty through programs including new faculty orientation and promotion and tenure dossier preparation support. We promote resources and

events through flyers, email and other channels. Thanks to those efforts, more faculty are taking advantage of available opportunities.

Review of Faculty

Several years ago, Hunter made the tenure evaluation process more rigorous, introducing new criteria around research, publication and creative output to bring our standards in line with other selective colleges. More recently, the College took steps to bring transparency and coherence to promotion decisions, particularly around promotion from associate to full professor —a direct response to faculty feedback. Throughout the process, we worked with faculty to establish fair and consistent evaluation standards.

Today, all faculty on tenure-track lines benefit from feedback at regular and equitably administered performance reviews, with clearly articulated evaluation criteria and standardized tenure procedures. We also improved communications, introducing Dean's Letters to ensure that all faculty members had a clear understanding about our expectations and knew what they had to personally achieve to earn tenure. Eligible faculty undergo a series of promotion reviews culminating in the final tenure review. To be successful, they must demonstrate to peers that their scholarship, teaching, and service accomplishments merit a tenure award. The College's Faculty, Personnel and Budget Committee (FP&B) — comprised of the Hunter College president, provost and department chairs — carefully evaluates candidate qualifications before making a recommendation to the president, who then makes the final determination before submitting tenure recommendations to the CUNY Board of Trustees.

Adjunct Faculty

Adjunct faculty make vital contributions to Hunter through their teaching and student engagement work, and we want them to feel like they are fully integrated into the Hunter community. Although we have taken some steps to support that goal, it is an area where we know we can do better. Since part-time faculty deliver 65 percent of our undergraduate academic program, it is critically important that we provide feedback and support to strengthen their performance. We produce a handbook specifically for adjunct faculty. All of our professional schools and several departments within the School of Arts and Sciences provide targeted workshops to support adjunct professional development. We periodically review adjunct faculty, depending on their appointment status, to ensure excellence in the classroom.

The Schools of Education and Social Work review adjunct faculty through peer review one time per semester. Department chairs assign an administrative coordinator to mentor part-time instructors and ensure they are up-to-speed on policies and procedures involving student complaints, poor student or peer ratings, consequences for excessive absences or delayed grading of assignments, and other important issues. A new faculty resource center will soon open in our library, creating a new space for adjuncts to write and conduct research on campus. During the Self-Study, we received feedback encouraging additional efforts to integrate adjuncts into the Hunter community. President Raab now plans to create a task force to address these concerns as part of our next Strategic Plan.

Approaches to Learning

Hunter offers more than 170 rich and challenging academic programs that engage students and prepare them for post-graduate success. Program design and delivery aligns with our mission and is informed by our institutional objectives, including a focus on interdisciplinary study and engagement with the arts. We also seek opportunities to innovate and meet students where they are, adding more opportunities for online learning and strengthening career connections through experiential learning, among other approaches.

Interdisciplinary Study: Scholarship and Learning

"Interdisciplinarity" is a major goal of the College and one of the seven themes of our Strategic Plan. We strongly encourage collaboration across schools and departments, while also fostering connections with external organizations and community partners. Selected examples of interdisciplinary activities at Hunter are outlined in Table 5.

TABLE 5: Interdisciplinarity at Hunter College

Interdisciplinary Activities	Examples
Undergraduate Degree Programs	Human Biology; Comparative Literature; Jewish Studies; Women and Gender Studies; Latin American and Caribbean Studies
Honors Programs	Macaulay Honors College; Thomas Hunter; Honors Scholar Cohorts
Professional Certificates	Arts Management & Leadership; Business
Minors/ Concentrations	Asian-American Studies; Human Rights; Public Policy; Quantitative Biology concentration; Community Organizing, Legal Studies
Graduate Degree Programs	MFA in Integrated Media Arts; Master in Urban Planning; Radiochemistry PhD program (supported by NSF Integrative Graduate Education and Research Traineeship Program); MA in Animal Behavior and Conservation
Research/Grants	Belfer Lab at Weill Cornell; Clinical and Translational Science Center; Regional Comprehensive Cancer Health Disparities Partnership with Temple University and Fox Chase Cancer Center
Policy Centers	Centro — Center for Puerto Rican Studies; LGBTQ Policy Center; New York City Food Policy Center; Brookdale Center for Healthy Aging
Community Engagement	All in East Harlem; Manhattan Hunter Science High School partnership
New Organizational Units	Roosevelt House; Asian-American Studies Center; Jewish Studies Center
Special Programs	Arts Across the Curriculum
Faculty Hires	Dr. Vivian Louie, Director of Asian-American Studies Center; Jessica Neuwirth, Director of Human Rights Program; Dr. Leah Garrett, Director of Jewish Studies Center; Ruth Finkelstein, Executive Director of the Brookdale Center for Healthy Aging

Roosevelt House, An Interdisciplinary Hub

Roosevelt House has been an integral part of Hunter since 1943, when the historic building that Franklin and Eleanor Roosevelt called home for a quarter century was purchased by the College. Initially opened as an multifaith center — the facility fell into disrepair, forcing the College to close its doors in 1992. When President Raab arrived at Hunter in 2001, she made it her mission to restore Roosevelt House, securing $25 million to rehabilitate the treasured building. In 2010, Roosevelt House reopened as a public policy institute and hub for interdisciplinary study — a new mission that reflected input from students, faculty, and alumni.

Today, the fully restored historic landmark is home to undergraduate programs in human rights and public policy. Through education, research, dialogue, and exhibitions, Roosevelt House fosters learning and advocacy around the major public policy challenges of the day. It also hosts a wide range of engaging public programs, seminars and conferences featuring renowned scholars and speakers. In all of these areas, Roosevelt House advances our commitment to interdisciplinary learning. Its core academic programs —

human rights and public policy — are inherently interdisciplinary, and they have benefitted from a strong faculty advisory committee whose members come from multiple academic departments, including Geography, Political Science, Urban Studies, Economics, and Education. The advisory committee designs new courses, recruits diverse policy practitioners as instructors, and organizes events at the House. More than 100 faculty associates with wide-ranging expertise are actively involved with Roosevelt House, teaching classes, engaging students, and hosting public programs.

Interdisciplinarity in Academic Programs

Interdisciplinary programs breakdown academic silos, fostering dialogue and innovative research. In addition to Human Rights and Public Policy, our interdisciplinary academic programs include minors in Community Organizing and Legal Studies as well as a Bioinformatics concentration that is available across multiple majors (Computer Science, Chemistry, Biology, and Mathematics and Statistics). As previously discussed, our Asian American Studies and Jewish Studies programs operate as interdisciplinary centers, bringing together students and faculty across fields and connecting them with the wider community through public programs. One of our most popular new majors, Human Biology, is multidisciplinary, with a curriculum designed and taught by faculty from Anthropology, Biological Sciences, Psychology, Sociology, and Urban Public Health. At the graduate level, interdisciplinary programs include the Geographic Information Sciences MS degree and the Integrated Media Arts MFA. Faculty from at least thirty academic units contribute to interdisciplinary course development and instruction at Hunter.

Thanks to a three-year, $750,000 grant from the Mellon Foundation, awarded in December 2018, we are now working to develop and launch a major new initiative in the public humanities. This project will make it possible for Hunter's students to participate in advanced research with faculty mentors, preparing them for graduate work in the humanities as well as other opportunities after graduation. It will also create interdisciplinary public forums for discussion of issues of concern to humanities scholars.

Drawing on priorities outlined in our Strategic Plan, our approach to interdisciplinary learning has focused heavily on faculty engagement. Going forward, we aim to think more systematically about expanding interdisciplinary learning opportunities for students, including those who are not directly involved with interdisciplinary programs. One idea under consideration is enriching existing curricula, especially at the capstone level, with projects that demand synthetic, cross-disciplinary thinking and research. In addition, the expansion of experiential learning will naturally foster interdisciplinarity. As we consider next steps, we will keep learning expectations and outcomes at the center of our conversations.

Experiential Learning

One way that the College lives its mission is by providing a wide range of experiential learning opportunities (ELOs) for students. These include internships, capstone courses, student-faculty research, and extracurricular activities. Even before CUNY developed its own proposal to encourage experiential learning, Hunter had made it a priority. According to a CUNY survey, 45.3 percent of Hunter students took advantage of ELOs in 2016-17.

Caring for the Future

Many of Hunter's ELOs involve a strong community-facing orientation, including our signature All in East Harlem initiative and our partnership with the New York City Department of Education to train pre-kindergarten teachers for the city's universal Pre-K program, which has dramatically increased demand for

certified early childhood education teachers. Experiential learning is also at the heart of our Eleanor Roosevelt Scholars program. Funded by the Jewish Foundation for the Education of Women, that program supports students interested in pursuing a career in public policy or public service by providing a two-year scholarship, mentoring, a paid summer internship, and opportunities to attend workshops and special events, including a three-day seminar in Washington, DC.

Taking inspiration from the Hunter motto, "Care for the Future" brings a group of faculty and administrators together to collaborate in matching students to internship opportunities in service of the public good. Thanks to a $10 million grant honoring Hunter alumna Eva Kastan Grove ('58), many of these internships are paid, making it possible for a more diverse group of students to get involved. "Care for the Future" now aims to establish consistent standards around activities and learning outcomes for students engaged in public service internships.

Workforce Development

Hunter has taken important steps to upgrade its Computer Science program with experiential learning in mind. Over the past few years, our Computer Science department retooled its curriculum and expanded its faculty, welcoming tech industry practitioners into classrooms to ensure that the curriculum keeps pace with the rapidly changing skills demanded in today's workforce. We also expanded course access, opening up "Intro to Computer Science" — the gateway course to a computer science major —to all students, with instruction redesigned so students can learn at their own pace, with some even taking on roles as teaching assistants for their peers. That popular course, which now enrolls about 1,000 students, enables students who may not have considered themselves "techies" to discover hidden talents, with some recharting their path to major in the field. Thanks to these efforts, the number of students majoring in computer science has skyrocketed, increasing tenfold between 2010 and 2018. Those successes were recently recognized when Hunter was selected as one of just two colleges to launch the CUNY 2x initiative, which aims to double the number of graduates prepared for careers in the city's burgeoning tech sector. Hunter was awarded a two-year, $5 million grant to accelerate its progress in computer science, with funding for advising and paid internships that are providing students with even more real-world learning opportunities.

Creativity

Internships and mentorships are central to Hunter's MFA Program in Creative Writing. The Hertog and Thomas Hunter Fellowships pair Hunter Creative Writing students with New York-based writers and poets of significant stature to work as research and editorial assistants. In recent semesters Hunter students have worked with Jonathan Franzen, Nicole Krauss, Jonathan Safran Foer, Joyce Carol Oates, Jennifer Egan, Gary Shteyngart, Philip Levine, and Edward Hirsch.

Research

Another way we support experiential learning is by engaging students with faculty research projects and identifying opportunities for students to present their own research at conferences and other public fora. Thanks to NIH and NSF training grants, we have been able to expand research training opportunities available to our undergraduates. The Undergraduate Research Initiative (UGRI) is open to Hunter undergraduates across all disciplines and provides approximately $2,000 in funding per semester for a student-faculty research project. Participation culminates with the opportunity for students to present their work at a two-day Undergraduate Research Conference (UGRC). Since 2012, UGRI has funded 260 student

projects across 25 academic departments. Over the past three years, UGRC has featured 447 student presentations (oral and poster) covering research in at least 30 academic departments and programs.

In addition, research opportunities are integrated into many of our upper-division courses in the School of Arts and Sciences, with students often required to present their work to faculty and peers. More than 50 percent programs at the School require students to produce a significant research paper in order to graduate with departmental honors. As Table 5 shows, Hunter offers a wide array of experiential learning opportunities, but they are spread out across many colleges and programs.

TABLE 5: Examples of Experiential Learning Opportunities at Hunter

School/Program	Participation
Silberman School of Social Work MSW students	All in East Harlem: 120 students placed in research and internship positions
School of Education, Silberman School of Social Work MSW and undergraduate students	All in East Harlem: Placements in PS/MS 7
School of Nursing graduate and undergraduate students	Heart-to-Heart Community Outreach Program
Office of the Arts	Internships in the arts (171 over the past three years)
John P. McNulty Scholars	Supports women planning to pursue graduate study in STEM and healthcare fields with scholarships and research funding
Healthcare/Biomedical Research	Hunter students are matched to internships with pre-eminent institutions in New York's health care sector, including close partner organizations like Memorial Sloan Kettering Cancer Center and Weill Cornell's Department of Emergency Medicine
Mellon Fellows	Each year 10 undergraduate Mellon Fellows receive funded internships, full-time for summer, half-time in the succeeding fall
Certificate Program in Arts Leadership and Management	We will soon place thirty or more interns per year through his program. There is a set of principles for obtaining and managing internships in the arts.
CUNY2X	Over 50 students placed in sponsored internships since summer 2018
MFA in Creative Writing	The Hertog and Thomas Hunter Fellowships place Hunter Creative Writing students as research and editorial assistants for prominent writers and poets
Grove Fellows	Study groups of 4 to 6 students are mentored by accomplished civic leaders and placed in paid public service internships
Care for the Future	Project to create internships dedicated to "the public good"

Looking ahead, we have room to grow when it comes to assessing Civic Engagement and Social Responsibility, which is one of our new Institutional Learning Outcomes. We have a baseline understanding of experiential learning participation rates from CUNY surveys, but that tells us little about the efficacy and

impact of our existing strategies. We recommend establishing clear expectations for faculty to encourage integration of experiential learning in academic programs. We will also work to strengthen assessment so we can be sure that these opportunities are meeting students' needs and advancing our strategic vision.

A "Curriculum" for Everyone: The Arts at Hunter

As discussed previously, Hunter continues to solidify its reputation as a leading public college for the arts, with award-winning faculty, major facilities investments, and expanded academic offerings.

Our Office of the Arts (OOA) coordinates arts engagement both on- and off-campus, forging partnerships with major cultural institutions to provide special access to performances and exhibitions. OOA keeps students informed about upcoming cultural events through its newsletter and via a smartphone app that allows students to discover what's happening at arts institutions within a 20-block radius of our 68th Street campus. OOA also brings visiting artists, performers and arts professionals to speak on campus and operates an Arts Ambassadors program that allows students to share their passion for the arts with peers. An overview of programming delivered through OOA is available in this report.

OOA also plays a major role fostering experiential learning opportunities in the arts, most notably by connecting students to internships with arts organizations throughout the city. The Office of the Arts offers 10-15 summer internship awards on a competitive basis, with grants of up to $3,000 supporting Hunter students who would otherwise be unpaid. Hunter students have interned with organizations including: Gibney Dance; The Rubin Museum of Art Academy of American Poets National Sawdust Word Up Community Bookshop/Liberia Comuniteria City Parks Foundation Rising Sun Performance Company Boundless Theatre Company; The Public Theater; Women of Color Productions; Indo-American Arts Council; and Society of the Educational Arts Inc./Teatro SEA.

We also aim to bring the arts into the lives of all Hunter students, whether they are majoring in dance, mathematics or nursing. That commitment is exemplified in our Arts Across the Curriculum initiative, which fosters interdisciplinary collaboration across Hunter's arts programs while also infusing the arts into "non-arts" courses. For example, our Astronomy 101 course explored the relationship between art and science using advanced spectroscopy to consider how we depict astronomical objects not visible to the naked eye. Arts Across the Curriculum would not have been possible without strategic guidance from our arts advisory boards and two Mellon Foundation grants totaling $600,000 that supported planning and implementation of the initiative. More than 50 Hunter faculty from 28 academic departments participated in the planning process, collaborating to develop arts-rich courses and activities. We also organized more than 20 interdisciplinary campus events during the initiative's pilot year, with more than 1,000 faculty, students, and members of the public attending.

In 2017, we created a new position, associate provost for the arts, to ensure that our arts programming continues to flourish and grow. In addition to launching our certificate in Arts Management and Leadership, he developed an ambitious summer program in the arts. He also expanded access to our Humanities 201 course: "The Arts of New York City." Initially offered as a special class for Macaulay Honors students, "The Arts of New York City" is now a popular general education course open to all Hunter students. Looking ahead, we will build on this foundation based on recommendations outlined in our informal strategic plan for the arts. Proposed innovations include:

- Strengthening experiential learning in the arts;
- Introducing summer semesters in the arts open to non-Hunter students, engaging participants with New York City arts institutions and organizations;
- Creating a more inviting experience for arts adjuncts;
- Developing deep, long-term relationships with selected New York arts organizations;
- Targeted fund-raising for the arts; and
- Assessment of arts programming to better identify what's working and devise strategies for systematic improvements.

Online Learning

Most Hunter undergraduate courses are delivered in-person, but online learning has the potential to enhance student success, flexibility and access, with particular benefits for commuter students who may struggle to balance work and family obligations with their coursework. Several years ago, we initiated a major effort to expand online and hybrid course offerings, but we were forced to put that project on hold when CUNY announced plans to develop university-wide tech infrastructure to support online learning.

Even while waiting for that process to play out, we took strategic steps to advance this priority, developing several college-wide initiatives to promote online learning and increase the use of technology in our classrooms. Three years ago, the College competed for and won funds to build a [Center for Online Learning](), with staff providing expert instructional design support to Hunter faculty engaged in creating and teaching hybrid and online courses. With encouragement from the president, many academic departments have developed online courses, with particular focus on our General Education offerings. We now offer [enough online courses]() for students to complete all their General Education requirements online if they wish. Separately, we have begun moving select professional education programs online, with an online degree in Nursing (RN to BSN) now available. An online version of our MSEd program in Adolescent Special Education is ready to launch, pending approval by the New York State Education Department. We obtained special permission from CUNY to develop an online version of our Masters in Social Work program and that work is underway. In fall 2018, we recruited Manoj Pardasani to fill a newly created role in the provost's office where he will oversee graduate and professional education. Dr. Pardasani holds a PhD in Social Welfare and came to us from Fordham University, where he helped launch a successful online MSW degree program. His expertise and experience will be invaluable as we design and implement our own online MSW degree. Development of additional fully online professional degree programs at the graduate level will begin again after CUNY approves vendors to partner with its campuses.

Hunter has also developed online modules for Blackboard that are inserted in lectures in high enrollment courses. We provide [resources]() to support faculty development of online and hybrid courses, including: assessment tools; student- and faculty-support [web pages](); and [guidance]() to help students find online courses. As a result, our online and hybrid course offerings [are growing](), if at a slower pace than we would like. Undergraduate online sections increased 27 percent between fall 2017 and fall 2018, while graduate sections expanded by 11 percent. The bulk of online learning at Hunter involves hybrid courses, where some instruction is delivered in-person, but at least 33 percent is online. Three-quarters of the 440 online sections offered in fall 2018 were hybrid courses; 7,107 out of the 9,027 students engaged in online learning that semester were enrolled in hybrid courses. Looking ahead, the College will benefit from a strategic approach to expanding online learning, with careful consideration of budget and enrollment implications, and thoughtful attention to the technical and training infrastructure required to meet faculty and student needs.

Learning Communities

Incoming freshmen who are not enrolled in one of our honors programs also have the opportunity to benefit from Learning Communities. Each fall, staff in the Office of the Dean at the School of Arts and Sciences creates cohorts of 22 students with similar interests and levels of academic preparation. Those students take a shared block of introductory and general education courses, anchored by freshman composition, with readings focused on the theme for their particular learning community. The structure of our learning communities has evolved over time with considerable changes since 2013, but we currently expect participating students to:

- Get a solid foundation of liberal arts and science courses;
- Explore new academic disciplines, including potential majors and minors;
- Develop critical thinking, quantitative reasoning, public speaking and writing skills that contribute to academic success;
- Enroll in courses that satisfy several General Education requirements and move students towards timely degree completion;
- Develop friendships with other students in their block; and
- Engage in direct and meaningful contact with faculty and advisors.

Running the Learning Community program presents significant logistical challenges since it involves scheduling about 1,500 students into a block of five courses with the same peer group. Staff must also account for annual scheduling changes within academic departments, the introduction of new academic programs, and the launch of new initiatives like Hunter's Take 15 initiative, which required us to expand the number of shared courses from four to five to ensure students earned the requisite 15 credits expected during their first semester (See Standard I for Take 15 trend data.)

Gauging the effectiveness of our Learning Communities is difficult due to changes we've introduced over time, and also because students don't always register for the full program. As a result, we have blocks of students who fully participated in the planned curriculum, along with others who didn't benefit from the full experience. We have seen promising results in terms of higher retention rates and slightly higher grade point averages among students who subscribed to at least three of the five courses in their Learning Community block, but it is possible that self-selection is contributing to those outcomes. Starting in fall 2019, we will introduce new policies to bolster participation in Learning Communities, placing a registration hold if students fail to enroll in a complete block of classes and restricting course withdrawals. For students to fully and consistently attain the outcomes associated with Our Learning Communities, Hunter will need to assess how the size, complexity and design of the program influences efficacy.

General Education (fulfills ROA #9)

Hunter's General Education Program is designed to equip students with essential skills and habits of mind, while preparing them with general knowledge across diverse disciplines that will enrich their learning and their lives. General Education courses draw students out of their comfort zone to explore new areas of study. To support that, our faculty have collaborated to create a "Math for Everyday Life" course and to develop engaging courses to open science up to non-majors. General education courses also expose students to new perspectives and expand their cultural and global awareness — our decision to expand sections of the "The Arts of New York City" and open it to all students as a General Education course is one of many examples of how we design students' learning experiences to realize that promise.

Our General Education curriculum ensures that students will develop fundamental written communication, scientific and quantitative reasoning skills that will be relevant in life and in almost any career path. CUNY prescribes most of the learning outcomes for our General Education Courses, and Hunter's own Institutional Learning Outcomes largely overlap with them with the addition of our Technological Competency (pending Senate approval) and Civic Engagement and Social Responsibility Outcomes. Interactive degree maps, available on department pages in the undergraduate catalog, help students make steady progress toward completing their General Education requirements while also ensuring they also fulfill all requirements within their majors. (See here for an example of a Degree Map.)

We systematically assess the learning outcomes mandated by CUNY and those defined by Hunter Faculty (see Standard V). Thanks to generous support from the Mellon Foundation, we were able to conduct an even deeper review of our General Education curriculum in 2008. That effort culminated in a report outlining several recommendations for improvement:

- The Senate should develop a mission statement for General Education
- General Education should cultivate interactions between students and faculty
- Need for "caretaking structure" to "foster cross-curricular coordination and development"
- Encourage students to take a greater number of advanced courses
- Need to increase full-time faculty engagement with General Education
- General Education should connect with broadened co-curricular activities and experiential learning.
- General Education should facilitate connections among subjects.
- General Education should share some common learning objectives in the divisions and categories.

Before we were able to implement those recommendations, CUNY introduced its Pathways program, which standardized General Education requirements across the University, constraining our ability to redesign our program as we had hoped. Some recommendations, including an increased focus on interdisciplinary and experiential learning, were nonetheless adopted by Hunter; others may still be relevant. With the appointment of our first Director of General Education in fall 2018, we have the opportunity to renew this conversation, guided by the recommendations from the study. Indeed the General Education Committee has already begun the conversation about the shape of the Hunter Focus requirement; see agenda.

Graduate Education at Hunter

As part of its overarching enrollment management strategy, Hunter works to ensure that graduate and professional students comprise 25 percent of our student body. We do this for several key reasons. First, we value the benefits of maintaining a diverse, multigenerational campus, with typical-aged undergraduate students, non-traditional students, adults of all ages pursuing graduate and professional degrees, and senior auditors. Educating graduate and professional students is also less-resource intensive than supporting undergraduates; they take a lighter course load and are generally more self-sufficient than undergraduates. This allows us to focus more resources to meeting student needs at the undergraduate level, with robust advising and an array of student success supports that most graduate students do not need. Finally, our affordable graduate and professional programs prepare highly skilled professionals to meet city hiring needs in vital fields like education, healthcare, social work and urban planning.

Consistent with our mission, our graduate and professional programs provide many opportunities to supplement in-class study with research and experiential learning. For example, in our Urban Planning capstone course, masters-degree students collaborate to assess the needs of a community-based

organization or local neighborhood, developing a plan to address those concerns. Field placements and internships are a central component of the curriculum at our professional schools: Students pursuing an MSW at the Silberman School of Social Work spend up to 1,200 hours annually during two years of field placements, where they benefit from real-world learning under the guidance of a field instructor and field advisor. Graduate students at the School of Arts and Sciences work on faculty research projects and conduct independent research for their thesis projects.

As Figure 5 shows, about 80 percent of our graduate students are enrolled in Masters-level programs in one our professional schools. Another 17 percent are pursuing Masters degrees in the School of Arts and Sciences, where we offer graduate degrees in History, English, Economics, Mathematics, Physics, Psychology and Theatre, among other disciplines. Within the School of Arts and Sciences, we also have professionally oriented master's degrees in Urban Planning, Urban Policy and Leadership, Geoinformatics, Biomedical Laboratory Management and other fields. Our graduate programs in the arts are highly selective, with renowned and award-winning faculty. In 2018, *The New York Times* honored the 25 best American plays of the prior 25 years, and works by two professors from our Goldberg MFA playwriting program — Brandon Jacobs-Jenkins and Annie Baker, both also winners of "genius grants" from the Macarthur Foundation — ranked high

FIGURE 5: Graduate Headcount Enrollment – Fall 2017

- Professional Schools: Masters
- Professional Schools: Doctoral
- Arts and Sciences: Masters

on the list. Our Master's degree program in Art History is considered among the best in the nation, and our well-regarded graduate programs in Creative Writing, Integrated Media Arts, and the visual and performing arts are solidifying our reputation as a leading public college for the arts.

FIGURE 6: Credentials Awarded by Level in 2017

- Undergraduate Certificate
- Bachelor's
- Master's
- Graduate Certificate
- Doctoral
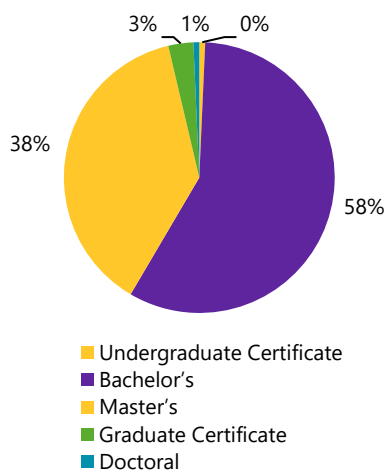
Doctoral programs at CUNY are typically housed at the Graduate Center. Nevertheless, Hunter offers a few professionally-oriented doctoral programs, in Education (EdD in Instructional Leadership), Audiology (AuD), Nursing Practice (DNP), and Physical Therapy (DPT). We are in the process of developing a Doctorate in Social Work program. When it launches, all of our Schools except for the School of Urban Public Health will offer at least one doctoral-level degree program. The School of Arts and Sciences has PhD programs in Chemistry, Biology, and Physics, operated in partnership with the CUNY Graduate Center. We are working to launch a PhD program in Art History and a PhD program in Clinical and Health Psychology, which will be an accredited clinical program.

As Figure 6 shows, graduate students are disproportionately represented among our graduates because they graduate at a somewhat higher rate. This signals the strength and importance of graduate education at Hunter.

Opportunities for Improvement

Create a Presidential Task Force on Part-Time Faculty. Hunter employs a large number of adjunct faculty, and we need to do more to integrate them into the College. A Presidential Task Force will take a comprehensive look at the part-time faculty experience and make recommendations for how best to develop and engage this critical part of our community.

Continue to Promote and Coordinate Experiential Learning. Hunter offers a rich and growing array of opportunities for experiential learning, but programs emanate from and serve disparate academic programs throughout the College. We will explore and implement strategies to better coordinate these activities, so they can continue to grow and so more students are aware of opportunities to get involved.

Define Goals for Interdisciplinarity. As we continue to grow our interdisciplinary programs, they would benefit from clearer goals and a common set of learning objectives. Shared assessment tools would also allow us to better understand the efficacy and impact of interdisciplinary learning at Hunter.

Create a Strategic Plan for Online Learning. As we continue to expand our inventory of online and hybrid courses, and work to launch fully online professional programs, we need to define our academic goals and understand technical and funding needs. The strategic planning process will help achieve this goal.

Conclusion

Hunter offers an unusually broad range of undergraduate, graduate, and professional degree programs for students, with considerable attention to fostering interdisciplinary and experiential learning throughout our schools and programs. Academic study is enriched by the wealth of resources available in New York City, including its renowned arts and cultural institutions. A wide array of lectures, public programs, and performances further ensure that students have ample opportunity to learn and explore their passions outside the classroom.

The quality of our programs is a direct reflection of the dedication and expertise of our full- and part-time faculty. It is no accident that we have assembled such a talented group of educators: Hunter has made it a priority to recruit, develop and retain top faculty. We have raised private funding to sustain and grow our faculty even through periods of state budget cuts. We also strengthened our support for research, a precondition for attracting world-class faculty to any campus. Our location in the heart of Manhattan is another asset: The city is an attractive place to live and work, with particular appeal to academics working in the arts and other creative fields. We've also capitalized on our location to engage professionals from foundations, government agencies, corporations, and non-profit organizations as part-time educators, bringing their real-world expertise into our classrooms to benefit students.

STANDARD IV – SUPPORT OF THE STUDENT EXPERIENCE

Admissions and Recruitment

Hunter College designs recruitment and admissions policies with the objective of producing a student body as diverse as the city we serve. At the same time, we work hard to ensure that every student admitted is reasonably prepared to succeed in our challenging academic environment. Just as we carefully evaluate applicants to ensure that they are a good match for Hunter, we provide applicants with the information they need to evaluate whether Hunter is a good fit for them. Our Admissions website provides tailored guidance for different applicant populations, including prospective freshmen and transfer students as well as candidates for our undergraduate, graduate and professional programs. In addition, our admissions office regularly engages with applicants who have questions or need admissions counseling.

Each year we prepare an Admissions and Recruitment plan. We take a proactive approach to recruitment at local high schools, with a focus on building meaningful relationships with students and guidance counselors. A specific Hunter admissions counselor is assigned to each high school, so cure is a consistent point of contact throughout the recruitment cycle. We supplement that outreach with on-campus events and a coordinated suite of communications via email, print collateral and social media. The Office of Undergraduate Admissions and Recruitment continuously assesses the efficacy and return on investment for our recruitment strategies, including our communications plan and site-visit strategy.

We regularly review current student data to identify characteristics predictive of success at Hunter, and we then cull applicant data seeking students who fit that profile. The resulting freshman and transfer classes have consistently met our enrollment targets. Despite those efforts, retention and graduation rates have recently plateaued after years of steady gains. Improving those outcomes is one of Hunter's top priorities, and considering refinements to our recruitment and enrollment strategy is an important element of that work. We are also mindful that the size of the college-eligible population is shrinking both nationally and in New York City. While we continue to attract large applicant pools that allow us to be selective, this larger trend could have implications down the road, particularly if other universities become more aggressive in recruiting graduates of New York City public high schools to close their own enrollment gaps.

Diversity

Hunter is a remarkably diverse school, attracting students from all backgrounds and walks of life. In recent years, we've partnered with a number of community-based organizations to strengthen recruitment and further bolster diversity. In 2003, we forged an unusually close partnership with the New York City Department of Education (NYCDOE) to create Manhattan Hunter Science High School (MHSHS), an early college high school: MHSHS students spend their first three years taking rigorous college preparatory classes; during their fourth year, they take classes at Hunter where they get a true college experience. Since opening, MHSHS has become one of the most popular and selective public high schools in the city, while continuing to serve a population predominantly composed of low-income students of color. Nearly every MHSHS senior applies to Hunter, and roughly a third attend. Those who do so receive scholarship support and arrive with credits under their belt — creating a pipeline of diverse, highly prepared undergraduates who feel immediately at home on campus. We also give special admissions consideration to students from under-resourced NYCDOE high schools through our SEEK program, which provides academic and financial support to students who meet certain income and academic criteria. Together, these efforts have contributed to steady gains in Hispanic enrollment, and we are now on the cusp of being designated a

Hispanic-Serving Institution, defined in federal law as an accredited, degree-granting college with at least 25 percent undergraduate Hispanic FTE enrollment.

Despite that progress, we still have work ahead as we strive to achieve a student population that mirrors demographics among graduates of NYCDOE high schools.[3] As seen in Table 6, African Americans remain underrepresented in our student population: 17 percent of our freshmen and 21 percent of our transfer students are African-American compared with 26 percent of NYCDOE high school graduates. We also fall short when it comes to Hispanic students: 18 percent of our freshmen are Hispanic, compared with 36 percent of NYCDOE graduates. In this case, however, much of the gap is erased once transfer students are accounted for: 41 percent of incoming transfer students are Hispanic.

TABLE 6: Hunter student populations compared to NYC students

Ethnicity	NYCDOE graduates	Hunter freshmen	Hunter transfers
Asian	20.3%	35.1%	17.1%
American Indian / Pacific Islander	0.8%	0.5%	0.6%
Black / African American	25.7%	16.8%	21.3%
Hispanic	36.1%	17.5%	40.6%
White	15.6%	27.1%	15.3%
Other / Not indicated	1.6%	3%	5.1%

Transfer Students

Like all senior colleges in CUNY, we enroll a significant number of transfer students, most of whom come from community colleges in the CUNY system. In a typical year, we enroll about 2,800 transfer students (1,800 in the fall semester; 1,000 in the spring semester). Together, transfer students comprise about 43 percent of our undergraduate population, and we have learned a great deal about their patterns of persistence and graduation, which reveal weaker outcomes than our freshmen enrollees.

Transfer students are important in an integrated university system like CUNY, particularly at a time when the number of high school graduates is flat or even declining. But transfer student performance remains a persistent challenge for Hunter. Even as we've enrolled transfer students with more accumulated credits and higher GPAs than in the past, transfer students continue to underperform first-year enrollees. In a recent analysis of courses with high rates of D, W and F grades, we found that a disproportionate number of struggling students were transfers. Transfer students are also overrepresented in our Project Success program, which identifies and supports students who are at risk academically: Between fall 2015 and spring 2018, 64 percent of Project Success participants were transfer students.

We regularly cull transfer student data to identify characteristics predictive of academic success, and that data informs our recruitment strategy and admission decisions. We know, for example, that full-time transfer students graduate at much higher rates than their part-time peers. In our 2011 transfer cohort, for example, there was a 28 percentage-point gap in the four-year graduation rate and a 27 percentage-point gap in the six-year rate. This has an adverse influence on our overall graduation rate since part-time students represent a third of our overall transfer population. Another factor we look at is continuity: The four-year graduation rate for transfer students who have been out of school for more than a year is just 27 percent, and that is

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[3] Demographic figures for New York City high school graduates are based on the most-recent available data reported by the NYCDOE. Specifically, these data are for the 2014 cohort, which includes students who started ninth grade in fall 2014 and graduated high school on schedule in 2018.

true irrespective of GPA and age upon enrollment. Again, this has a significant impact on our overall graduation rate: One-quarter of our transfer students fall into this category.

Given lower retention and completion rates for transfers, our Office of Student Affairs recently hired an assistant director devoted solely to transfer student recruitment and entry needs. That person is part of a larger Transfer Transition Team, which includes members of the Academic Advising Office and the Office of Student Life. Together, they offer programming for transfer students throughout their time at Hunter. We have also begun admitting transfer students directly into their major programs, in hopes that doing so will ease their transition into academic life at Hunter.

While these are important steps, we know that more can be done to improve transfer student outcomes. That might include casting a wider net for transfer recruitment, with the goal of attracting students who are a better fit for Hunter, including more non-CUNY admits. Retaining a higher proportion of our first-time, full-time population — some of whom end up transferring out themselves — would allow us to maintain current enrollment levels while admitting a smaller pool of transfers who are better poised to succeed at Hunter. A shift in this direction would require intensive planning since it would affect virtually every part of College operations and have potentially adverse implications on student diversity. This Self-Study represents the beginning of a comprehensive conversation about the issue.

Financial Aid

Affordability is a major concern for students and families, so Hunter provides extensive information about financial aid on its websites, in workshops and in direct communications with applicants and current students. Information about financial aid can be found in several key places on our website: the Admissions page; our One Stop information hub for students; and the Consumer Information page. The Financial Aid website provides guidance about all aspects of financial aid, including costs of attendance, a financial aid estimator, tuition calculator, and a New York State Tuition Assistance Program (TAP) tutorial. Advisors in the Office of Financial Aid are available to meet one-on-one with students as needed. We are proud that 75 percent of our students graduate from Hunter debt-free.

The Office of Financial Aid (OFA) works closely with Hunter's Office of Student Communications to ensure that information about financial aid opportunities reaches students in a timely way. The College hosts "File Your FAFSA" workshops where members of the financial aid team meet directly with students and help them complete their FAFSA well ahead of the filing deadline. In spring 2017, New York State launched the Excelsior Scholarship, a "last dollar" program to cover all tuition for many families. OFA emailed all students and reached out on social media to alert them to this opportunity. We also created a web page and gave a presentation to students right after the scholarship was announced. This outreach resulted in 468 Hunter students receiving the Excelsior Award in fall 2017, totaling $1 million in awards.

The admissions office maintains MyChoice portal pages where prospective students can access personalized information about the cost of attendance, potential net costs, and financial aid. We also provide guidance about financial aid during in-person visits to high schools and colleges as well as on-campus information sessions and recruitment events. Once students are admitted to Hunter, they gain access to their MyChoice page which displays estimated cost of attendance including their financial aid and scholarship awards. Students also have access to a "shopping sheet" in late spring which details all the expenses associated with attending the College. The admissions office sends reminder emails to all new incoming students in the spring to submit all financial aid applications, including FAFSA and TAP.

Working in collaboration with our acting vice president for administration, the DSA has developed a new NextGen scholarship tool that will launch next fall. DSA staff will create and maintain a database of scholarship opportunities available on campus and through external sources. Students who create a simple online profile will then be matched to "right-fit" programs based on their profile and interests.

Orientation

We recognize the importance of orientation to student success, particularly on a commuter campus. Designing an effective orientation program in that context poses challenges, but also offers opportunities: With many students living locally, we can begin the orientation process well before students arrive on campus and engage them at multiple points between admission and enrollment. Our approach to orientation is a bit nontraditional, involving a series of campus-wide and smaller-group events designed to foster a sense of community and ease students' transition to college. In many ways, the experience begins with Accepted Students Day (ASD). Although ASD is technically a recruitment event for students and their families, many attendees have already made the decision to attend Hunter, so it also serves as their first introduction to our programs and to one another. Throughout the summer, Hunter hosts a variety of additional events for incoming students, including picnics in Central Park, ice cream socials and a game day. Over the same period, the Office of Student Advising hosts individual and small-group information sessions. During those meetings, students get to know peers in their Learning Community and receive helpful resources, including important information about academic requirements, policies and expectations. We also connect students via social media and Hunter's smartphone app, which we also use to share announcements about upcoming events and deadlines.

By the time students arrive in the fall, they have already begun forging friendships. Welcome Week builds on that foundation, engaging new and returning students in community-building activities like picnics and movie screenings. Student volunteers greet new arrivals, answering questions and helping them find their way around campus. The culmination of Welcome Week is a campus-wide convocation ceremony. At the 2018 convocation, President Raab welcomed more than 2,000 new students to Hunter, double the number who attended just two years earlier. We attribute steadily increasing participation rates to an improved communication plan developed by the Office of Student Activities and Hunter's Student Government. Directly following the ceremony, students head out to our annual street carnival, with free food, games, and the opportunity to meet with representatives from more than 120 student clubs. We then continue offering smaller-scale orientation events throughout students' first semester.

Orientation events for graduate and professional students are designed by each of our schools with tailored programs to meet student needs. The School of Education hosted its largest-ever orientation event in 2018, with a majority of incoming students attending. The School of Nursing welcomes new undergraduate and graduate students with educational workshops. And the Silberman School of Social Work holds a school-wide orientation each fall, followed by smaller-scale sessions designed to prepare students for their required field practicum. Assessments of our orientation programs indicate that goals and learning outcomes are generally achieved at a satisfactory level or above.

Advising
Undergraduate Advising

As noted earlier, our 2012-2020 Strategic Plan identified a need to strengthen academic advising. During the 2016-17 school year, President Raab convened a Task Force of faculty and staff to evaluate our existing

approach and identify opportunities for improvement. Based on that work, our advising model was completely revamped. In the past, advising was largely reactive, with students dropping in and meeting with any advisor who happened to be available. Our Task Force recognized that a personal relationship leads to more effective advising. They also understood that many students requiring support will not seek it out unprompted. To address those issues, we introduced a caseload model where specific assigned advisors proactively schedule meetings with students at critical points during their time at Hunter. The new model also ensures that students are able to benefit from different advisors with discrete areas of expertise at different points in their academic career:

- Peer advisors and Learning Communities ease students' entry into Hunter, with support starting the summer before enrollment and continuing through the first semester.
- Beginning in the second semester, a professional from the Office of Advising is assigned to each student to help them navigate personal and extra-curricular issues.
- Once students declare a major, they are assigned an academic advisor who provides guidance around issues such as course selection and graduation requirements.

The entire approach is delivered as a coordinated strategy, with a liaison in place to make sure that lines of communication remain open and information is shared in a timely way. We also introduced robust pre-professional advising and created a new Office of Prestigious Scholarships to help students achieve their postgraduate ambitions, whether they want to enter the workforce or continue their education. (Details about support for post-graduate success are provided later in this chapter.) Together, these changes helped us achieve the following goals, as outlined in Section II.3 of our Strategic Plan:

- Enhancing academic advising through increased use of technology, faculty and staff training, and the provision of appropriate advisement at all ability levels;
- Improving advising at all levels (pre-professional and pre-major, departmental, graduate and professional, and career advising), with special attention to the points where students transition into majors and programs or, as graduate and professional students, prepare for careers; and
- Identifying students at high risk of attrition, addressing their needs before they face serious academic difficulty, and continuing to assist them throughout their time at Hunter.

One immediate result of the shift to a proactive, caseload model was a dramatic improvement in the reach of our advisors, who engaged with more than 70 percent of undergraduates after the shift (2017-18), compared to just 30 percent under our old approach (2013-14).

We also took steps to ensure that all advisors are working with a common set of goals for advisees, most notably through the development of an Advising Syllabus. The Office of Advising uses that syllabus to provide a consistent framework for desired learning outcomes across the entire advising network. It delineates clear expectations for both advisees and advisors, spelling out what we expect students to learn — cognitively, emotionally and behaviorally — as a result of their interactions with the advising network. The Advising Syllabus was introduced to both professional and academic advisors through a series of workshops held in spring 2017 and fall 2018. It is also posted on the advising website. In the summer of 2018, the Office of Advising administered a comprehensive survey to assess students' experience with their advisors and evaluate whether advising interactions were facilitating learning in each of the seven outcomes. The report identified several opportunities for improvement, including: doing a better job of communicating the meaning of liberal arts in advising conversations; providing professional development to educate

advisors about the range of student support services on campus; and encouraging advisors to discuss projected graduation dates with advisees.

Transfer Advising and Credit Policies

As noted earlier in this chapter, transfer student performance has posed a persistent challenge at Hunter — one that cannot be resolved by admissions changes alone. We are committed to meeting the particular needs that our transfer students face, and our approach to transfer advising reflects that. Transfer students are assigned an advisor with specific expertise supporting students transitioning to a new institution. The transfer advisor is assigned as soon as a student has committed to Hunter and our admissions office has completed its credit evaluation; this ensures that the students have a point of contact for guidance at least 2-4 months before enrolling.

One challenge particular to transfer students is navigating Hunter and CUNY policies regarding the acceptance of transfer credits. Advisors can answer any questions students might have about their credit evaluation, and our policies are also published on the CUNY and [Hunter](#) websites as well as the Consumer Information for Prospective and Current Students [webpage](#). In general, credits earned by taking college-level courses from other colleges and universities will transfer, provided that the courses are similar in scope and content to those offered at Hunter. Credits will be granted for courses with a grade of C or better (D or better at CUNY institutions). There are, of course, exceptions to this rule, detailed on the transfer admissions website.

Articulation agreements with CUNY community colleges allow students with associate degrees in certain majors to enter a corresponding major at a senior college with full credit for the courses taken at the community college. A list of articulation agreements can be found [here](#). As of fall 2018, transfer students who earned a bachelor's, AA or AS degree or who have completed the 30-credit General Education Requirements (GER) from a SUNY school will be deemed to have completed CUNY's General Education Common Core requirements (also 30 credits). SUNY transfers who have partially completed their 30-credit GER will have credits applied toward CUNY's General Education requirements as appropriate.

Our transfer credit policies are continuously assessed by the CUNY and Hunter provost offices, with the goal of delivering maximum benefit to ease students' transition. Currently, the provost's office is reviewing how military credits can be transferred to Hunter (at present, Hunter does not accept them). We also accept transfer credit for AP and CLEP exams, and our policies regarding those credits are also published on this [website](#). Incoming transfer students from another CUNY college can see how their credits will transfer by logging into their CUNYFirst account to see CUNY-to-CUNY course equivalencies. Non-CUNY students can see how their credits will transfer using our [course equivalency search engine.](#)

Graduate Advising and Support

Although graduate students are typically more self-sufficient than their undergraduate peers, effective advising is still critical to their success. Each of our graduate and professional schools has developed an advising program appropriate to its students' needs.

School of Arts and Sciences

The School of Arts and Sciences (SAS) has [graduate advisors](#) within each graduate program of study, providing faculty release time to ensure that advisors have adequate availability to support student needs. In addition to academic support, advisors can connect students to grant and research award support,

including funding that SAS provides to offset the costs of students' thesis research and to cover the costs of travel when students have opportunities to present their work at conferences. Hunter also gives graduate students access to programming and resources through the National Center for Faculty Development and Diversity, an independent professional development, training and mentoring community that helps academics plan for and achieve their professional goals.

School of Nursing

At the School of Nursing (SON), advising begins during admissions and remains important once students enroll. Graduate students are advised by the coordinator of their specialty program (e.g., Adult-Gerontology Nurse Practitioner). Advisors support nursing students to develop a program plan; they are also available to answer questions and provide guidance as needed. SON advisors can also help students access support, including travel grants that SON awards to a select group of students. In addition to advising, SON advances students' academic success by providing writing mentors and offering certification exam review courses for graduate students, as well as referrals to courses for English language learners. The School of Nursing assesses student satisfaction with advising, along with other key metrics including the overall nursing program experience, libraries, and technology. Our benchmark on all metrics is 80 percent satisfaction or better. As set forth in the master evaluation plan, we also survey alumni one year after they graduate.

Silberman School of Social Work

The Silberman School of Social Work (SSW) supports students preparing for the LMSW licensure exam via the online Licensure Central portal, hosted on SSW's Blackboard site. This program is so successful that the New York City Office of Workforce Development asked to partner with SSW in delivering this training citywide. Additionally, Common Time programming each semester provides students and faculty a forum to engage in a day of workshops, panels and more, with discussions organized around a topical theme relevant to the field. SSW has an advisement model with both full- and part-time academic advisors. All students are encouraged to meet with an academic advisor at least once each year to ensure smooth registration and progress through the program. Special cohorts with more unique program pathways such as Advanced Standing or Accelerated Students are assigned a special academic advisor who reaches out to individual students to ensure proper academic standing. We offer academic advising on designated weekends and on evenings and are developing online advisement to ensure broad access and reach.

School of Education

The School of Education (SOE) has implemented a proactive advising model for all of its students, with particular attention to management of students' transition to the workforce after graduation. SOE sponsors information sessions to familiarize students with certification requirements. Advisors are available to help students monitor their progress and to ensure that student records are shared with certification agencies in a timely way. In seeking to improve advising, SOE has focused on two main priorities: 1) Establishing discrete, manageable portfolios for advisors to better meet student needs; and 2) Using technology to expand the availability of advising beyond traditional business hours. The Office of Career, Professional and Partnership Development (CPPD) provides career counseling services and career and professional resources to support more than 3,500 SOE students.

Counseling

Counseling services are an essential part of our plan to retain and support students. Counseling & Wellness Services (CWS) offers assessment, short-term counseling, crisis intervention, workshops, and referral and consultation services to the entire Hunter College community. Demand for these services has risen

significantly over the past eight years with a 50 percent increase in routine appointments, an 85 percent increase in rapid access appointments, and a 64 percent increase in the number of students served annually.

CWS maintains a focus on both intervention and prevention. Through internal research and assessment, CWS has identified barriers that can prevent clients from seeking needed mental health services. As a result, counselors are more proactive in discussing these barriers and identifying strategies to overcome them. Counselors and trainees work closely with clients to assess and address motivation, identify counseling goals, and establish disposition plans. They also offer psychoeducation to communicate the value, benefit and role of therapy in one's overall emotional health and academic success. Assessment demonstrates a high level of success during the 2017-18 academic year, and that is particularly true for students who engaged with CWS for at least 9-10 counseling sessions: Average improvement in distress levels for those students was higher than 98 percent of counseling centers in the national sample.

Special Programs to Support Student Success

SEEK

Although Hunter is selective, we do admit some students who need special support to succeed academically. There are a number of programs that serve those students, including The Percy Ellis Sutton Search for Education, Elevation and Knowledge Program (SEEK), an opportunity program offered in all CUNY senior colleges. SEEK serves about 90 new enrollees annually, with a focus on lower-income students who may be underprepared for the rigors of college study because of their prior schooling experiences. SEEK students benefit from financial, academic and personal support, and the results of the program are impressive. SEEK students outperform general admits on several key student success metrics including retention and graduation rates. Among our 2016 cohort, 83.1 percent of SEEK students returned for their second year, compared with 82.8 percent of regular admits. Among students who enrolled as freshmen in 2001, the six-year graduation rate for SEEK participants was 58.8 percent for SEEK students, compared with 49.1 percent for regular students. Additional performance data is available in the 2017-18 SEEK Annual Report.

Honors Programs

Just as we strive to provide special support to students who need it, we also ensure that our highest achieving students have every opportunity to excel. Those efforts include two major honors programs: The Macaulay Honors College, which is operated across all CUNY senior colleges, and our Honors Scholars cohorts, nine merit-scholarship programs focused around areas of academic strength at Hunter. Students in these programs benefit from personalized advising and participate in social and academic extracurricular activities, including educational trips with Hunter faculty. A highlight each fall is "The Freshman Read." During the summer, all students receive a copy of a book by Hunter professor and National Book Award winner Colum McCann. He then joins those students for a reading and book discussion.

Macaulay Honors College

The Macaulay Honors College provides exceptional educational opportunities for New York's most promising students. The program is extremely competitive, admitting only students who have excelled in high school, earned top scores on standardized tests, and demonstrated creativity and leadership potential through their extracurricular activities and in their application essay. Macaulay is present on all eight CUNY campuses, but Hunter is home to its largest and most selective program, enrolling 120 new students

annually. To ensure that we select the strongest possible candidates, we invite more than 700 candidates for an in-person interview, engaging Hunter alumni, faculty and staff to make that possible.

Macaulay is designed to offer its students the support and tight-knit community found at small liberal arts colleges while allowing them to take advantage of the rich programs and resources available at a large, urban university. Admitted students who are New York State residents receive a full-tuition scholarship for up to four years of undergraduate study. They also receive a new laptop and benefit from priority course registration, personalized advising, and dedicated grants for those students who wish to study abroad. A unique feature of the Macaulay program at Hunter is the provision of free housing in our Brookdale residential hall during students' first two years, creating the city' public residential honors college. Ninety percent of Macaulay Scholars take advantage of that opportunity, giving them easy access to peer mentors and weekly speaking events on site. Guests at those events are role models and provide insights into different career paths: Examples from 2018 include Fatima Shama, Executive Director of The Fresh Air Fund and Geraldine Buckingham, Senior Managing Director at BlackRock.

Within days of accepting an offer to join the Macaulay program, new Macaulay students begin a comprehensive orientation program, meeting individually for an extended session with one of four dedicated Macaulay advisors. Additional activities follow, culminating with a day-long CUNY-wide Macaulay event hosted on the Lehman College campus, an evening orientation in the Hunter dorm, a short Macaulay meeting to review program requirements, and finally a special Macaulay convocation with the president.

Like all participating CUNY colleges, Hunter covers tuition costs for one in every eight Macaulay scholars. Private funding has made it possible for us to enrich the program further, including the residential benefit. Those investments are paying dividends in student outcomes. Retention and graduation rates for our Macaulay Scholars are impressive: Among our 2011 cohort, the four-year graduation rate was 77.2 percent and the six-year graduation rate was 90.6 percent.

Honors Scholar Programs

As noted previously, Hunter has made it a priority to attract and enroll high-achieving students who are prepared to thrive in our challenging academic environment. We also strive to match those students to things we do especially well. That strategy is exemplified in our decision to create nine Honors Scholar Cohorts, merit-scholarship programs focused around areas of academic strength at Hunter, including public policy, nursing and the arts. In addition to tuition scholarships, students admitted to our Honors Cohorts benefit from dedicated faculty mentors and academic advisors, priority course registration, and priority access to residential halls during their first year.

Each of our honors cohorts operates as an intensive version of our Learning Community model, bringing students together around an area of common interest, with trips and extracurricular activities tied to their program's theme and social activities to help members forge friendships. Our Daedalus honors cohort, for example, is designed for talented students with an interest in computer science. Daedalus students take an enriched version of Hunter's first-year computer science sequence, studying everything from programming to data mining, cryptography and artificial intelligence. They also participate in social, academic and career-building activities, such as a recent tour and tech talk at Google headquarters. We discuss assessment of the cohort programs in Standard IV.

Support for Graduate Students:

Academic Excellence Fees and Differential Tuition

In recent years, Hunter has taken important steps to improve the academic program quality of our graduate programs and ensure that we provide outstanding support services essential to graduate student success, including the introduction of Differential Tuition. In 2015, the Senate approved introduction of Academic Excellence Fees, modest fees that allow us to enrich our graduate and professional programs and ensure they meet student needs. The fees can be used for a range of purposes, from expanding curricular initiatives and technology to hiring clinical staff to consult with students in field placements including those required for certification. These efforts enhance students' academic experience and, while still allowing them to earn degrees at an institution that is much more affordable than comparable programs elsewhere in New York City colleges and universities. Our academic departments work very closely with our budget office as to budget to ensure that these funds are used properly.

Student Engagement

Extracurricular activities are a major part of the student experience at any college and Hunter is no exception. In fact, we view these activities as a vital tool to strengthen student engagement and a means to ensure that we create a real sense of community on campus, even though most students are commuters. In addition, involvement with student government and membership in student clubs helps students become active citizens and develop leadership skills that will serve them well in life. Student government and clubs are both funded through Student Activity Fees, which are collected from every student and total approximately two million dollars annually. This money can only be used to improve student life on campus.

Student Government

Hunter College student governance includes two bodies, the Undergraduate Student Government (USG) and the Graduate Student Association (GSA). In addition, both provide a wide range of activities and services to engage students and enrich our community, including free movies, performances, lobbying field trips to Albany and Washington, DC, student conferences and lectures, among many others. USG and GSA also give voice to student concerns and needs. They are responsible for students' rights and welfare, influence academic policy and curriculum decisions, and advocate for student priorities, as was the case when the USG urged the College to construct a Student Union, dedicating $250,000 from the student activities fee budget towards the project.

Student Clubs

Hunter is home to a vibrant array of clubs representing interests as diverse as our student body. The USG has chartered 120 clubs, bringing students together around shared backgrounds or hobbies, including cultural, service-learning, faith-based, and advocacy-based interests. More than a third of Hunter undergraduates — approximately 6,000 students — participate in at least one club. Student club and government leaders have the opportunity to share their perspectives with College administrators, including President Raab, who meets with them at least once per semester. These meetings allow students to share their initiatives and priorities and discuss important campus issues ranging from facilities to the curriculum.

Athletics

The Hunter College athletic program is dedicated to providing a comprehensive, competitive, and fulfilling program that inspires the Hunter community to feel pride, commitment and affiliation. Hunter is home to 18 varsity teams that compete at the NCAA Division III level as a member of the City University of New York Athletic Conference. Since 1990, Hunter has won 138 CUNYAC championships, but our athletes are as

successful in the classroom as they are on the field. During the 2016-2017 academic fall semester 157 of our 370 student-athletes had a GPA of 3.2 or higher, with student-athletes achieving a graduation rate nearly 4 percentage points above the general student population. A 2018 general survey of student athletes found that 96 percent of student-athletes held positive views of their overall experience with Hunter's athletics program, with similarly large majorities reporting that participation helped them develop leadership skills (91%), self-confidence (90%), and teamwork skills (94%). Leadership development is a particular priority of our athletics program, and a direct assessment found significant improvements in student-athletes' understanding of leadership concepts.

The Hunter College Libraries

The Hunter College Libraries support faculty, staff and students on all of our campuses by maintaining strong print and digital collections aligned with each School's curriculum. Up-to-date technology serves research needs, with faculty librarians available to provide assistance and information literacy instruction as needed. Space is provided for independent and collaborative study, with networked computer classrooms and a video screening room among the specialized spaces available for use by the Hunter community.

Library Modernizations

Over the past decade, Hunter has made improvements to our libraries a major priority. In 2011, for example, the former Social Work Library relocated to the Silberman Building in East Harlem where it was renamed the Social Work and Urban Public Health Library. But the most dramatic transformation has taken place at the main library on our 68th Street campus. The facility — more than 30 years old when President Raab convened a Library Task Force to recommend improvements in 2007 — was so outdated and rundown that students often traveled to other CUNY campuses to research and study. Crowding was also a major challenge: When the existing facility was built, Hunter served 9,000 students; we now enroll 23,000.

Due to tight public budgets at the time, Hunter was not even receiving critical maintenance funds to complete basic repairs, so we sought private funding to support this critical strategic priority. Today, thanks to renovations supported by a then-unprecedented $25 million naming gift, our Leon & Toby Cooperman Library is the vibrant heart of Hunter's central campus and a hub for student life, intellectual recharging, guidance, group work and creativity.

Renovations began with the third floor in 2011, but given the scope of the project and the need to keep parts of the facility open while work was underway, upgrades have been completed in stages. Drawing on recommendations outlined in the Library Task Force report (page 9), the third floor was reimagined as a state-of-the-art "information commons" designed to meet the needs of 21st-century students who rely on digital resources and technology in their research and academic studies. When the third floor reopened in 2013, it had been transformed into colorful and welcoming environment that was fully loaded with workstations, networked printers, wired and wireless connectivity, digital wayfinding, informational monitors, and self-checkout stations. Students can easily access research and technology support from reference librarians to IT assistance. Most importantly, the project added much-needed space for students to study and collaborate. Renovations to the sixth and seventh floors were completed in spring 2017, and the fifth-floor phase of Cooperman's modernization, which will add new high-tech classrooms and a faculty resource center, is in design.

Visitation

The Cooperman Library clocks over one million visits annually, based on the gate count from the third-floor entrance; this has remained true even amid construction and floor closures. With the opening of the seventh-floor entrance in spring 2017, visitation rates increased 20.4 percent over the prior year (see Table 7). In 2018, we saw an additional 6.2 percent increase in total visitors. In a typical year, we see more than 500,000 remote visits from Hunter ID holders accessing library resources, as measured by database logins via our proxy server. In 2018, the library home page had more than a million home page views.

TABLE 7: Trend in Cooperman Library Visits, 2015-2018

	2015	2016	2017	2018
Number of patron card swipes	1,065,994	1,073,368	1,348,995	1,433,225
Number of proxy server logins (databases)	347,839 (June-Dec only)	544,084 (no data for May 2016)	578,820	584,356

Library faculty provide support to individual students at the Reference Desk and via our 24/7 chat reference service, Ask-a-Librarian. Faculty can also schedule whole-class information-literacy instruction sessions to help students prepare for research assignments. Requests for those sessions have steadily increased, with librarians leading instruction an average of 432 sessions annually between 2014-15 and 2017-18. Librarians also teach multiple sections of a one-credit information research class (LIBR 100), filling six sections in fall 2018 and seven in spring 2019. One-on-one consultations, requested by students and taught by librarians, are on the rise. In 2016-2017, there were 195 individual research consultations conducted by faculty librarians both in-person and via email; the following year saw an increase of more than one-third.

Silverstein Student Success Center (SSSC)

Acting on further commendations from the 2007 Task Force report, the second phase of library renovations included construction of specialized academic support centers for students. With support from a $5 million gift, the Silverstein Student Success Center (SSSC) opened in 2017 on the newly renovated seventh floor of the Cooperman Library. The SSSC is home to multiple learning centers, including, the Rockowitz Writing Center, the Dolciani Math Learning Center, and the Skirball Science Learning Center. Because the incoming profile of our entering students is much stronger than had been the case in the past, the new SSSC reopened with a new mission: Rather than providing remediation in basic literacy and math to students who lacked those skills, the SSSC now supports student success in their core academic classes, strengthening math, writing and science skills across the curriculum.

The Rockowitz Writing Center provides critical reading and writing support for students through scheduled and drop-in tutoring sessions, workshops and classroom presentations. Rockowitz meaningfully enhances students writing performance, increasing student retention and success. Since relocating to the Cooperman Library in spring 2017, more students are taking advantage of its services, including a recently launched online one-on-one tutoring center that allows students to access support when the center is closed.

The Dolciani Math Learning Center functions as both a resource and tutoring center for students needing assistance with coursework in mathematics, statistics, and quantitative reasoning. It also supports students who are preparing for graduate school and professional licensing exams. In 2018, DMLC launched a Math Study Skills workshop series with anticipated enrollment of 50 students; more than 200 ultimately took part, demonstrating clear demand for its services. Based on Dolciani's most recent annual report in 2016-2017, the center had a positive impact on student achievement in the following ways:

- Among students who took advantage of drop-in tutoring sessions in fall 2016, 68 passed their course with a grade of C or better.
- Among students who participated in algebra, precalculus or calculus problem sessions in spring 2017, 50 percent earned a grade of C or better in MATH 101; 77 percent earned a grade of C or better in MATH 125, and 68 percent earned a grade of C or better in MATH 150.

The Skirball Science Learning Center , which opened in fall 2017, is the newest of our learning centers. Opening Skirball alongside our math learning center was intentional, as math and science are related skills. During its first semester, 3,870 students took advantage of Skirball's services, which include tutoring, workshops and seminars. Visitation increased during its second semester: Over the course of the 2017-18 school year, there were more than 10,000 student visits counted at the Center, with more than 70 percent from students seeking tutoring services. Among students who participated in at least three tutoring sessions within a semester, the rate of students earning D, F, and W grades decreased and the rate of students earning of A and B increased — that impact was seen across every science subject tutored at Skirball.

Pre-Professional Advising

National surveys — and common sense — tell us that students want their colleges to help them plan for postgraduate success, whether that involves entering the workforce or continuing their education. Preparing Hunter graduates to "thrive in their chosen careers" is central to our mission, and something we take very seriously. To support that, we have invested heavily in strengthening our pre-professional advisory programs, which have a strong track record of supporting students to land jobs at top companies and earn entry to the nation's most-prestigious graduate and professional programs. As noted earlier, the newly renovated seventh floor of the Cooperman Library now houses our Pre-Professional Center, bringing our pre-law, pre-business and pre-health advising programs together under one roof. Each of these programs connects students with professionals in the field, along with internships and support to build needed skills. Both the pre-business and pre-law programs have advisory boards that play a key role in ensuring that students get exposure to opportunities that help them advance on their chosen career path.

Pre-Health Advising

The Pre-Health Advising Office provides a highly-structured system of advising, professional development and application support to students interested in pursuing careers in medicine, dentistry, podiatry, optometry, podiatry, and veterinary medicine. That support lasts throughout their undergraduate career and continues after graduation. Along with other departments and programs at Hunter, the office also places students in internships with premier healthcare institutions. Past placements include: The American Heart Association; Memorial Sloan Kettering Cancer Center; Mount Sinai Hospital; Health and Hospital Corporation Research Administration; Hospital for Special Surgery; The Rockefeller Science Outreach Center; Weill Cornell Department of Emergency Medicine; and Peer Health Exchange.

During the 2017-18 application cycle, the pre-health advising office supported 60 undergraduates who applied to medical and dental schools. Students received acceptance offers from top-tier medical schools including Harvard, Yale, Weill Cornell, Johns Hopkins, Dartmouth, Brown, NYU and Columbia. Overall, 92 percent of Hunter pre-med applicants who worked with the Pre-Health Advising Office were accepted to medical school compared with a national medical school acceptance rate of just 41 percent. Remarkably, 100 percent of pre-health advisees who applied to dental school were admitted, including offers from top-rated dental schools such as the University of Pennsylvania, NYU and the University of Maryland. These outcomes were achieved even as demand for pre-health advising grew dramatically. As seen in Figure 7, the program served 157 students in 2013-14, by 2017-18, it reached nearly 9,000.

FIGURE 7: Number of students attending pre-health workshops and events
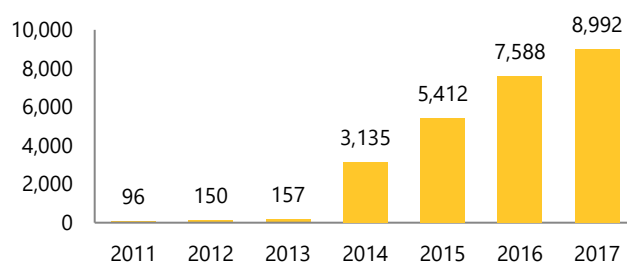
Pre-Law Advising

The Pre-Law Advising Office helps Hunter undergraduates to pursue legal careers with personalized advising, LSAT prep courses, connections to internships, and help preparing law school applications. It also leads skill-building workshops and hosts moot court sessions to give students a taste of what it's like to be a practicing attorney. Program results are impressive: According to the most recent available data (from the 2016-17 law school application cycle), 77.5 percent of Hunter students and alumni who applied to law school were accepted; exceeding the national acceptance rate of 74.9 percent. Every current Hunter senior who applied to law school was accepted (vs. the national average of 84.6 percent); and 73.5 percent of Hunter alumni were accepted (vs. 70.5 percent of their peer group nationally). Over the past six years, approximately one-fifth of Hunter graduates have been accepted and matriculated into a top 20 law school.

Cooperman Business Center

The Cooperman Business Center supports the growing number of Hunter students exploring careers in business, including students seeking to enter the workforce as well as those who want to enroll in MBA programs. The Center produces a weekly newsletter with over 700 subscribers (up from 541 in 2017-18) that provides information about internships and entry-level jobs as well as mentoring and training programs offered in the New York area. It also offers resume writing assistance and interview practice sessions for job seekers. The Center hosts career panels and other events where students can network with business professionals. In 2017-18, it offered a GMAT prep class exclusively for Hunter students and alumni: Participants improved their scores by as much as 100 points. In partnership with the economics department, the center helps prepare and place strong accounting majors in internships at top firms, with particular attention to opening doors for underrepresented minorities. It is also helping to develop a Pre-Business professional certificate program that will be open to all Hunter undergraduates.

The Newman Office of Prestigious Scholarships & Fellowships

We've long known that Hunter's bright and accomplished students could be contenders for the nation's most prestigious academic awards if they had access to the same resources and support as their peers at elite private colleges. A Coordinator of Grants and Scholarships had made inroads towards achieving that vision — helping Hunter become a Top Producer of Fulbright award winners, among other achievements

— but we knew we could do more. In 2016, we took a major step toward leveling the playing field by opening [The Ruth and Harold Newman Office of Prestigious Scholarship and Fellowships (OPS)](), which is now located alongside our Pre-Professional Advisory offices on the 7th floor of the Cooperman Library.

With support from a $1 million naming gift sought strategically for this purpose, President Raab recruited Dr. Stephen Lassonde, formerly the dean of student life at Harvard, to lead OPS. Now, Dr. Lassonde systematically seeks out and engages the College's most promising scholars from their first days at Hunter, helping them to identify award opportunities, create resumes, and practice for interviews. He also hosts intensive four-day writing workshops, where students learn how to write successful essays. The results have been remarkable: Within months of OPS opening its doors, Hunter had its first-ever Marshall Scholarship winner. That was followed by a cascade of awards in 2017-18, including Hunter's first Rhodes Scholar, along with our second students ever to win Luce and Truman Scholarships. In fall 2018, we celebrated our second Marshall winner, with

FIGURE 7: Number of students attending pre-health workshops and events

that news announced on the same day that three Hunter students were named as the College's first winners of the highly selective Schwarzman prize.
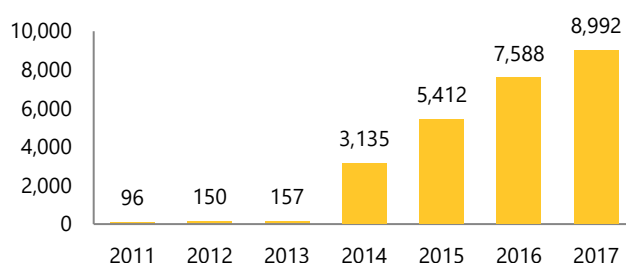
FIGURE 8: Number of Fellowships Won by Hunter Students
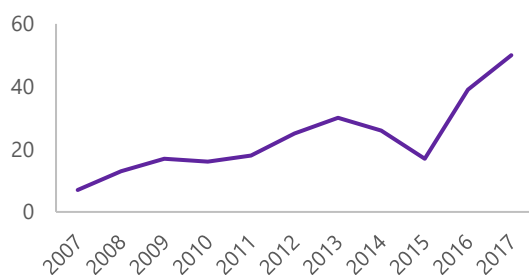
Hunter students also remain well represented among winners of other prestigious scholarships, including Fulbright Awards, Public Policy and International Affairs Summer Institute Fellowships, and Humanity-in-Action Fellowships. The overall impact of OPS is best seen in [figure-fellowships](), with total award winners spiking in 2016-17 and continuing to rise thereafter. In 2017-18, 50 Hunter students won prestigious scholarships, a 69 percent increase over the record high prior to the launch of OPS. (Additional details are available in the program's [Annual Report]().)

OPS achieves its objectives through intensive outreach, making students aware of scholarship opportunities and helping them build the skills and confidence needed to compete for those awards. In 2017-18, Dr. Lassonde met with nearly 600 students to explore scholarship options; another 89 visited OPS for feedback on application essays. The benefits of engagement with OPS extend even to students who don't ultimately win a major fellowship. The process of applying encourages students to work closely with mentors and think about their purpose — both worthy goals in themselves. OPS also helps students strengthen their writing, public speaking and presentation skills — all of which contribute to postgraduate success. That can be seen in the experiences of the 48 students who completed one of Dr. Lassonde's four-day writing workshops between January 2017 and January 2018: 88 percent of those students won significant fellowships, earned admission to graduate or professional schools, or obtained jobs.

Looking ahead, we are considering strategies to build on the success of OPS and our pre-professional advisory programs. National Student Clearinghouse data for the period from 2011-2016 show that roughly 29 percent of students enroll at another college or university within one year of completing their Hunter degree; that figure rises to 40 percent among students enrolling within five years of graduating from Hunter. Programs like the Mellon-Mays Undergraduate Fellowship already help underrepresented minority students seeking to pursue PhDs, but we think there is an opportunity to formalize and expand support for students considering a career in academia or other fields that require an advanced academic degree.

Career Development Services

Hunter is committed to helping students make connections between their academic experience and professional opportunities. Our Office of Career Development Services (CDS) provides counseling, resources and workshops to help students consider career paths, develop job-search skills and to build a rewarding career after graduation. Outreach to students begins in their first year at Hunter, because research shows that early engagement enables students to incorporate career goals into their academic planning. Last year, CDS reached 12,028 students through group presentations or one-on-one counseling.

During the 2017-2018 academic year, 3,211 students and alumni uploaded their resumes to our online CareerHunter database, which helps employers find qualified candidates from the Hunter community. Upon submission, CDS counselors carefully review each resume before it is posted, reaching out with feedback and resources where warranted. Last year, 45 percent of resumes were immediately approved for posting; with the remaining candidates benefiting from prompt outreach by a counselor who shared resources and tips to help them improve their resumes. Current students and alumni are also encouraged to schedule an appointment with CDS to get in-person support with their job searches.

Internships

CDS also helps undergraduate and graduate students find internships relevant to their career goals. During 2017-18, CDS supported 442 students in obtaining internships and an additional 222 to obtain volunteer placements. (See Table 8). While this is a promising start, there is room for growth when it comes to career development services for our students, and we expect this to be a pillar of our next strategic plan.

TABLE 8: CDS Internships 2017-18

Organizations	1624
Internship projects offered	4477
Unique student appointments with Internship Coordinator	834
Total accepted and completed internships	442
Fall 2017	155
Spring 2018	147
Summer 2018	140

Engagement with Support Units and Extracurricular Activities

When we create a student support unit or extracurricular opportunity, it is often with a particular student population in mind. While some offices capture relevant information about students when they check in, we are beginning systematically and centrally to analyze student engagement with various offices and programs to determine if we are reaching the target population. Knowing which segments of the student body are using support units is important in making resource allocation decisions; knowing which segments are not may help us identify new communication strategies to engage them.

Using student ID numbers, we are able to analyze demographics and other key characteristics about the students taking advantage of different support services or engaging in particular extracurricular activities. Are transfer students more likely to use our tutoring services than students who enrolled as freshmen? What is the average GPA of students attending public arts performances? At what point, in terms of credit accumulation, do students first seek support from our writing center? We can also produce analyses across units. For example, we can examine whether students Project Success are meeting with their advisors or taking advantage of resources available in our math learning center. What is the profile of students who engage with our pre-professional advising offices? What are the relative costs per student across different support units? We are at an early stage of using this data for assessment and resource allocation purposes. At this point, we are interested only in populations, not individual students. Preliminary data suggest we will learn a great deal from this project, which will provide a foundation for deeper data dives in the future.

Information Integrity

The CUNY Board of Trustees provides that the University and its colleges shall be in full compliance with the Federal Family Educational Rights and Privacy Act (FERPA) and its implementing regulations. Hunter College provides information for students on their rights to inspect and view their own educational records in accordance with FERPA. This information is prominently displayed on the OneStop student website as well as on the CUNY website. In addition, CUNY has in place extensive security policies and procedures for safeguarding electronic information.

Assessment in the Division of Student Affairs (fulfills ROA #10)

The Division of Student Affairs (DSA) is responsible for nearly all activities and offices that affect student life outside the classroom. Admissions and recruitment, enrollment management, financial aid, advising and the registrar's office all fall under DSA, in addition to the offices routinely linked with DSA such as Student Life, Counseling, Career Development and others. While units in DSA have conducted assessments, steps were recently taken to bring uniformity and central coordination to the process. That shift began in spring 2018, with the creation of a unit within Student Affairs for Assessment and Planning. Since that time, DSA has moved away from simple activity reporting to a more robust approach that maps student learning and administrative outcomes unit goals, a clear example of assessing assessment. The director of the unit collaborates with the director of assessment to run workshops and set expectations for assessment.

As a result of that shift, it is difficult to look at trends over time, but historic data still offer important insights. The 2017-18 completion rate for Annual Reports in Student Affairs is nearly 100 percent. Most Annual Reports contain assessment, including the following major units: admissions/recruitment; advising; athletics; career development services; counseling and wellness; financial aid; Pre-Law Advising Office, Pre-Health Advising Office, Cooperman Business Center, Office of Prestigious Scholarships; registrar; residence life; and scholar programs. Broadly speaking, the assessment of operational/support outcomes is more assured than that of student learning. The director of assessment and planning in DSA is working to achieve consistently useful reports (with a new assessment template), and DSA has made great progress in the last two years. The Appendix provides examples of the assessment work for some of the key units in DSA.

Opportunities for Improvement

Continue the Integration of Career Preparation and Liberal Arts Programming. We have aggressively pursued the expansion of experiential learning as well as development of new undergraduate certificates that cultivate professional skills and real-world learning. We need to codify those efforts and build on them, better integrating career exploration and preparation into our liberal arts programs, so more Hunter students graduate prepared for success in their chosen careers. Coupled with this, we will need to coordinate these efforts through an expanded career services office and program.

Increase the Preparedness of, and Support for, our Transfer Students. The difference in outcomes between our first-time, full-time students and our transfer population is readily apparent. We will need to identify strategies to enroll transfer students who are better prepared for Hunter's challenging academic environment and continue enhancing the support we provide once they arrive on campus.

Develop an Office of Graduate School Preparation. A significant portion of Hunter graduates pursue academic Master's and PhD degrees — we want to support them and grow their numbers, particularly given the student population we serve. Based on the successful model of our pre-professional advising offices, we will need to bolster support for students who want to continue their education in academic programs.

Conclusion

Hunter College is committed to recruiting and retaining students who will thrive at Hunter, graduate and achieve post-graduate success. We provide a robust suite of support services to advance that goal, considering students' academic, social, personal and career development needs. We continuously assess the efficacy of those strategies to better welcome, support and engage our students. We embrace Hunter's motto — "The Care of the Future is Mine" — by instilling a sense of personal responsibility to the greater community at Hunter and beyond. We are proud of successes in this area, but recognize many opportunities to do more. Taking systematic advantage of assessment is a vital step to making thoughtful program improvements, aligned with desired learning outcomes, as well as with our mission and Strategic Plan.

STANDARD V — EDUCATIONAL EFFECTIVENESS ASSESSMENT

Learning Goals Across the Curricula (fulfills ROA #8 and 9)

Hunter has built a culture of assessment to manage student learning and drive systematic improvement. Evaluation of student learning occurs within interrelated systems at the institutional and departmental levels. Institutional Learning Outcomes and related CUNY General Education learning outcomes apply fully to all undergraduates and, in part, to all graduate students. The Division of Student Affairs defines and assesses learning outcomes, student activities and programs. Academic departments have assessment plans, curriculum maps and learning outcomes for each undergraduate and graduate certificate and degree program; faculty complete annual assessment reports which specify opportunities and actions for improvement. Those reports then form the basis for formal, annual conversations with the provost and/or the dean of the School of Arts and Sciences, which allow us to align annual planning considerations, and associated requests for resources, with assessment results.

At the undergraduate level, the School of Arts and Sciences has made considerable progress in conducting, documenting and using assessment processes, particularly since spring 2017 when we brought in new leadership to focus on this area. Most departments now produce Annual Assessment Reports featuring direct assessment of student learning: In our undergraduate programs, the use of assessment has increased from below 50 percent to almost 75 percent. Master's degree programs in Arts and Sciences lag behind, but they too are making meaningful progress, with participation rates doubling to about 50 percent of programs. We've also seen a marked improvement in the quality of assessment, including the following shifts:

- Moving from mostly indirect to mostly direct assessment;
- Moving from reliance on grades to rubric-based evaluations;
- Moving from reporting results alone to reporting results with related actions.

The Appendix includes links to all academic assessment reports from the last four years.

All departments now operate on a five-year cycle of getting to all program learning outcomes, and most will be producing a summary report on program assessment in three years. All departments also now have an assessment coordinator with clear responsibilities. Inevitably, there is some variation in how much progress individual departments have made towards using assessment productively, but consistent messaging about expectations and reporting over the past two years has helped move the entire campus forward: Learning outcomes are now in place for every major component of the curriculum.

Institutional Learning Outcomes (ILOs) were developed through a careful two-year process that included workshops to generate recommendations from faculty, students, and staff. An ad hoc committee developed an ILO proposal reflecting those recommendations. That proposal was submitted to the Senate, and after review and comment, it was approved in January, 2018. Our ILOs apply to all divisions of the College and reflect key aspects of the College's mission:

- Acquire broad and specialized knowledge.
- Research and communicate effectively

- Think critically and creatively
- Practice civic engagement and social responsibility
- Value pluralism and diversity, and demonstrate global awareness

Hunter's General Education program includes outcomes specified by CUNY within the 30-credit required and flexible cores (see Standard III), along with outcomes defined wholly by Hunter in the 12-credit "college option." There is significant overlap between the ILOs and General Education outcomes, and we reinforce the latter in many program learning outcomes. Our ILOs and General Education program are both grounded in Hunter's mission, ensuring that it informs every program of study across the College (see Table 9).

TABLE 9: Relationship Among ILOs, Mission, and General Education

Mission Statement	Institutional Learning Outcomes	General Education Requirements
• Our academic programs emphasize research.	Research and communicate effectively	• Gather, interpret and assess information from a variety of sources and points of view (Flexible Core) • Produce well-reasoned written or oral arguments using evidence to support conclusions (Flexible Core)
• We challenge students to think critically. • We emphasize artistic creation.	Think critically and creatively	• Evaluate evidence or arguments critically or analytically (Flexible Core) • Identify and apply fundamental concepts and methods of a discipline or interdisciplinary field by exploring creative expressions, including, but not limited to: arts, communications, creative writing, media arts, music and theatre. (Creative Expression in the Flexible Core)
• We cultivate the qualities our graduates need to make a difference as active citizens. • We give back to New York City through our service and citizenship. • We value learning as the foundation for a more just society. • We prepare students to become leaders in their communities.	Practice civic engagement and social responsibility	• Nothing in General Education; other outcomes apply
• We value learning as the foundation for a more inclusive society. • We stress the significance of human diversity, and we seek students from all backgrounds.	Value diversity and pluralism, and demonstrate global awareness	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field by exploring world cultures or global issues, including, but not limited to: anthropology, communication, cultural studies, economics, ethnic studies, foreign languages, geography, history, political science, sociology and world literature (World Cultures and Global Issues in the Flexible Core) • Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies (World Cultures and Global Issues in the Flexible Core)
• We value learning in the liberal arts and sciences.	Acquire broad and specialized knowledge	• Satisfy the General Education Requirements (Specialized knowledge refers to the completion of a major)

Hunter's General Education program, goals and outcomes reflect CUNY's introduction Pathways, which standardized most General Education requirements to facilitate credit transfers. Each college was also given flexibility to design institutional "focus" areas within its General Education requirements. All CUNY campuses had to revise their General Education program to align with Pathways. Hunter's final plan for General Education, constructed and approved by the Hunter College Senate General Education Committee, mapped Hunter's existing General Education Common Core onto the CUNY specified elements and reaffirmed the CUNY learning outcomes. It also determined the Hunter Focus, which emphasizes foreign language and concentrated study — both areas that reflect our traditions as a liberal arts college.

Organized and Systematic Assessments

We take a systematic approach to conducting and reporting on assessment. The General Education program is on a five-year assessment cycle, with the process coordinated jointly by the Senate General Education Requirements Committee (GER) and the Senate Committee on Evaluation and Assessment. The Office of the Provost helps with the administration of assessment, but faculty drive assessment policy and practice through the two Senate committees. A Senate-approved [Framework for Assessment](link) guides General Education assessment. The GER Committee prepares an annual report and makes recommendations for improvements in the program. The GER Committee evaluates student learning for the ILOs since they are closely related to General Education outcomes. At the conclusion of the five-year cycle, which assesses performance against both General Education outcomes and ILOs, the GER Committee will prepare a summative analysis of the program and will recommend adjustments. The current General Education program began in 2013, and except for writing and quantitative reasoning where we have long-term assessments, we are in the middle of the first five-year cycle.

Academic departments and other units responsible for learning outcomes assess systematically, typically on a five-year cycle. Each program submits an [annual report](link) by July 1 to cover assessment in the preceding fall and spring semesters. The director of assessment reviews results with the assessment coordinators in each department and offers comments regarding assessment improvement.

Institutional Support for Assessment

In order to achieve credible results from assessment activity, the Office of Assessment has promulgated standard processes and worked with departments to encourage implementation. The office provides resources and personal assistance to help department staff developing Program Learning Outcomes (PLOs) that align to the ILOs. The office also assists departments with curriculum mapping and developing rubrics for assessing program outcomes.

A [comprehensive website](link) and [detailed guidelines](link) (available in hardcopy and electronically) reinforce the importance of assessment. The website is particularly helpful, providing easy access to exemplars and guides covering every step in the assessment process. Among other resources, it houses: a toolkit for faculty/staff involved in assessment at all levels within the College; guides for curriculum and program assessment; examples of assessment tools for program and course use; a bibliography of resources; a calendar of events for faculty/staff development; important policy documents that are the guiding principles for assessment at Hunter; and access to help from the director of the Office of Assessment.

Departments in the School of Arts and Sciences use a standard [template](link) for their annual assessments. We stress the importance and usefulness of well-constructed rubrics. Promoting a standard approach to

assessment has enabled cross-campus conversations about assessment and reinforces the idea of Hunter as an assessment-focused community. Support for assessment comes from other entities as well:

Two Senate committees — the **Committee on Academic Assessment and Evaluation** and the **General Education Requirements Committee** — create and implement assessment policies. With membership drawn from faculty and administration, including the director of assessment, the committees are responsible for developing, implementing, reviewing and approving all college policies and procedures related to academic assessment. They also seek needed support (logistical and otherwise) for the proper implementation of approved college assessment processes and policies, serve as an assessment advisory committee for academic departments and programs, coordinate with other Senate committees to ensure that all policies and procedures related to academic assessment are faculty-driven, and inform the academic community about MSCHE accreditation standards. The committees have done a good job in moving the agenda for assessment of General Education outcomes and ILOs forward: They recently approved a Framework for Assessment of General Education, which includes a mechanism for getting that work done.

The **Office of Institutional Research** (IR) supports the College's decision-making, strategic planning and assessment efforts through a variety of activities, including maintaining the Hunter College Factbook, reporting for internal and external constituencies, and evaluating programs and policies. IR also administers two benchmarking surveys directly related to pedagogy and curriculum, the National Survey of Student Engagement (NSSE) and the CUNY Student Experience Survey.

The **Academic Center for Excellence in Research and Teaching** (ACERT) sponsors an ongoing series of workshops and discussions, fostering a culture where faculty use innovative pedagogy, technology and assessment to enhance their activities as teachers and scholars. ACERT also oversees the Faculty Innovations in Teaching with Technology (FITT) grant program. Faculty who receive FITT grants must provide a plan for the assessment of their instructional innovation and report on their assessment to ACERT after implementing their changes. Faculty in the FITT program receive mentoring on assessment from the office of Assessment and previous FITT recipients. ACERT has provided a forum for collaboration and a space for conversation about assessment across the campus. It has been central to engaging the faculty in conversations about assessment efforts.

The **Assessment Fellows Program**, coordinated by the Office of Assessment since 2014, supports four to six faculty members annually. Fellows attend assessment workshops and conferences in their field and share what they learn with the College through events hosted by both the Office of Assessment and ACERT. We expect Fellows to pursue an assessment project and share it with colleagues. The Fellows Program supports the development of assessment practices across campus by creating a cohort of campus leaders with a strong foundation in assessment. The Fellows Program has fostered collaboration on assessment across departments. For example, at the 2017 College Composition and Communication Conference, two Assessment Fellows presented on a collaboration between library and writing faculty. Along with teaching faculty from the English department and the library, they described how engaging in assessment led to their departments collaborating on library instruction, research and writing assignments. Another Fellow from the School of Education collaborated with a chemistry professor to organize a student presentation to a class that rated the presentation using a rubric. Yet another Fellow recommended recitation sections for a series of chemistry courses and secured CUNY funding to support them. Data from those sections are guiding deliberations on how to improve outcomes in basic chemistry courses.

Communicating Assessment Results to Stakeholders (fulfills ROA #8)

One key to building a culture of assessment is consistently communicating and celebrating assessment results across the campus. We pair annual assessment reports with annual department reports in departmental reviews each summer. The results of General Education assessment are also reported to the relevant Senate committees and the full Senate. An Assessment Brunch Celebration provides an opportunity to share assessment results between departments. Assessment coordinator meetings also foster sharing.

Using Assessment (fulfills ROA #10)

We use assessment results systematically to manage student learning. For example, the Department of History found that 300-level courses were not providing sufficient "mastery" opportunities for program learning outcomes that were introduced at the 100-level and reinforced at the 200- and low 300-levels, as evidenced primarily in the History 300 capstone projects. As a result, they offered students more courses numbered above 380 in order to add additional mastery opportunities, notably in writing-related competencies. In assessing performance against a learning outcome that calls for students to analyze history across multiple centuries and major geographical regions, the department found that upper-level classes were clustered too heavily around relatively recent historic periods (19th century–present), especially in U.S. history. It also concluded that upper-level classes were too heavily focused on Europe and the United States, with inadequate attention to Latin America, Asia and Africa. This evidence supported their request to hire full-time faculty with expertise in earlier historical eras (colonial to early 19th century) and specializations in transnational/world history. This demonstrates effective use of program learning outcomes assessments to inform curricular change and advocate for resources.

Art History chose ARTH 3000 (Research Methods) and parsed four Learning Outcomes central to the course: understanding the study of art and culture as a historical discipline; developing awareness of visual and material courses from a global perspective; acquiring analysis skills involving various sets of criteria; and internalizing terminology and critical modes of analysis. An analysis of specific assignments revealed that students performed relatively poorly with respect to "terminology/modes of analysis": 14 percent did not meet expectations. While students performed at a high level in terms of originality, many struggled with mastering correct academic form (e.g., writing a proper footnote and bibliography) despite multiple exercises and handouts. As a result, the department introduced a plan to strengthen the emphasis on academic writing in that course.

Our Studio Art program assessed ARTCR 405: Art and Current Ideas. Three criteria were identified: demonstration of technical/formal organizational ability (Rubric 1), write descriptively/discussing the basic conceptual parameters that govern their artistic investigations (Rubric 2), and correlating relationships between Rubrics 1 and 2 (which comprise Rubric 3). Within each rubric, 68-69 percent of the students either met or exceeded expectations. In Rubrics 1 and 3, an additional 30 percent of students approached expectations. The results in Rubric 2 were somewhat less positive, with 15 percent of students approaching expectations, and the remaining 15 percent not meeting expectations. As a result, the department decided to institute and require a more developed statement of artistic intentions from students in conjunction with final projects for this course.

Assessments of capstone experiences in departments such Women & Gender Studies (WGS) have led to pedagogical and curricular changes. WGS found that students in their capstone projects could not effectively employ the concept of intersectionality, which is foundational to the discipline. Assessments also

revealed that the concept was adequately introduced in introductory courses, but not well-reinforced in intermediate courses. Based on those findings, the department has introduced more opportunities for reinforcement of the concept at the 200- and 300-levels, as well as expanded adjunct faculty development support around the use of writing and on assessment itself. More examples are here.

Assessment of General Education (fulfills ROA #8)

In fall 2013, CUNY introduced its Pathways program, which standardized most General Education requirements across the University. The CUNY central office did not provide colleges with assessment plans for General Education, and in 2017, Hunter developed its own five-year framework for General Education assessment (see Table 19 for the assessment schedule).

TABLE 10: Five-Year Assessment Plan for General Education

Academic Year	Assessment Activities
2017-2018	• The Senate General Education Requirements Committee and Committee on Academic Assessment and Evaluation will develop a framework for general education assessment. • Fall: Identify which outcomes will be assessed in English 120 • Spring: Identify which outcomes will be assessed in English 220 • Spring/Summer: Complete assessment of composition • Fall/Spring: Math and Quantitative Reasoning (all outcomes) • The Senate will vote on the Framework for Assessment of General Education and the ILOs
2018-2019	Flexible Core: All outcomes and associated ILOs
2019-2020	Required Core: Life and Physical Sciences (all outcomes)
2020-2021	Flexible Core: Elective outcomes
2021-2022	• Hunter Focus • Concurrent course requirements for Pluralism and Diversity and Writing Intensive Courses • ILOs: Civic Engagement and Social Responsibility

We have completed assessment of English Composition, Mathematical and Quantitative Reasoning, and the common outcomes across the Flexible Core. The assessment of English Composition and Mathematical and Quantitative Reasoning are particular areas of strength in our assessment of General Education, with data going back to 2008 in the case of English Composition. Writing and Quantitative Reasoning were the first General Education areas to be assessed under the new plan (2017-18).

The two composition courses for General Education are English 120: Expository Writing and English 220: Introduction to Writing about Literature. There are more than 100 sections of composition offered each semester. Over the last decade, the course coordinators, in consultation with teaching faculty, have continuously revised the curriculum and professional development program based on both direct and indirect assessment findings.

Both courses have a similar process for direct assessment: Two portfolios are collected from each section (determined by random sample) and then assessed by a small group of faculty using a common rubric aligned with General Education learning outcomes. The faculty propose improvements in the course, adding assessment of those improvements in the following year's plan. Areas needing the most attention are addressed through curriculum development, collaboration with the library and professional development.

Based on assessments beginning in 2007, all sections of English 120 now share common course goals, a research paper assignment and a common writing rubric. Direct assessment data over the last 10 years show most students reaching a competent level by the end of the course. Though outcomes naturally vary from year to year, with some stronger than others, we address weaker results through curriculum development, collaboration with the library, and professional development for English 120 teachers.

In response to previous assessments, English 120 has focused specifically on the research paper over the past 10 years and we have revised the rubric to focus on related. In fall 2014, the research paper was expanded from a 5–7 page requirement to a 10-page requirement. The expanded format allowed teachers to devote more time to research and writing issues, and allowed students a more valuable writing and research experience that better prepares them for writing in other courses. The course coordinators continue to revise and refine the curriculum based on assessment findings.

Collaboration with the library has become a central feature of the English 120 curriculum. We require all sections to have at least one session of instruction by a librarian. Library faculty involvement in the English 120 assessment produced a useful cross-disciplinary conversation after 2014 data showed a difference of up to 20 percentage points between instructor and librarian scores for the "choice of sources" rubric. The composition coordinators and library faculty made several changes in response to lessons learned:

- Librarians now offer three different kinds of research sessions that include a focus on the research question and on finding sources. Librarians help instructors determine which type of session would support their pedagogical goals.
- The programs have at least one joint professional development session per semester.
- Librarians participate in workshops to provide feedback to English 120 instructors on their research paper assignment requirements.
- A new research tutorial was developed through a collaboration between an English 120 coordinator and faculty librarian, funded by the Faculty Innovations in Teaching with Technology (FITT) Program through the Office of the Provost.

Our pilot program using librarians as second readers has proved informative and successful. Composition and library faculty continue to work together during professional development meetings offered once per month, and librarians are involved throughout the sharing process, from developing the rubric to responding to findings.

Assessment results since 2009 have confirmed that English 220 is meeting its objectives. On average, close to 90 percent of students "meet expectations" or better in all categories. The higher numbers for 220 serve as an additional measure of the effectiveness of English 120.

English 220 has increased the rigor of its course design annually, making changes such as extending the length of the research paper and requiring students to engage secondary criticism. Weaker outcomes tend to be in the category of use of secondary criticism, especially in 2018 where only 77 percent of ratings were at the "meets expectations" level or higher, a direct product of the decision to raise course standards. In the past, this standard was met simply by students incorporating quotations and paraphrases to support an argument; now they are expected to actively engage sources, including offering counterarguments. This has proved challenging, and we have responded to the results by devoting substantial time to the subject in professional development meetings, adding a requirement that students write at least one precis of a critical article in 2015, and creating supplemental student workshops on working with sources in 2018. We

have also responded indirectly to these results with an assessment of the effectiveness and rigor of the expectations of the research paper as demonstrated by the research paper prompts. We created a rubric and collected prompts in 2016 — and again in 2018 — after spending time analyzing the results of the first prompt assessment and incorporating work on assignment prompts in professional development sessions. As a result, of those efforts, prompts measured higher for both rigor and effectiveness. The lower results in 2018 — with the proportion of students meeting expectations in the information literacy outcome declining from 97 percent to 77 percent — could be the result of this increased rigor. Another possibility is that it is an extension of weaker results in 120 after the introduction of Learning Community themes.

Data for English Composition Assessment from fall 2017 and spring 2018 are provided in Table 11 . Looking at the longitudinal data, we found significant weakness in the latest results across several rubrics, namely a drop between 2016 and 2017 for "focus and thesis," "argumentation and evidence," "engagement with sources," "integration and attribution of sources," and "choice of sources." The assessment report concludes that the evident decrease in learning compared to previous semesters may have resulted from the recent incorporation of English 120 into our Learning Communities, which are organized around specific themes. The supposition is that teachers had to get used to incorporating the Learning Community themes into their instruction. A series of actions in fall 2018 addressed the presumed effect of working within the Learning Communities, namely by involving librarians in professional development meetings on topic selection and information literacy. The annual assessment report lists other actions.

TABLE 11: Assessment Data for General Education
English Composition Fall 2017 (English 120) and Spring 2018 (English 220)

ILO	Rubric	Course Name	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Think critically and creatively	1. Focus and thesis	English 120	72	35%	38%	22%	6%
		English 220	76	66%	28%	6%	0%
	2. Argumentation and evidence	English 120	72	24%	36%	33%	7%
		English 220	76	73%	18%	9%	0%
Research and communicate effectively	4a. Engagement with Sources	English 120	72	25%	39%	25%	11%
		English 220	76	36%	41%	20%	3%
	4b. Choice of sources	English 120	72	29%	47%	14%	10%
	4c Integration and attribution of sources	English 120	72	49%	25%	14%	13%
		English 220	76	55%	28%	11%	6%
	3. Organization and Coherency	English 120	72	29%	49%	17%	6%
		English 220	76	66%	27%	6%	1%
	5. Style and grammar	English 120	72	79%	14%	7%	0%

Data and analysis for our fall 2018 assessment of General Education English Composition show a highly organized and collaborative approach, with the involvement of librarians and many faculty in the process.

The sequence of our writing courses, 120 and 220, effectively meets General Education composition learning outcomes. Both courses consistently see lower scores in the information literacy categories. As a result, both courses dedicate time to these issues in professional development sessions, working with the library on guides specifically designed to improve those outcomes. Both courses have also recognized these information literacy outcomes are a particular challenge for English as a Second Language (ESL) students. In response, they have developed special sections of English 12o and, more recently, 220, to meet the needs of ESL students. In addition to emphasizing information literacy skills, those sections dedicate time to standard grammar instruction. The measures introduced as response to assessment findings — inclusion of library instructional sessions and library guides, special sections for ESL students, a three-week English 120 extension program for students who need extra work on their research papers to pass the course, and writing center workshops on the topics identified by assessment — are giving all students the tools to succeed in the course. We recommend continually funding these initiatives to illustrate our commitment to providing students a strong foundation in writing and information literacy.

Mathematical and Quantitative Reasoning

Part of the Required Core, Mathematical and Quantitative Reasoning has six learning outcomes defined by CUNY. We have assessed all of them, and can add findings to older assessment data to get a solid sense of learning in mathematics.

From spring 2015 to spring 2017, the assessment of Math 100 and 102 focused on Learning Outcome Two: "use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems." This is measured using the scores on three common final exam questions on the same topics each semester. In 2015, the coordinator for those courses began conducting assessment and standardizing the courses. The first step involved the introduction of online homework, with similar assignments providing a base of data over a few semesters and from several different instructors. In 2017, these results were used to modify and standardize homework sets and introduce supplemental videos and quizzes. The same common final exam problems were assessed in 2017 to measure the effects of the change. Results show that over 50 percent of assessed students achieve proficiency in the outcomes assessed using the common final exam questions.

Math 102 has also presented opportunities for assessing the efficacy of online learning, as the course is offered as face-to-face lecture, as a hybrid course (half of instruction delivered online), and fully online. The results found no significant difference in performance across the three modes of delivery. An online section of Math 100 was piloted in spring 2017, and its results were again comparable to those of the Math 100 lecture sections. The online pilot was deemed a success based on that data, so online sections of Math 100 and Math 102 will continue to be offered.

We conducted the most recent assessment in Math 100 (Basic Structures of Math) and 102 (Math for Everyday Life), the results of which are shown in Table 12.

TABLE 12: General Education Assessment Results for Quantitative Reasoning
Academic Year 2017-18, Math 100 and 102 Combined

QR Learning Outcomes	Semester	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations	Proportion at least "Meeting Expectations"
1	Fall 2017	57.5%	16%	11.5%	15%	90%
	Spring 2018	55%	22%	9%	14%	
2	Fall 2017	74.5%	17.5%	7%	1%	100%
	Spring 2018	66%	21%	6%	7%	
3	Fall 2017	81%	14%	4%	1%	100%
	Spring 2018	71%	21%	3%	5%	
4	Fall 2017	69.5%	16%	4.5%	10%	95%
	Spring 2018	46%	19%	19%	16%	
5	Fall 2017	40%	23%	15%	22%	73%
	Spring 2018	55%	17%	15%	13%	
6	Fall 2017	57%	20.5%	13%	9.5%	87%
	Spring 2018	46%	29%	12%	13%	

Based on the assessment, we made the following global changes to Math 100 and 102:

- Students and faculty will receive a set of common lecture notes as a guide.
- Relevant media assignments (videos, slideshows, etc.) will be assigned before a lecture on a topic is given.
- An online quiz on each chapter, three chapter tests, an online midterm, and an in-class midterm exam will also be introduced, replacing the previous three-exam system. A pilot in spring 2018 showed that more frequent and varied feedback and assessments of learning yielded higher completion rates and better outcomes.
- There will be a new grading scheme to reflect the higher number of graded exercises.

Math and writing present exemplary cases of assessment of student learning outcomes, in terms of how assessment practice has developed as well as how data are used to inform curriculum and professional development. Two course coordinators are active in professional development activities surrounding assessment across campus, with both having served as Assessment Fellows. They are also members of the Assessment Coordinators Council and the Senate Committee on Academic Assessment and Evaluation, with one serving as the chair of the Senate Committee. Both coordinators are involved in the committees implementing the General Education Assessment proposal, and both also benefited from institutional support, receiving funds to go to national conferences about assessment. The coordinators also received FITT grants to develop teaching practices with technology based on what they learned from assessment data and their planned strategies to improve in key courses; they then presented these projects to the part-time faculty teaching the courses as a model. These efforts are supported by funding from the provost's office and the dean's office, who also provide funds for professional development activities conducted with part-time faculty who teach general education courses. Their practices will be a model for other departments as we move forward with assessing other General Education learning outcomes and through their continued involvement in fostering a culture of assessment across campus.

Assessment of the Flexible Core: Common Learning Outcomes

CUNY established three learning outcomes related to research and writing for each course across the five areas of the Flexible Core. We conducted assessments of those outcomes in fall 2018, with the results shown in Table 13.

TABLE 13: Assessment Results for Flexible Core, Fall 2018 – Common Learning Outcomes

Flexible Core Common Outcomes	Rubrics	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Produce well-reasoned written or oral arguments using evidence to support conclusions.	Focus and Thesis	31%	24%	31%	14%
Evaluate evidence and arguments critically or analytically.	Argumentation and Evidence	29%	22%	32%	17%
Gather, interpret, and assess information from a variety of sources and points of view	Engagement with Sources	20%	35%	35%	10%
	Choice of Sources	14%	60%	18%	7%
	Integration & Attribution of Sources	26%	46%	18%	10%

The Committees on Assessment and on General Education have just begun to analyze fall 2018 Flexible Core assessment results, but we already learned something unexpected and important about the courses sampled in the Flexible Core: None assigned a traditional, out-of-class writing assignment. Instead, the assignments involved in-class essays, lab reports, or reading responses. This raises important questions about writing expectations in our General Education courses, something the General Education Committee will take up in the future. Two areas where work needs to be done are "producing well-reasoned written or oral arguments" and "evaluating evidence and arguments critically or analytically." We also need to focus on the area of information literacy that addresses "engagement with sources," as nearly half of assessed students do not meet that expectation. This semester the Office of Assessment and General Education Committee will fully discuss responses to all of the fall 2018 findings.

It is instructive to compare the performance of students in our Flexible Core to their peers enrolled in English Composition during the same semester: Using the same rubrics, the composition courses produced much stronger outcomes in terms of the proportion of students who met or exceeded expectations in critical thinking. This may reflect the relatively strong emphasis on writing in composition classes. Another factor may be the types of assignments used in the assessments: The composition courses all used traditional research papers. In spring 2019, ILO assessments will occur exclusively in courses with research papers. Using the same rubrics for the Flexible Core and English Composition courses will allow comparisons based on course levels and different kinds of courses. We anticipate that students in higher-level courses scheduled for assessment this spring will perform at a higher level, but that remains to be seen.

Academic Program Review

Academic Program Reviews (APR) offer another important opportunity for program improvement. departments and interdisciplinary programs undergo APRs every seven years, according to a schedule administered by the School of Arts and Sciences. Each department/program writes a self-study (see here

for recent examples), incorporating data from institutional research and faculty scholarship reports and responding to concerns previously outlined by the administration. A team of external reviewers is assembled, usually consisting of three people, with only one reviewer recommended by the department. They read the self-study report, visit the College over two days, and write a report outlining their observations and recommendations. The department/program then meets with the provost's and dean's offices to go over the external report and decides on areas that they will emphasize in their action plan, which is submitted two to three months later. (Sample action plans are available here.)

This process has been improved over the last few years by:

- Consulting with the president, provost, and dean during the self-study writing process to see what concerns they would like addressed in the self-study;
- Developing a handbook for external reviewers;
- Adding the number and specificity of data points used in the self-study, such as breaking out scholarly input by faculty member, rather than aggregating it;
- Increasing the prominence of assessment in the self-study;
- Developing a guide for departments/programs in writing their action plans; and
- Including more women and faculty of color on external teams, when possible.

One way that assessment data is used in the APR process is to determine gaps in curricula that might necessitate a faculty hire. APRs also help us identify other resource needs in areas such as facilities, equipment or support staff.

The recent APR for the African & Puerto Rican/Latino Studies department, for instance, has led to a reorganization of its curriculum into tracks: One preserves the department's traditional major that grew out of the Civil Rights era, while other tracks focus on contemporary social justice concerns, like social inequality, global citizenship, public policy and human rights.

The last external report for Chemistry highlighted how the department, which is a national leader in producing majors from underrepresented minority groups, could further develop public-private partnerships. That effort led to new relationships with Weill Cornell Medical School and Memorial Sloan Kettering Cancer Center. Assessment data also revealed an opportunity to increase the proportion of undergraduate students conducting research, which was at 40 percent. That finding was used to advocate for funding to establish of a permanent space for undergraduate research, staffed by graduate students.

An analysis of learning outcomes, D, F, and W rates, student teaching evaluations, and peer teaching evaluations revealed the need to hire a lecturer to teach CHEM 120 and a clinical professor to teach CHEM 100. The poor quality of instruction was evident in peer evaluations. Other data showed that the course was not rigorous and outcomes-oriented.

In Political Science, which just completed its APR, reviewer recommendations led to a search for a new faculty member with a specialization in comparative urban politics. That hire will allow us to capitalize on Hunter's location in one of our nation's most politically important cities, further strengthening internship opportunities for students. This APR also led to the creation of the position of deputy chair, in an effort to distribute leadership responsibilities such as assessment and curriculum development in the department.

Similarly, assessments of courses with high rates of D, F and W grades led funding allocations for enhanced interventions in those courses, which fall predominantly in Math & Statistics, Computer Science, and Chemistry. In Math & Statistics, this has led to the appointment of a doctoral lecturer tasked with designing discipline-focused math courses, such as our new "Calculus for the Life and Social Sciences" course. In Chemistry, the dean's office has funded a new series of workshops to support the needs of transfer students whose math skills are insufficient to succeed in introductory chemistry courses.

Opportunity for Improvement

Continue to Support Assessment in Academic and Non-Academic Support Units. We have made great strides in the infiltration and use of assessment in both our academic and non-academic units. We will need to assure the momentum continues, is supported and becomes systemic.

Conclusion

Assessment is an important activity for almost all undergraduate departments, with consistent expectations established around conduct and reporting. Assessment in graduate programs began only in the last two years for most programs; we clearly have work to do to catch up there. Support for assessment activities is provided through the Office of Assessment, the Faculty Assessment Fellows program, the Assessment Coordinators group, the Senate Assessment and Evaluation Committee, the Senate General Education Requirements Committee, the CUNY Assessment Council, and ACERT, which runs workshops on assessment. A new process for discussing Annual Reports and Annual Assessment Reports with the chairs (individually), provost, and dean of the School of Arts and Sciences invites discussion of resource needs in response to assessment findings. The APR process plays an important role in enabling departments to develop evidence-based program improvement strategies. We dedicate considerable support for assessment across the institution, and we are confident the culture of assessment will grow.

STANDARD VI: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

Hunter College has been the bedrock of the American Dream for generations of students. We work every day to build on that legacy, but Hunter could not a truly great public college with public dollars alone. That is particularly true as state and city budgets fluctuate and reduced resources force difficult choices. For that reason, we have been aggressive about fundraising, entrepreneurial about revenue generation, and careful and strategic about how we use our public funding. This has allowed us to minimize painful cuts in times of belt-tightening and to continue investing in transformative projects to achieve our ambitious vision, such as the renovation and modernization of our Cooperman Library (discussed under Standard IV).

Whether fundraising or deciding how to allocate public dollars, money follows strategy. Effectively speaking, our integrated planning and budgeting processes translate the mission and Strategic Plan into programs and practices. That extends to large-scale initiatives like our efforts to make Hunter a leading public college for the arts (discussed under Standards I and III). Achieving that involves major capital projects as well as faculty and programmatic investments made possible by strategic planning, budgeting and fundraising.

With respect to facilities, annual planning is guided by our Master Plan, which ensures that priorities are consistently aligned with goals laid out in the strategic plan. For example, in order to strengthen scientific research on campus, there needs to be sufficient laboratory space for faculty and students. Even as Hunter looks to move forward with construction of a brand-new Science and Health Professions building, we have continued to expand laboratory space on our 68th Street campus to meet current needs. In 2018, we opened a flexible Multilab facility for researchers in medical lab sciences, psychology and chemistry; other new laboratory spaces — including a radiochemistry lab — are in design.

Our current Master Plan Framework was initiated in 2015, through a highly consultative process coordinated by our Master Plan Committee and a consultant, who is now our acting vice president for administration. Among other efforts, the Master Plan Committee led a month-long community engagement process that involved students, faculty, staff and Hunter's neighbors. Many recommendations for facilities improvements emerged from that process, some of which are still being implemented because multiple, large-scale projects cannot all be completed at once. To address that challenge and set priorities, the committee also developed a set of principles to guide decision making and resource allocation. Those principles continue to guide our annual planning process: When members of the Hunter community submit requests for capital improvements, they situate them within the context of the principles.

We recently folded responsibility for all-funds management of the College's budget under a single vice president for finance and budget. Hunter manages the college's financial resources prudently to ensure that all strategic goals of the College are met. Although funding is derived primarily from New York State appropriations, the budget and planning process considers "all funds." This includes earned income and private donations in addition to public money. The College reviews all funding streams, incorporating that information into a planning process that results in a targeted and efficient use of college resources.

Thanks to the careful stewardship of resources and highly successful fundraising, Hunter, perhaps uniquely in the CUNY system, has weathered several consecutive years of public budget cuts without serious dislocations to our basic planning assumptions. Through the annual planning process, also highly

consultative, our strategic priorities are then turned into work orders, hiring and programmatic decisions, as well as fundraising goals. The provost reviews annual reports with the vice president of administration and the vice president of finance and budget. They also meet with faculty and staff, at weekly senior staff meetings, in monthly meetings with the deans, and through consultations with other members of the community as appropriate.

We begin our review with an analysis of 1) broad annual planning and budget exercises required by CUNY and 2) more focused, but equally important planning initiated by the campus for particular projects or aspects of campus life. In both instances, planning and resource allocation decisions are grounded in clear objectives from the strategic plan.

CUNY Performance and Planning Processes (fulfills ROA #10)

Hunter's budget and planning processes are also shaped by requirements from CUNY, most notably the Performance Monitoring Project and Coordinated Undergraduate Education, both initiatives that are also measures of institutional effectiveness.

Performance Monitoring Project

The Performance Monitoring Project (PMP) was introduced in 2001 as a means of integrating and aligning the various components of CUNY. [4] Each year, the University issues a set of broad expectations for all of its campuses. In the past, the metrics were quite specific and prescriptive, but now campuses have considerable autonomy in setting goals and targets within the current CUNY Strategic Framework. The PMP goals map easily to the CUNY Strategic Framework, the Hunter Strategic Plan, and the Self-Study strategic priorities.

Each July, the University issues a Year-End University Report with data on all the campuses (fulfills ROA #8). In summer 2017, CUNY revised its PMP process, initiating bi-annual reviews going forward. Hunter's first review under this process took place in summer 2018.

We can use the 2017-2018 and 2015-2016 PMP cycles to illustrate how the process of proposing goals and evaluating results has led to institutional improvement.[5] For 2015-16, our goals were to:

- Foster an environment of interdisciplinary research;
- Increase the coordination, efficacy and reach of our undergraduate advising process;
- Deepen our relationship with the East Harlem community; and
- Enhance investment in our programs and infrastructure that supports the arts.

Each of the goals flowed from the Strategic Plan or Vision Statement and shaped our planning and budgeting process. We carefully assessed the strategies associated with all four goals, and two examples of our findings are provided below.

Foster an Environment of Interdisciplinary Research

To foster an environment of interdisciplinary research, we implemented the following strategies during the 2015-16 PMP cycle:

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[4] Until 2017, the PMP was known as the Performance Management Process
[5] There was no PMP in 2016-17.

As discussed previously, one major investment to strengthen interdisciplinary research involved the acquisition of a floor in Weill Cornell's Belfer Research Building. Today, eleven Hunter faculty members from different disciplines work together in that space, collaborating with one another and Cornell faculty who also work in the building. The engagement of students in this work further promotes interdisciplinary research and thinking. Forty-two peer-reviewed papers emerged from the first year we occupied Belfer.

In 2015, we made a strategic decision to hire the first permanent director of Roosevelt House, recruiting renowned historian and Lincoln scholar Harold Holzer to the post. That investment substantially increased the volume of interdisciplinary public policy workshops and activities at the House, some of which are open to the public. In fall 2015, for example, Roosevelt House brought artists, scholars and performers together with policymakers and public officials for a series of events focused on politics, policy and the arts.

These and other strategic investments to support interdisciplinary learning and scholarship have yielded solid results. The number of interdisciplinary faculty research awards increased from 62 in 2014-15 to 83 the following year. The proportion of total direct costs attributed to interdisciplinary awards rose from 19 percent to 33 percent. The percent of publications that were interdisciplinary rose from 11.5 percent to 14.9 percent. Finally, the number of interdisciplinary majors increased from 15 to 19 over the previous year.

Increase the Coordination, Efficacy and Reach of Our Undergraduate Advising Process

To address concerns about advising, President Raab convened a Task Force that produced a series of recommendations, which led to the following strategies in the 2015-16 PMP cycle:

- Creation of a set of learning goals linked to advising sessions;
- Clarification of roles of academic advisors;
- Adoption of Take 15 to encourage students to register for 15 credits each semester;
- Establishment of workload and compensation expectations for department advisors;
- New assignment system for managing freshmen and transfer advising; and
- Creation of major maps that specify pathways toward completion of degrees.

We introduced cohort advising and aligned resources to meet this priority, yielding the following outcomes:

- The proportion of transfer students with advising appointments rose from 30 to 90 percent between 2014-15 and 2015-16.
- The total number of advisor contact hours with undergraduates increased from 12,578 to 16,837 between 2014-15 and 2015-16.
- 64 interactive major maps were completed and posted online, clearly communicating the steps students needed to complete to graduate within four years; Visits to degree/major maps increased from 440 in 2014-15 to 5,656 the following year.
- The percentage of freshmen who registered for 15 credits increased from 39.3 percent to 67 percent between 2014-15 and 2015-16;

Deepen Our Relationship with the East Harlem Community

In response to our goal to deepen our relationship with the East Harlem community, we implemented the following strategies in the 2015-16 PMP cycle:

- Hired the first director of the All in East Harlem (AIEH) initiative.
- Opened a storefront for the AIEH program across the street from the School of Social Work

Enhance Investment in Our Programs and Infrastructure that Supports the Arts

To support our goal of making Hunter a leading public college for the arts, we implemented the following strategies during the 2015-16 PMP cycle:

- Created an Office of the Arts in August 2015
- Awarded a $500,000 grant from the Mellon Foundation to launch a career development initiative that supports underrepresented minority students pursuing careers in the arts
- Created the first CUNY Dance department with two generous donations supporting the renewal of their facilities ($500,000 donation to renovate a dance studio — "The Peggy"); We also launched the Arnhold Graduate Dance Education Program with a $1.7 million gift
- With support from a $15 million naming gift, completed initial renovations to the new Baker Theater Building on East 67th Street, now home to Hunter's theatre department
- Hired new external chairs in Dance and Music, with the music department receiving a $2 million endowment to award a named chair

CUNY Pillars and Hunter Goals

For 2017-18, CUNY identified five broad Strategic Pillars to guide campus planning. Hunter defined a relatively large set of goals to pursue within that framework, with examples provided in Table 14:

TABLE 14: Goals from 2017-18 PMP

CUNY Strategic Pillars	Selected Hunter PMP Goals
Access and Completion	• Increase four-year graduation rate • Pilot the Early Alert system • Migrate to caseload faculty advising within majors
College Readiness	• Increase number of Manhattan Hunter Science High School students attending the College • Partner with New York City Department of Education and begin transformation of PS/MS 7 • Increase four- and six-year graduation rates for SEEK students
Career Success	• Seek approval for certificate programs in high-employment sectors • Increase licensure rates • Increase internships and networking
Knowledge Creation	• Grow research funding • Increase number of undergraduates engaged in research with faculty
A New Funding Model for CUNY	• Hire full-time faculty with public funds • Continue aggressive fund-raising through Hunter College Foundation • Increase indirect cost recovery funds

The full report of strategies, outcomes, and actions is in the Hunter College PMP Goals Assessment [fulfills ROA #10]. Successful efforts included:

- Degree maps completed for all majors;
- 75 percent of full-time freshmen registered for 15 credits in fall 2017;
- After workshops were introduced for courses with high D, F, W rates, the rate of students receiving a D, F, or W grade decreased by two percentage points;

- Created the Arts Management and Leadership Certificate and an MA in Translation and Interpretation;
- NCLEX-RN pass rate for 2018 increased to 92.2 percent
- Of the pre-med students who worked with the Pre-Health Advising staff, 91 percent were accepted to medical school and 100 percent were accepted to dental school
- Hunter won more than $67 million in research grants and contracts for 2017-18
- Increased indirect recovery funds by allocating more space to grant-funded research: in 2017-18, we invested $5.7 million in critical maintenance funding to lab construction; in 2017-18, we committed $2.5 million in state funding to lab construction

While the following remained as challenges:

- The pass rate on the New York State Licensed Clinical Social Worker exam decreased to 83 percent; the Silberman School of Social Work is revising its prep course in response.
- Assessment of faculty caseload advising model will not begin until fall 2019.

Coordinated Undergraduate Education (CUE)

CUE is a CUNY-wide initiative that aims to better coordinate undergraduate experience in support of student success. CUNY defines broad goals for CUE projects, and distributes funding to its colleges on an annual basis. At the end of each academic year, CUNY provides a template that identifies the University's priority areas and asks colleges to provide a brief narrative overview and rationale of their CUE plan, priorities and intended outcomes for the coming year along with an evaluation of any CUE projects funded over the previous year. In order to receive CUE funding, the colleges must identify the mechanisms used to pursue the prior year's goals for their CUE projects, as well as their success in achieving them. In the Annual CUE Report to CUNY, colleges must produce solid evidence of institutional effectiveness by linking resource allocation to assessment and planning through the CUE initiatives.

During the 2017-18 academic year, CUNY had three broad institutional priority areas for CUE funding: (1) supporting programs to improve college readiness and accelerate progress through remediation and into credit-bearing gateway courses; (2) supporting initiatives to improve first-to-second year retention rates for both native and transfer students; and (3) supporting academic support services to enhance student success. Hunter College developed CUE funding projects aligned with priorities (2) and (3) and with the College's PMP and Strategic Plan goals.[6] We identified key activities to make progress towards these goals, provided measurable evidence, evaluated the outcomes in terms of that evidence, and articulated ways to use the results to determine future initiatives.

CUE Priority 2 aligned with Hunter's goal of increasing student success and we addressed it with three corresponding strategies: improving student advisement; expanding participation in learning communities; and expanding summer programs before freshman year. Under CUE Priority 3, our goals included: reducing the number of students receiving D, F and W grades in courses with high D, F, and W rates; introducing a pilot for our Early Alert system; increasing the number of students completing 30 credits in a year; and providing more support for learning centers. Examples of CUE goals and related outcomes are in Table 15.

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[6] CUE Priority 1 did not apply to Hunter as CUNY Senior Colleges do not have remedial courses.

TABLE 15: Select Data from CUE Annual Report, 2017-18

CUNY Mission Goal	Hunter Goal	Outcomes	Use of Results
Improve effectiveness and scale of student advising in order to increase freshman/transfer retention rates.	Increase number of freshmen meeting assigned peer advisors to 90%	98%	Continue to support and expand advising initiatives for freshmen.
	Increase number of transfer students attending advising session with assigned advisors to 95%	92%	Continue to expand and support advisor initiatives for transfers.
	Increase freshman second semester GPA to 3.28	3.02	Increase tutoring services, expand use of Early Alert system, and provide additional support to courses with high D, F, W rates
	Increase students in learning communities to 1,928	1,840	Continue to increase number of focused learning communities
Enhance impact of academic support services on student success in targeted areas	Increase visits to the Rockowitz Writing Center to 8,930	8,947	Increase online tutoring through Writing Center; Encourage departments to provide tutoring through the center.

These goals are sometimes aspirational since it is difficult to predict which precise consequences will flow from a given strategy, but we are gratified to see the metrics moving in the right direction from year to year. When that fails to happen, we course correct, adopting different strategies or changing the scale of our interventions.

Over the past few years, we made two decisive commitments to align resources with our student success priorities, the first of which has already proven decisively effective:

Creating The Ruth & Harold Newman Office of Prestigious Scholarships (OPS). Building on momentum from renovating our Cooperman Library, President Raab sought to fulfill a long-held vision: helping more of the College's accomplished students to win the nation's most prestigious scholarships. As detailed in Standard IV, a $1 million gift enabled us to open OPS in 2016, and the impact was immediately evident, with a 30 percent increase in the number of prestigious award winners during the 2016-17 academic year. A cascade of award winners followed, including Hunter's first Rhodes Scholar. OPS is a perfect example of fundraising following strategy, but it also reveals how annual goals are designed to build on past investments, such as the multi-year effort to renovate the library, where OPS is housed.

Consolidating Student Success Initiatives under a Senior Advisor. As noted in Standard I, our former associate provost for student success and a senior advisor on strategic initiatives introduced a number of

new programs to support student success. With that foundation in place, we were able to consolidate their portfolio under a single leader. In 2018, Hunter hired a seasoned CUNY administrator to fill the newly created position of Senior Advisor for Student Success and Strategic Initiatives. High on his agenda is a focus on accelerating gains in our graduation rate, which has recently plateaued after rising steadily for a decade. Our ability to create this position again reflects a long-term strategy.

Financial Planning at Hunter
Annual Institutional Financial Plan (fulfills ROA #11)

As a public college that is part of a larger university system, Hunter operates within the structures of the New York State and CUNY budgeting processes. Tuition levels are set annually by the CUNY Board of Trustees. Contracts that establish salary structure and fringe benefits are also negotiated system-wide. While that reality means that some aspects of Hunter's revenue and expense budgets are outside our direct control, it has not constrained our ability to develop prioritized spending plans, which are then enacted over time depending on available public and private resources within a given fiscal year. Hunter produces an annual spending plan driven by the mission and Strategic Plan, with resource allocations regularly calibrated through assessment of performance. As noted previously, we take an entrepreneurial approach to fundraising and revenue-generation, which takes pressure off our public budget and mitigates challenges we face during inevitable budget cuts.

Our formal Institutional Financial Plan is initiated annually after the release of the state budget and once campus allocation targets are set by CUNY. The budget office conducts a complete review of all other available funding sources. The financial condition is then projected for the upcoming year and subsequent two years. We base the plan on available resources and the College's strategic priorities, with input from faculty, students and staff, especially as contained in departments' Annual Reports. Academic funding priorities are established by the provost after discussion and meetings with the deans and chairs who consult with faculty. Requests for student needs are submitted through the vice president for student affairs after discussion and consultation with student leaders, the Undergraduate and Graduate Student Associations, and deans and directors within the Division of Student Affairs. The president consults with the vice presidents and works with the budget office to ensure that funds from all sources — including public money, earned income, and donations — are used in an integrated manner to implement the Strategic Plan.

Enrollment targets and revenue projections must of course align, so there is consultation between the budget office and enrollment management. This includes collaboration to ensure that we meet our target of sustaining 25 percent graduate student enrollment, which has important revenue and budget implications (see Standard IV). The vice president of student affairs convenes a monthly enrollment meeting, and performance is measured against the plan on a regular basis. The committee makes recommendations on all matters relating to recruitment, admissions, enrollment and retention. This is done in conjunction with the Office of the Budget. One recent example of coordinated planning can be seen in the decision to modestly increase enrollment for the 2018-19 academic year.

Consultations are systematic and substantive. The president holds senior staff meetings every week, with those comprehensive discussions typically lasting for two to three hours. She also meets monthly with individual deans and other senior staff members as needed: Agendas include evaluation and prioritization of budget requests in alignment with the Strategic Plan. Meetings with individual deans and the provost are the locus of key campus decisions. Twice a year, all deans attend the senior staff meeting, with issues

focused on concerns of the Schools along with broader campus developments. The Senate Budget Committee (SBC) meets with the administration twice a year — with plans to shift to quarterly meetings — presenting updates on the budget and soliciting comments. The SBC also meets on ad hoc basis to discuss issues related to fees such as the Academic Excellence Fee. While budget discussions will occur throughout the year as needed, dedicated meetings with senior staff to shape the Financial Plan begin in earnest in June. Frequent consultation ensures that all needs are considered.

The annual operating budget for the vice president, administration is currently $43 million, representing about 10 percent of the College's operating budget. It encompasses Facilities, Instructional Computing & Information Technology, Public Safety, Human Resources and Environmental Health & Safety (EHS). This year, a zero-based budgeting process was introduced for Facilities, EHS, and Public Safety. We are transitioning to zero-based budgeting for ICIT.

All members of the president's executive team, along with their own management teams, work to ensure that sufficient resources are efficiently utilized to support the institution's mission and goals. Despite tightening public budgets, the College has the fiscal resources and staffing to carry out its operational functions to meet its core mission. As has been the case in prior years, the resources-to-expenditures ratio for Hunter College showed sufficient reserves for the 2018 fiscal year, projected versus actual.

Private philanthropy has supported many of the major initiatives and capital projects Hunter has described in this report. We also judiciously use private funds from the Hunter College Foundation to supplement public funding for our programs, taking pressure off the tax-levy budget. In 2012, for example, we received a $5 million gift to create an endowment for the Silberman School of Social Work, which provides $250,000 in program funding annually that would otherwise come from our tax-levy budget. On a smaller scale, we shifted $20,000 from our tax-levy budget to the Foundation to pay for orchestra accompanists

Hunter's funding comes primarily from New York State, but our "all funds" budget model accounts for all revenue streams, including earned income and gifts. The College reviews all funding streams for maximum efficiency in resource allocation. Table 16 shows the categories comprising the all-funds budget at Hunter:

TABLE 16: All-Funds Budget

Sources ($000)	FY2015-16	FY2016-17	FY2017-18
Tuition and Fees	$148,220	$149,489	$150,839
State Tax Levy	$99,184	$114,848	$107,333
Technology Fees	$4,313	$4,897	$9,184
Income Fund Reimbursable	$5,726	$9,685	$8,405
Non-Tax Levy	$13,133	$13,129	$24,375
Research Foundation: Direct Grants	$34,569	$50,673	$62,820
Research Foundation: Overhead	$10,110	$6,942	$7,281
Hunter College Foundation	$23,791	$20,047	$17,135
TOTAL	**$339,046**	**$369,709**	**$387,372**

As can be seen in this table and in the charts here, Hunter's resources for operating costs have increased modestly over the past few years, largely to account for increases in personnel costs including health insurance. Overall, student tuition and fees provide 41 percent of Hunter's operating income (largely offset by Federal and State assistance); tax-levy funds account for an additional 28 percent of the budget.

The timeline and sequence of steps taken to create the budget in the context of State actions and local consultations are in Table 17 below.

TABLE 17: Creation of the Hunter College Annual Financial Plan

Timeline	Budget Phase	State/CUNY Actions	Consultations	Budget Office Activity
Jan/Feb	*State Budget process*	Governor releases preliminary New York State (NYS) executive budget		
Early April		NYS legislature adopts budget by Apr. 1	Hunter Office of Budget and Financial Services (BFS) briefs senior administrators on potential fiscal impact of state budget	BFS assesses likely impact of budget on campus
May		Senior college budget initial allocations are issued	BFS presents budget outlook to the president and the Senate Budget Committee (SBC); Invites feedback BFS consults with the Director of Enrollment Management, Provost and VPs about the fiscal outlook and use of funds. Initial conversations with President, Provost, and VP for Budget occur about hiring intentions and space for following year.	
Mid/Late June	*Developing Preliminary Campus Budget*	CUNY issues preliminary report and allocation to campuses	Provost and VPs bring concerns — based in part on Department & School Annual Reports, PMP and CUE report — to the discussion of preliminary campus budget; Meeting cycle: Deans meet monthly with president; senior staff meets weekly	BFS sets preliminary School and Division allocations after review of campus-wide resources
			Provost and Deans bring plans from Schools on personal services (PS) budget (faculty, staff, and temp services) + space + facilities. Decisions made with president and Senior Staff	BFS sets PS and OTPS allocations for Schools and Departments
		CUNY Board of Trustees approves Preliminary University Budget		
July - August	*Creating the Campus Financial Plan*	CUNY calls for fin. plan for next fiscal year. Plan details projected revenue & use of funds; incl. hiring plan showing annual changes in FT positions by function.		BFS prepares a three-year Financial Plan
Early Sept			BFS presents Financial Plan to Senate Budget Committee and student governance leaders for discussion	
Mid-Sept				The financial plan is submitted to CUNY for review and Budget Director approval. The Financial Plan is the final stage for adoption of the current year budget and could reflect changes from the preliminary budget
Quarterly Updating	*Reporting and Monitoring Against Plan*	CUNY issues updated financial reports	After reviewing fin. reports for variances, BFS updates SBC. Quarterly reports shared with School and Division liaisons as requested	

Financial Reporting and Modeling (fulfills ROA #11)

Spending and enrollment are monitored quarterly by the College. At the end of each quarter, the College compares enrollment, expenditures and revenue to the original financial plan. The Senate Budget Committee reviews this information at meetings dedicated to budget matters, considering performance against the strategic and financial plans. That discussion informs quarterly updates to CUNY at mid-year (January), after the third quarter of the fiscal year (April), and after the end of the fiscal year (August/September). Quarterly financial reports are published on the CUNY website. Results of the quarterly updates to the annual condition are discussed and incorporated into the planning process for future years.

The College forecasts its expenditures based on the following: active personnel on payroll and any planned hires for the year; temporary services employees; adjuncts; contractual obligations; and purchases of supplies, parts, and equipment. Budget and Financial Services (BFS) meets regularly to conduct divisional and departmental planning with the president, the vice president of student affairs, the departments, and members of the administration. BFS prepares monthly reports to track revenues and expenditures. Billed and collected revenue is tracked through CUNYFirst queries, with reports and projections reviewed and revised quarterly. Full-time expenditures are tracked by downloading payrolls from the New York State PayServ system and CUNYFirst. OTPS spending is tracked and monitored in CUNYFirst. Temporary service and adjunct spending are monitored through systems the College maintains, PR Assist and Adjunct Employee Management System (AEMs). Ad hoc reports are prepared for the fiscal officers as requested, and an annual report is issued at the start of each Fiscal Year. BFS meets regularly with the provost and school liaisons to discuss quarterly projections.

Despite the many systemic challenges within CUNY and the state, Hunter College has been able to meet imposed reduction targets and absorb unfunded mandates through judicious use of budget reserves as well as fundraising and other sources supplemental to state appropriations. As a result, we have submitted a balanced three-year financial plan to CUNY consistently each September.

Financial Audits (fulfills ROA #11)

CUNY requires an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter. Hunter works with CUNY to conduct the audit. The Audit Liaison convenes a kickoff meeting with internal College staff in preparation for the annual audit. This is followed by an entrance meeting with the auditor and staff from key departments. The Audit Liaison organizes the College Responses to Management Letter comments.

The Board of Trustees Committee on Fiscal Affairs deals with the fiscal aspects of CUNY, its operating and capital budgets, policies and procedures relating to all-funds, and their accounting, auditing and investment. The Subcommittee on Investment and the Subcommittee on Audit reports to this committee.

In addition, all entities affiliated with Hunter have their own, independent audit processes, including the Hunter College Foundation, the CUNY Research Foundation and Hunter's Enterprise Corporation.

A New Budgeting Process for Controlling Adjunct Costs

Last year, as a result of steady, incremental increases in our adjunct and non- teaching adjunct (NTA)budgets, we revisited our historical budgeting practices and put a new process in place.

We provided deans with an adjunct budget target and asked them to justify their proposed distribution among their units based on course necessity, level of instructor, and enrollment data. BFS reviewed the

information with each school and, as necessary, with the provost's office. In this structure, deans determined and funded adjunct and course staffing priorities based on student demand.

We also asked deans to justify each NTA expenditure with a description of the work to be performed. We follow up with a review of each expense item. In addition, schools were asked to review their overall use of NTAs and course releases in support of administration of each department. This process is now part of our annual budget programming, once in February for planning summer and fall expenses, and once in April for winter and spring expenses.

Space Planning at Hunter
Master Planning

In 2015, Hunter marked a decade of expansion that included focused, multi-year investment to renovate, modernize and expand the library, among other projects. Anticipating a future relocation from our Brookdale Campus to a new Science and Health Professions Building, the College was interested in making capital improvements to its 68th Street campus that was rooted in a set of common principles. They also wanted future capital planning to reflect a shared vision for future facilities upgrades that would build on recently or soon-to-be completed projects.

The College engaged Synthetivity, a master-planning consulting firm led by Lori Mazor, now Hunter's acting vice president of administration. In spring 2015, Synthetivity met with the president, the associate provost for academic affairs, and the chair of the Master Plan Committee to outline a process of community engagement. That process would then be led by the Senate Master Plan Committee, which is comprised of students, administrators and faculty from all College divisions.

The Master Plan Committee led a month-long program of community outreach under the banner HCSpace. The committee used a variety of creative mechanisms to solicit user input about campus space and their experience, including focus groups, a user survey, and an Ideas Lab where people engaged in table-top exercises. A communications campaign to build awareness was initiated by an email from President Raab encouraging the Hunter community to participate in the planning process. Social media and postings on digital screens around campus also promoted the opportunity.

Findings from that outreach provide a snapshot of Hunter as an academic and social community First, people "want to be at Hunter." Not only did students want to come to Hunter for classes, they wanted to stay at Hunter. Requests for more places to sit, places to study, places to hang out and play (and even places to nap!) were plentiful. Faculty, too, were looking for places to meet with colleagues, with students or to host an event with invited guests.

At the same time, while more people wanted to be at Hunter, they signaled that then-available "space on campus limited ambitions": 20 percent of students indicated that course availability issues and overcrowded classrooms hindered their ability to complete requirements. Faculty indicated that existing spaces inhibited their ability to teach as they wished, with particular frustrations about poor heating, cooling and technology. This finding made it clear that Hunter needed to focus attention on classroom utilization and scheduling.

Feedback also revealed that the campus "did not inspire": 50 percent of people reported feeling uninspired when arriving at the 68th Street campus. This finding was a fresh reminder to think about outdoor and connective spaces at Hunter to provide inspirational moments on the campus. Efforts to address that

concern are apparent in multiple projects currently under construction: The Baker Link (supported through a $1.5M gift) will connect all our buildings at 68th Street by skybridges; roof terraces on the East and West Building will soon open; and the West Plaza will get an entirely new paving and seating. In partnership with the MTA, new subway entrances will be constructed on both the East and West Plazas. And this spring, construction begins on a new Landmarks Commission-approved entrance to the Kaye Playhouse. These exterior improvements will set the stage for our plans to move Hunter's Welcome Center from a relatively low-trafficked location to Hunter's main West Lobby entrance, offering a proper welcome to student, families, faculty and visitors alongside a new retail food service on the ground floor of the West Building.

The findings of the Master Planning process also validated previous, more informal student and faculty engagement efforts that took place regarding the Cooperman Library and Student Union. Both of those projects emphasize space for student seating, alone and in groups, with plentiful outlets and available wi-fi. The Student Union, in particular, will gives students a new place to engage in extracurricular activities, including the Student Government, Student Publications, and Student Clubs. Its game room is a direct response to students asking for places to "just hang-out."

These findings were presented in a report with the Master Plan Committee's recommendations, which was delivered to the Senate in December 2016. In the report, the committee outlined a set of Planning Principles drawn from its community engagement conversations, which included Availability, Utility and Comfort, Aesthetics, and Campus Identity. They also laid out a framework for planning based upon four themes: Urban Connectivity, The Elevated Quad, Navigating the Vertical Campus, and Placemaking.

In conjunction with the Strategic Plan, the Master Planning principles developed through this process have established a framework for prioritizing capital investments. That has led to several key areas of focus for facilities upgrades: continued focus on our master plan for the Cooperman Library; improving utilization and access to teaching and learning spaces; creating new interdisciplinary arts and performing facilities; and maintaining iterative and consultative process for departmental space planning.

Classroom Usage and Bell Schedule

One of the other important outcomes of the Master Planning process was a focus on the importance of classroom utilization to both student success and faculty satisfaction. Following an in-depth study of teaching and learning spaces, the recommendation to revisit the Bell Schedule Matrix (last revised by Senate resolution in 2007) surfaced as a major strategic initiative. In 2016, President Raab convened a Presidential Task Force on the Bell Schedule consisting of the Bell Schedule Committees of Senate and of the Faculty, Budget, and Personnel (FP&B) Committee. Jointly, these committees were charged with redesigning the bell schedule to maximize space usage and course availability, giving consideration to the importance of an unscheduled period of time during the week for community activities. That Task Force recently issued a set of recommendations now under discussion through our shared governance process. Any proposed modifications to the Bell Schedule would be proposed by the FP&B and require approval of the Senate.

Capital Projects

Hunter College currently operates three campuses and a multitude of buildings throughout Manhattan, including the Hunter College Campus Schools. We are responsible for maintaining almost 3,000,000 gross square feet of urban real estate. Each building is in a different stage of its life cycle, and the College dedicates significant resources — both capital and operating — to maintaining its infrastructure. It is essential that capital projects, renovations and repairs be prioritized and properly coordinated.

When the academic objectives of a department or program exceed the capacity of our existing facilities, we look to a longer timeline and capital funding. Given Hunter's fundraising and revenue-generation activities, we are able to fund some capital projects through the Hunter College Foundation, allowing us to fast-track small, privately funded projects. Most such projects are designed and completed within a one- or two-year period, depending upon size and complexity.

Large projects that require modifications to the building systems (i.e., structural, mechanical and fire alarm) or that are significant enough in scale to require filing with the New York City Department of Buildings are positioned for CUNY management. In addition to private funding, these projects may also be eligible for State Strategic Initiative Funding, State Critical Maintenance Funding or City Funding.

For larger projects, Hunter College annually submits a [Five-Year Capital Plan](#) to substantiate the overall budget request from CUNY for City and State capital resources. The Five-Year Capital plan is typically focused on two types of [projects](#): large strategic initiatives and infrastructure needs. For strategic initiatives, Hunter typically submits one or two major projects — new buildings or major renovations that are consistent with the principles identified in the Strategic Plan. Given that the need far outweighs available resources, a list is generated of approximately $40-$50 million of capital requests, prioritized in an order that addresses health and safety, critical systems and building system failures, and energy savings.

The Five-Year Capital Plan is then used by CUNY to apportion a Critical Maintenance Budget to the College. Over the past 10 years, the College has received a total of approximately $70 million in Critical Maintenance funds for infrastructure repairs at the 68th Street campus. Funding averages about $7 million annually, but varies significantly from year-to-year.

Hunter is also eligible for capital funds allocated by the New York City Council and Borough President. Each year, at the same time as Hunter assembles its Five-Year Capital Plan Request, it also evaluates anticipated capital projects and selects a few to be considered for city funding. Decisions are made by the president in consultation with the vice president for administration and the associate vice president for external affairs.

Academic Space Planning

As noted above, we maintain a consultative process for space planning to meet the needs of academic departments and administrative offices. The planning process for smaller projects within departments is iterative and rolling, with a steady influx of new faculty, grant awards, and initiatives that require space. departmental Annual Reports, which include a section for space requests, often signal the need for action in academic areas.

Given significant space constraints, particularly at the 68th Street Campus, we make every effort to help each department make the most of existing assigned space. Requests from departments that have expressed facilities needs are evaluated by the provost, dean, vice president for administration (VPA) and the Office of Space Planning (OSP), with priorities set in alignment with larger strategic planning initiatives. In the case of new academic programs, the VPA and OSP meet with the program director to understand academic goals and to translate them into a Space Program, which identifies the kinds of spaces (e.g., offices, meeting spaces, teaching spaces) and appropriate sizes to accommodate the program objectives. Two recent examples include:

- **School of Education (SOE):** With a growing faculty that included nine new hires, SOE needed to grow, with early-stage planning demonstrating a need for 1,600 square feet of office space.

Together, we explored three alternative strategies and adopted a plan that reorganized their existing space to achieve two key wins. First, we created a new Student Services hub at the main entry, supporting student success goals by relocating advising and other student support services so that they are now right at the front door. That, in turn, freed up office space needed for the new faculty, without isolating them from their colleagues.

- **Anthropology and Psychology Departments:** Together, we spent one year planning to reorganize space on the seventh floor of the North Building to better meet the needs of both departments. That process resulted in a new 50-seat general purpose classroom, two new psychology labs, two new anthropology labs, new anthropology faculty offices, and a study center.

For a handful of departments each year, the extent of the gap between the existing facilities and the long-range academic objectives warrants a deeper planning study. With these departments, the dean and/or chair meet regularly with the VPA and OSP to lay out a department Master Plan. It is incumbent upon the dean or department chair to engage their faculty and solicit input and feedback as needed. sometimes meeting the objectives of one department requires a collaborative process with adjacent academic units. In these cases, we look to develop "academic neighborhood" plans, which optimize the conditions of all affected parties. Space is always a challenge in Manhattan, but our processes for routine projects work well.

Planning for Technology

The past decade has witnessed a technology-based revolution that has changed how we connect, how we learn, and how we get things done. On a large college campus, the demand for wireless and wired infrastructure is large and ever-growing, from students using smartphones to faculty aspiring to do big data research. Technology undergirds every aspect of operations at Hunter, from admissions to enrollment, to instruction and research, to alumni engagement and giving. In 2013, the network supporting these functions was in poor condition – aged and unstable, it was unreliable for users and at risk for security breach. The state of the network thrust the College into a process of planning and implementing a $5 million, multi-year phased upgrade to our technology backbone, which included hardening our security, upgrading our network and overhauling our wi-fi service.

Our planning process was informed by two key organizations. First, the College is supported through an ongoing contract with NYSTEC, which addressed near-term needs by immediately developing a disaster recovery and business continuity program, followed by a technology infrastructure roadmap. The second is the Tech Fee Committee, which is comprised of faculty, students, and staff and meets annually to advise Hunter on how we invest these monies towards technology that will directly impact student success (example: Student Technology Fee Plan, FY 2017-18).

The technology infrastructure project provided network connections to all of Hunter's properties, including its newly acquired research facilities at Belfer. The capital improvements that have followed, which include investment in a Building Management System (BMS) to monitor temperature controls on HVAC equipment, Security Systems (One Card Access, Turnstiles, and Security Cameras), and Instructional Technology would not have been possible without this initial strategic investment. Moreover, the robustness of our new network now allows for our fast connection to the CUNY "ring" which supplies major business and instructional applications including: CUNYFirst; Blackboard; DegreeWorks; universal printing and virtual desktop for students; online and cloud-based software applications; big data research analytics; and, of course, the bring-your-own-device culture of the digital natives who dominate our student population.

As discussed under Standard I, Hunter also recently completed the first phase of a long-term project to upgrade the College's website, making it accessible to users with disabilities and mobile friendly to better serve the large number of visitors who access the site via tablet or smartphone. Our existing site was built using an outdated content management system called Plone, that is difficult to use. The navigation structure is not always intuitive, and the challenging CMS has resulted in obsolete and incorrect information lingering on the site. Plone also prevents users from incorporating popular features like embedded video and photo carousels that faculty, staff and students across the College have told us they want. The new site is being built using WordPress, the most widely used content management system because of its flexibility and ease-of-use. In coming months, we will be reaching out to schools and departments to assess their needs and help move their pages onto the new platform, with training provided. To date, we have upgraded the College's Landing Page and About Section, along with launching a new sub-site that gives appropriate prominence to our signature All In East Harlem initiative.

As we embark on the next phase of technology planning, we turn to the process used to engage the College in physical planning, now thinking about applying it to our digital space. For the first time, this year's annual reports included a category for departments to discuss their technology needs. A growing portion of grant funding and research support comes in the form of technology and equipment. As we enter the next cycle of assessing our indirect cost recovery (which happens every three years), more space is being deployed for computational and analytical labs, both independent and integrated with traditional wet lab science.

For students, Wi-Fi and power (to charge mobile devices and laptops) were among the top ten requested improvements in the master planning study. The possibilities posed by 5G technology, Artificial Intelligence and the Internet of Things will likely transform how we approach the next five years of technology planning.

It will remain essential to stay connected and influence transformations happening through CUNY Central. This year brought forth a University-wide conversation about utilization of the Cloud and navigating privacy issues, including security challenges associated with third-party providers. Hunter advocated for migration to the Cloud, a decision that CUNY ultimately adopted, with a policy that establishes different data-privacy levels and leverages CUNY's purchasing power to negotiate favorable contracts with Microsoft, Dropbox, and others to support the free flow of information.

Academic Planning Processes at Hunter (fulfills ROA #10)
Departmental Reports as Planning Documents

In addition to periodic Academic Program Reviews (see Standard V), Hunter requires annual reports from each department (or department-like unit such as programs). Over the past three years, we have taken steps to better align department plans with our larger strategic vision. Most recently, we introduced a new template for departmental Annual Reports to strengthen their efficacy as goal-directed documents that will guide departmental activities over the next year, which in turn will be used to help allocate resources. When reporting accomplishments, we ask how those achievements brought us closer to meeting the goals of the department. Departments can then focus on what remains to be done, setting clear, measurable goals to address those issues. When calling for the reports, we provide key data (example) to help departments address and think about goals. This includes data concerning enrollment trends, faculty productivity, faculty workload, credential awarded, and teaching (FTEs) devoted to the major and to General Education. In setting forth goals for the future, department reports (along with sub-unit reports in Schools that do not have a

conventional departmental structure) also set out the department's perceived needs in terms of faculty and other resources required to achieve its goals. Recent departmental reports can be found [here](#).

after department chairs submit their Annual Report and Annual Assessment Report, they review those documents with the dean and/or provost. This is an opportunity to explore the accomplishments of each department, as well as its needs and challenges moving forward. With our strengthened focus on planning and assessment, the new annual reports also emphasize the alignment of departmental activities and goals with larger planning and budgetary goals. A letter memorializing each meeting goes back to the department to serve as the starting point for the following year's conversation. Sample letters are [here](#). The new template and meeting process require chairs to think very specifically and deliberately about where their departments are going, with data guiding planning conversations and strategic decisions designed to enhance institutional effectiveness.

The information contained in these departmental Reports is integrated at the dean's level. The Arts and Sciences report shared [here](#) provides an example of the outcome of this process. deans meet weekly on an individual basis with the provost and about monthly with the president and provost. The latter meeting often includes one or more members of the senior staff, depending on the agenda. The vice president for administration would attend when departmental space needs are on the agenda, while the vice president for budget and finance would attend to discuss funding needs related to hiring decisions. Conversations during these meetings focus on how academic- and administrative-unit requests conform to Hunter's Strategic Plan, with resource allocation guided accordingly.

Planning in the School of Arts and Sciences

After the College approved its current [Strategic Plan](#), we moved to establish a comprehensive strategic culture, driven by goal-oriented annual reports throughout the institution. The fruits of that effort can be seen by looking at the School of Arts and Sciences as an example.

Drawing on the framework laid out in Hunter's institutional Strategic Plan, the [School of Arts and Sciences (SOAS) created its own Strategic Plan](#) in 2013, with a separate [Implementation Plan](#) developed a year later. Beginning in 2016, the dean adopted an approach to annual reporting that focused on identifying specific annual goals drawn from the priorities in the two documents. Since then, [annual reports](#) have focused on progress toward achieving the goals set forth the preceding year. Information from department annual reports is incorporated as appropriate in the School Annual Report and becomes part of annual financial plan discussions. The dean's office also produces a [plan](#) for annual faculty hiring priorities aligned with strategic goals for the year.

Opportunities for Improvement

Increase our Institutional Research Capacity and Use of Data. As we continue to promote a culture of evidence, we will need to increase the capacity of our Office of Institutional Research and ensure that we distribute information in a timely and appropriate manner. We should take advantage of data dashboards to put standard measures of student success (e.g., teaching loads, class enrollment trends, number of majors) on the desks of chairs and deans. Student engagement data, which we are now beginning to collect and analyze centrally, should be similarly available.

Develop a Technology Strategic Plan. Technology undergirds every aspect of operations at Hunter and it is essential that we keep up with trends and ever-growing demand. We will need to develop a strategic

plan using a process similar to our master planning process for facilities, so we can assess current and future needs and set priorities. That includes a focus on developing principles to guide our work over the next five years, with an emphasis on student success, business process improvement and research.

Conclusion

Planning and resource allocation at Hunter are grounded in the College's Strategic Plan and mission. Assessment follows planning, ensuring that the planning process is evidence-based. The PMP and CUE processes, are good examples of goals driving strategies because the goals are very clear, with results often reshaping strategies. The new approach to departmental annual reporting further illustrates the College's increasing shift to evidence-based planning.

The Annual Financial Planning process is much broader than what occurs at the department level, but it is still very much driven by large strategic goals. Progress in academic assessment has brought increased predictability and rigor to financial planning, ensuring that evidence about program efficacy and needs shapes the process at every step.

By combining prudent fiscal management with strategic financial planning, Hunter College supports a first-class research agenda, builds student success, and fosters lasting partnerships in the community. Our entrepreneurial approach to fundraising and revenue-generation takes pressure off our public budget, enabling us to weather periods of belt-tightening and invest in major strategic initiatives.

STANDARD VII — GOVERNANCE, LEADERSHIP AND ADMINISTRATION

Hunter operates under the principle of shared governance, which means that the entire community helps to shape policies and practices at the College. This doesn't mean that all stakeholders are involved in every decision, or that they all have equal authority. Rather, each key constituency — administrators, faculty, students, staff – has a voice and an important role to play. Hunter also engages the community in decision-making in a variety of other ways, from maintaining open lines of communication with the president and administrators to participation in working groups like our Task Force on Advising (see Standard IV).

CUNY Governance

Hunter is part of the City University of New York (CUNY), the public university system of New York City, authorized by New York State Education Law and funded by New York State and New York City. CUNY encompasses 24 accredited, degree-granting institutions and is the largest urban public university in the United States. CUNY and Hunter serve the public interest by providing low-cost, academically excellent educational opportunities for students from all ethnic, racial, economic and gender groups. Both Hunter and CUNY have been recognized as national leaders in promoting social mobility. (fulfills ROA # 12 and 13)

CUNY is governed by its Board of Trustees (BOT) which has fiduciary responsibility for the institution and, among other things, is responsible for promulgating policies regarding: (1) academic quality, planning and programs; (2) fiscal affairs; (3) facilities planning and management; (4) faculty, staff and administration; and (5) student affairs. The BOT is an independent entity whose members have primary responsibility to CUNY and the expertise to effectively govern the institution. The BOT, through its committees, oversees policies related to the quality of teaching, the approval of degree programs, personnel, and financial integrity and management; it also oversees the approval of CUNY policies and by-laws. BOT policies ensure that neither the Board, nor its individual members, interfere in the day-to-day operations of CUNY and/or Hunter. The BOT appoints the chief executive officer of Hunter College, a role that President Jennifer J. Raab has held since June 2001. The BOT articulates and follows good practice in board governance as well as conflict-of-interest policies. The BOT supports the Chancellor of CUNY and the president of Hunter College to maintain the autonomy of both institutions.

As a state-funded public institution, CUNY is vulnerable to state reductions in spending on education even as enrollment rises and costs increase. These funds must then be distributed among its 24 member institutions, which include community colleges, free-standing schools dedicated to journalism, public health, and medicine, the CUNY Graduate Center, and eight senior colleges. While there are benefits to being part of a large institution, policies and regulations developed for CUNY at-large may not always align with Hunter's priorities, requiring us to be adaptable to rethink our plans so we continue making progress toward our goals within the CUNY context

Hunter College Governance

Hunter College follows a model of shared governance (see graphic) that ensures all key constituencies have the opportunity to participate in decision-making and policy implementation. Governing bodies include the president, the administrative leadership, the Hunter College Senate, the Faculty Personnel and Budget Committee, as well as the Undergraduate Student Government and the Graduate Student Association. We

assess the efficacy of our shared governance model by examining the extent to which a given individual or body contributed to the advancement of Hunter's mission.

Chief Executive Officer

The president of Hunter College is the chief executive officer of the College. She is appointed by the BOT. She has the appropriate credentials and professional experience for the position, as well as the authority required to implement institutional plans, staff the organization, identify and allocate resources, and direct the institution toward attaining the goals and objectives set forth in its mission.

President Jennifer J. Raab assumed Hunter's presidency in June, 2001. She is a lifelong New Yorker whose career has included high-profile positions in government, public service, civic affairs and the law. In addition to a JD from Harvard Law School, the president has an MPA degree from Princeton's Woodrow Wilson School of Public and International Affairs and a BA from Cornell. The president is also a proud graduate of Hunter College High School, which was housed at the College's 68th Street campus at the time she attended.

Over the course of her 18-year tenure, President Raab has transformed nearly every aspect of College operations. She developed and implemented institutional plans that have enabled the College to advance its mission, with a particular emphasis on enhancing student success (see Standards III and IV): Graduation rates have increased nearly 20 points. She has strengthened the faculty, with substantial investments to support research and creative output (see Standard III).

Through careful fiscal management and an entrepreneurial approach to revenue generation (see Standard VI), President Raab has stewarded the College through periods of fiscal belt-tightening, increasing faculty hiring despite $10 million in budget cuts over the prior three years (30 new faculty members in 2016-17; 37 in 2017-18). She has also generated an unprecedented level of private philanthropic support for Hunter, raising nearly $400 million to fund student scholarships and advance strategic priorities like interdisciplinary learning and the arts. She launched the first capital campaign in the College's history and her fundraising prowess has led to major improvements on campus, as seen in a $25 million gift to modernize the Leon and Toby Cooperman library, followed by a $5 million gift to fund construction of the Silverstein Student Success Center on its seventh floor (See Standard IV).

Administrative Leadership

President Raab has the assistance of a highly qualified administrative team to enable her to fulfill the College's objectives and responsibilities. The administration has an organizational structure with clearly defined reporting relationships. It is an appropriate size and has the appropriate credentials and professional experience to support the president. The president's leadership team works closely and collaboratively with faculty, students, CUNY and the broader College community to achieve the institution's goals. The senior leadership team meets weekly with the president to review all aspects of College operations.

Provost and Vice President for Academic Affairs Dr. Lon Seth Kaufman, joined Hunter's administration in 2015 as Provost and Vice President for Academic Affairs. He is an accomplished biologist and administrator. Dr. Kaufman's contributions to Hunter have significantly increased the efficacy of the provost's office in providing leadership and support for Hunter's academic programs. He developed a management team of five associate provosts who oversee Assessment and Accreditation, Academic and Faculty Affairs, Graduate and Professional Programs, Programs in the Arts, and Research. Each associate

provost has a portfolio of schools, offices and programs for which he or she is responsible; they also meet regularly with students, faculty and administrators.

Vice President for Student Affairs and Dean of Students. Eija Ayravainen assumed leadership of Hunter College's Division of Student Affairs in the fall of 2002 and was named Vice President for Student Affairs and Dean of Students in 2005. Her deep commitment to student success has resulted in a number of innovative initiatives to improve student retention and graduation rates. She oversees admissions and recruitment, enrollment management, financial aid, advising and the registrar's office, along with related areas including student life and counseling.

Senior Advisor to the President for Student Success and Strategic Initiatives. Dr. William Tramontano oversees and integrates undergraduate student success initiatives and strategies. His portfolio includes the learning centers, tutoring, study abroad, OPS, SEEK, and early alerts. He has nearly 40 years of experience in higher education, most recently serving as Provost and Senior Vice President for Academic Affairs at Brooklyn College, where he spearheaded a successful campaign to boost retention and graduation rates.

Vice President for Administration. Lori Mazor served as Senior Advisor on Capital Planning and Design until 2018, when she took on expanded responsibilities after being named Acting Vice President for Administration. In her new role, she remains responsible for the planning, renovation, and construction of facilities across multiple Hunter campuses, while also overseeing environmental health, public safety, and information technology. She has more than 20 years of experience planning and managing in some of New York City's leading institutions, including the Brooklyn Public Library System, New York Presbyterian Hospital, and New York University.

Vice President for Institutional Advancement. Helen Adams-Keane leads one of the most active and complex administrative areas at Hunter. Institutional advancement encompasses alumni relations, development, and special events. She came to Hunter from Maria College in Albany, where she oversaw development and alumni engagement. Helen also spent 16 years at Albany Law School, where she began as director of alumni affairs and went on to become vice president for institutional advancement.

Vice President for Finance and Budget. Livia Cangemi serves as Acting Vice President for Finance and Budgeting. After graduating *summa cum laude* from Hunter College, she worked in the private sector as a public accountant and controller, returning to Hunter in 2005 as Controller and Deputy Business Manager. Over the past 13 years her responsibilities have included the management of budget, revenue and operations; the preparation of key financial reports; and the administration of the College's treasury. She has developed and implemented policies and procedures in compliance with accounting principles and government regulations, and also managed selected business and auxiliary services of the College.

Deans of Schools. Hunter College comprises six undergraduate and graduate schools, including the Schools of Arts and Sciences, Education, Health Professions, Urban Public Health, Nursing, and Social Work. The deans of these schools are [highly qualified academics](#) who work collaboratively with the president and other constituencies.

School of Arts and Sciences	Andrew J. Polsky
School of Education	Michael J. Middleton
School of Nursing **School of Health Professions** **School of Urban Public Health**	Gail C. McCain
Silberman School of Social Work	Mary Cavanaugh

The Faculty Personnel and Budget Committee. The [Faculty Personnel and Budget Committee](#) (FP&B) plays a critical role in the governance of faculty and allows the administration, faculty and school leadership to work collaboratively to achieve the College's goals. The FP&B meets twice monthly and is composed of the president, provost and department chairs; Deans attend FP&B meetings and have a voice, but do not vote. The FP&B functions as the executive body in the governance of the College, allowing the full academic leadership of the campus to meet and providing an opportunity for the president to consult with chairs and deans and disseminate information to them. The FP&B reviews and recommends candidates for reappointment, tenure and promotion. Prospective candidates are presented to the FP&B after review by their respective departments, P&B Committees and school or divisional P&B (if within Arts and Sciences). The recommendations of the FP&B are advisory to the president, who makes final recommendations to the CUNY Board of Trustees.

Hunter College Senate. The [Senate](#), formed in 1970, is the formal legislative body of the College. It has proved highly effective in integrating the various constituencies at the College and moving business forward. The Senate's duties, powers, structure and membership are specified in the Charter for the Governance of Hunter College, which has been ratified by the CUNY Board of Trustees. As outlined by the College Charter, the Senate sets policy in the following areas:

- Curriculum and related pedagogical matters;
- Academic requirements and guidelines on academic standing;
- College development, including long-range planning for Hunter's campus;
- Instruction and the evaluation of teaching;
- Safeguarding the academic freedom of all members of the Hunter community;
- Other matters that may be deemed relevant to the legislative body of Hunter College (CUNY gives power to the Senate for all items not in CUNY's Bylaws.).

The Senate is organized and operates according to the principles of shared governance. Its membership includes faculty, students and administration, and all Senators represent their constituent populations. Membership consists of faculty (57% of members), students (38%), and administrators (5%). To maximize engagement at meetings, this membership is augmented by Alternate Senators as follows: 70 faculty Alternates (2 per department), 21 student Alternates, and 3 administrator Alternates. Alternate Senators are seated as needed at the beginning of meetings based upon the tally of vacancies. Faculty members are

chosen by their departments, with every department represented and larger departments given two seats. Students are elected by peers within their major department or by petition. Administrators are appointed by the president of the College. Higher Education Officers (HEOs) are represented by one elected member who has a voice but no vote. The Senate leadership is elected annually by the body, with the president of the Undergraduate Student Government serving as vice-chair. the president attends Senate meetings on a bi-weekly basis to provide updates, answer questions, and solicit input about campus issues.

This shared governance model is the key to the Senate's greatest successes, as it is a locus of cooperation among key constituents across the Hunter community who work within its structure to solve problems, build on the College's strengths, and develop new and innovative ways to serve our students and the surrounding community. The body meets as a whole approximately once every two weeks. There are nineteen standing committees and, at any given time, several ad hoc committees conduct the work involved with governing the College. The Senate also assumes responsibility for establishing rules and procedures and for overseeing the creation of search committees for all administrative positions at the level of dean and above, other than that of College president.

Chair of the Hunter College Faculty Senate. Thomas DeGloma, professor of sociology, has served as Chair of the Senate and its Administrative Committee since 2016. Previously, he served in various positions in the Senate of the Charter Review Committee, and Chair of the Ad Hoc Committee to advise the School of Arts and Sciences on drafting bylaws. Along with other members of the Senate Administrative Committee, DeGloma oversaw the launch of an ongoing initiative to establish guidelines for the governance of interdisciplinary programs, the formal adoption of Institutional Learning Outcomes, the establishment of updated assessment procedures for General Education, and the adoption of criteria for departmental honors courses, among other accomplishments. DeGloma received his PhD in sociology from Rutgers University. President Raab meets regularly with the chair to discuss issues affecting the campus.

Senate Administrative Committee (SAC). Senate business is overseen by the SAC, which is composed of the Senate's Chair, vice-chair, secretary, and the Evening Council chair (the four voting members), as well as the parliamentarian(s), the Senate Administrative Associate, and any other ex-officio members invited by the Senate chair. The Senate represents the College's constituencies in meetings with other governing bodies. The president, provost, and General Counsel meet biweekly with the SAC.

Other Senate Committees

Much of the work of the Senate is done by its committees, whose membership includes both members of the Senate and non-member representatives. Most Senate committees have non-voting representatives from the provost's office and other administrative areas, as indicated on this list. Senate committees review curriculum proposals, consider academic requirements, prepare and oversee student evaluations of teaching, advise the chief librarian, propose and review technology plans, safeguard academic freedom and shared governance, study and recommend performance measures and outcomes assessment, and develop all College-wide policies, among other activities. Hunter's General Counsel has voice and vote at the Charter Committee.

A few examples will illustrate how Senate committees have contributed to meeting College goals:

The Ad-Hoc Senate Committee on the Governance of Programs and Interdisciplinary Structures. The Senate formed this committee to address important new questions about how we should govern our expanding

variety of strong and cutting-edge programs and interdisciplinary structures at Hunter. These entities often require a greater degree of flexibility than is typically allowed by departmental governance models, yet they also need to comply with our core governance principles. The Senate formed this committee, which included faculty, students, and administrators from across the College, to address how such entities should be governed (and where they ought to be located within our institutional structure), how their curricular pathways should be organized, the relationship between programs and departments (and other academic structures like schools and centers), and questions about teaching courses that are developed for programs. The committee met for over a year and produced a report that was delivered to the Senate in May of 2018. That report was accepted by the Senate Administrative Committee and is being reviewed by other Senate committees prior to being presented to the full Senate. The report will likely serve as a solid foundation upon which the College can move forward on these matters.

The Senate Committee on General Education. In fall 2013, this committee revised the College's General Education requirements to ensure they were consistent with the CUNY Pathways initiative, which required all CUNY colleges to implement the CUNY Common Core curriculum. It was not immediately apparent how the College would comply with this initiative while maintaining the integrity of our local educational requirements. The Senate rose to the occasion and met this major challenge successfully. Senators developed the Hunter Core Requirement which complied with the CUNY initiative while maintaining local Hunter College requirements and safeguarding Hunter governance over curricula. It was a remarkable achievement that came about through extensive collaboration among faculty, students, staff and administrators working through the Senate.

The Senate Select Committee on Student Success. This committee, working in conjunction with several academic departments and the Instructional Computing and Information Technology Department (ICIT), recently developed a pilot program called Hunter Early Alert which is designed to allow faculty to identify, contact, and engage with students who show early warning signs of poor performance in the classroom (in order to provide strategies for how they might improve their performance and successfully complete the course). Based on the results from a limited pilot, the committee is currently working to improve and expand the program with the goal of implementing it across the College.

The General Education Requirements (GER) Committee and The Senate Committee on Evaluation and Assessment. The assessment of General Education also shows the effectiveness of the Senate and its committees. The initial proposal for an assessment plan came from the Office of Assessment. The GER Committee worked with The Senate Committee on Evaluation and Assessment to review that proposal and advocated for a number of important changes. With membership drawn from both the administration and the faculty, the committees worked out a revised proposal which carefully delineated the responsibilities of the provost's office, Senate Committees, departmental assessment coordinators and Office of Assessment. Finally, the Senate ratified the document after a discussion of assessment in general.

These are just a few examples, all very different, of the remarkable work the Senate does. There are dozens more from recent years alone.

Student Leadership. Students play an active role in the governance of Hunter College. As noted earlier, the president of the Undergraduate Student Government by charter serves as vice-chair of the Senate and its Administrative Committee, giving students an even stronger voice in College governance. In addition to the students who serve in the Senate, Hunter has two student governments: the Undergraduate Student

Government and the Graduate Student Association. Each is responsible for protecting students' rights and promoting student involvement in academic policy and curriculum formation. USG and GSA work closely with the administration to ensure that there is a strong student voice in resource allocation decisions.

Shared Governance

Hunter's model of shared governance allows the institution to realize its mission and goals by including its key constituencies in decision-making. President Raab and the administration regularly engage faculty, staff and students in advancing the institution's goals and objectives, as illustrated by the examples below.

Development of Institutional Learning Objectives. One area where governance worked effectively was the development of Institutional Learning Outcomes (ILOs), a two-year process that occurred across the campus; it began in the Senate committee for General Education Requirements and concluded with a full Senate vote. In between, there was organized participation by faculty, staff, administration and students in separate workshops leading to a combined list of proposed outcomes. An ad hoc committee met several times to discuss the proposals and developed a recommendation to the Senate. Considerable discussion in the Senate led to revisions and subsequently to final ratification of the ILOs that are in place today. The ILO discussion was a challenging one, but the structure and procedures of the Senate yielded a final product that incorporated concerns from administrators, faculty and students.

Creation of the Student Union. In 2014, Students approached the administration and requested space dedicated for student use, in addition to the library. In response, the administration sought student input regarding desirable space that would be able to accommodate a large number of commuting students. The Undergraduate Student Government formed a committee that worked with architects and administrators to design a space that would further the shared goals of the students and the administration. They also toured and researched other institutions' student union spaces. The Undergraduate Student Government collaborated with staff to fund the project, contributing $250,000 in student activity fees toward construction, which is now underway, with the Student Union scheduled to open in fall 2019.

Renovation of the Leon and Toby Cooperman Library. In 2007, President Raab charged the President's Task Force on Hunter College Libraries (comprised of faculty, administrators and students) with developing a plan to build a 21st-century library for Hunter College. The Task Force produced a report with recommendations and, in conjunction with the Senate Master Plan Committee and the Senate Committee on the library, began planning the project. We raised private funds from multiple sources, including a $25 million naming gift from Leon and Toby Cooperman. In 2016, the new 6th and 7th floors of the library opened, and a planned renovation of the 5th floor and work will begin at the end of this year.

Opportunity for Improvement

Increase Student Participation in the Senate. Students hold 38 percent of the seats in the Hunter College Senate, yet these seats are rarely filled, and attendance among student senators is uneven. As part of our student engagement efforts, we need to work diligently to increase students' understanding of the importance of their role at the Senate, so more get involved and so participation is more consistent.

Conclusion

Shared governance allows Hunter to engage the entire community in strategic decision making. Governance at the College is transparent, with a meaningful voice for students, faculty and other stakeholders. All

significant governance documents provide for active community participation in the governance of the College; most Senate and departmental Committees have some mix of student, faculty and administrative participation.

In order for governance to truly reflect the views of the current College population, we need to promote the value of College service to our stakeholders, especially those new to Hunter. The College is addressing this issue in several ways. We are making a greater effort to invite members of governance groups to attend new faculty orientations. The chair of the Senate Charter Review Committee is actively reaching out to student leaders in an effort to design and implement a governance process that increases student participation in Senate activities, considering revisions to improve the election process for students into the Senate. In addition, the USG and GSA are both planning to host Town Hall meetings to hear direct feedback from students about initiatives, changes and programs they would like to see on campus. By continuing along this path, Hunter will be able to maximize the benefits of shared governance.

CONCLUSION

The ten years since Hunter completed its last decennial review have been transformational for the College. We are particularly proud to see significant progress across the four strategic priorities that have been our guideposts in this Self-Study. We examined our accomplishments in each of those areas through the lens of the seven MSCHE standards and found a great deal to celebrate. Naturally, we also identified important opportunities for improvement. As we anticipate our next cycle of strategic planning, the lessons from this Self-Study will energize our efforts to assess and strengthen academic quality, bolster student support services, boost graduation rates and further improve post-graduate outcomes.

Enhance Hunter's Identity as a Research Institution

We have invested heavily to grow Hunter College from an emerging research institution to a mature one, and the dividends can be seen in the extraordinary accomplishments of our faculty, who are winning awards and producing influential scholarship. Several of the opportunities for improvement we identified will build on that foundation. All In East Harlem has already catalyzed applied research across our schools and programs. Strengthening coordination of those activities will accelerate that progress, offering more opportunities for students to engage in research as well. Strategically planning for tomorrow's technological needs will further support this priority, particularly as more faculty aspire to do "big data" research.

Foster Interdisciplinary Learning and Scholarship

Interdisciplinary learning, another core strategic priority, is breaking down academic silos and binding together our schools, programs and campuses through common projects. From Roosevelt House to our vibrant arts programs; from our new Belfer laboratory facilities to our many policy centers, faculty are pushing boundaries in their scholarship and students are learning to think critically and make unexpected discoveries. We have already seen tremendous progress in this area, but establishing clear goals and a common set of learning objectives around interdisciplinarity will help us better understand the efficacy and impact of those efforts. Building our institutional research capacity will be equally essential, providing faculty and administrators with the data they need to assess impact and improve programs.

Strengthen Community Engagement

Caring for the future is at the heart of Hunter's mission, and our commitment to engaging the community reflects that. We also embrace our location in one of the world's most dynamic cities, taking advantage of its resources to equip our students with a global outlook and the skills and experience to achieve their professional ambitions. Many of the opportunities we identified will support this priority, with our renewed commitment to All In East Harlem only the most obvious one. In particular, our focus on promoting and coordinating experiential learning will give even more students the chance to gain real-world experience in city institutions, from arts and health organizations, to nonprofits and businesses.

Bolster Student Success and Engagement

Student success is our North Star. It is the most important measure of our institutional effectiveness, and it is the mission that inspires our dedicated faculty and staff every day. We are proud of the remarkable achievements of our graduates, who are winning prestigious awards and earning entry to top professional schools, but we know that there is more work to do. Every opportunity for improvement that we have identified is ultimately a lever to bolster student success. Looking ahead, we will be especially engaged in efforts to improve outcomes for our transfer students. Introducing a new "Hunter 311" service center will

ensure that students get timely support and answers to their questions. Investing in strategies to promote postgraduate success will remain a focus and will likely be a pillar of our next strategic plan. At the same time, few people know better what students need than the students themselves: Increasing student participation in the Hunter Senate will ensure that students have a meaningful voice in decision-making, so we can devise policies, programs, and practices that truly meet their needs.

Opportunities for Improvement

Strengthen Coordination for All In East Harlem. All in East Harlem (AIEH) is a signature program at Hunter and has grown dramatically since launching a few years ago. It touches upon all our strategic priorities, so it is essential that strong infrastructure is in place to support it. We will take steps to better coordinate AIEH activities, ensuring that we maximize the benefits of interdisciplinary work, maintain meaningful relationships with community partners, increase student placements, encourage applied research, and disseminate what we learn.

Develop and Implement "Hunter 311." We will develop a central service center to receive and respond to non-emergency calls, texts and emails regarding issues related to facilities, technology, public safety, environmental health and safety and general student service needs.

Create a Presidential Task Force on Part-Time Faculty. Hunter employs a large number of adjunct faculty, and we need to do more to integrate them into the College. A Presidential Task Force will take a comprehensive look at the part-time faculty experience and make recommendations for how best to develop and engage this critical part of our community.

Continue to Promote and Coordinate Experiential Learning. Hunter offers a rich and growing array of opportunities for experiential learning, but programs emanate from and serve disparate academic programs throughout the College. We will explore and implement strategies to better coordinate these activities, so they can continue to grow and so more students are aware of opportunities to get involved.

Define Goals for Interdisciplinarity. As we continue to grow our interdisciplinary programs, they would benefit from clearer goals and a common set of learning objectives. Shared assessment tools would also allow us to better understand the efficacy and impact of interdisciplinary learning at Hunter.

Create a Strategic Plan for Online Learning. As we continue to expand our inventory of online and hybrid courses, and work to launch fully online professional programs, we need to define our academic goals and understand technical and funding needs. The strategic planning process will help achieve this goal.

Continue the Integration of Career Preparation and Liberal Arts Programming. We have aggressively pursued the expansion of experiential learning as well as development of new undergraduate certificates that cultivate professional skills and real-world learning. We need to codify those efforts and build on them, better integrating career exploration and preparation into our liberal arts programs, so more Hunter students graduate prepared for success in their chosen careers. Coupled with this, we will need to coordinate these efforts through an expanded career services office and program.

Increase the Preparedness of, and Support for, our Transfer Students. The difference in outcomes between our first-time, full-time students and our transfer population is readily apparent. We will need to identify strategies to enroll transfer students who are better prepared for Hunter's challenging academic environment and continue enhancing the support we provide once they arrive on campus.

Develop an Office of Graduate School Preparation. A significant portion of Hunter graduates pursue academic Master's and PhD degrees — we want to support them and grow their numbers, particularly given the student population we serve. Based on the successful model of our pre-professional advising offices, we will need to bolster support for students who want to continue their education in academic programs.

Continue to Support Assessment in Academic and non-Academic Support Units. We have made great strides in the infiltration and use of assessment in both our academic and non-academic units. We will need to assure the momentum continues, is supported and becomes systemic.

Increase our Institutional Research Capacity and Use of Data. As we continue to promote a culture of evidence, we will need to increase the capacity of our Office of Institutional Research and ensure that we distribute information in a timely and appropriate manner. We should take advantage of data dashboards to put standard measures of student success (e.g., teaching loads, class enrollment trends, number of majors) on the desks of chairs and deans. Student engagement data, which we are now beginning to collect and analyze centrally, should be similarly available.

Develop a Technology Strategic Plan. Technology undergirds every aspect of operations at Hunter and it is essential that we keep up with trends and ever-growing demand. We will need to develop a strategic plan using a process similar to our master planning process for facilities, so we can assess current and future needs and set priorities. That includes a focus on developing principles to guide our work over the next five years, with an emphasis on student success, business process improvement and research.

Increase Student Participation in the Senate. Students hold 38 percent of the seats in the Hunter College Senate, yet these seats are rarely filled, and attendance among student senators is uneven. As part of our student engagement efforts, we need to work diligently to increase students' understanding of the importance of their role at the Senate, so more get involved and so participation is more consistent.