



Hunter College
Strategic Plan,
Academic Years 2012 - 2020

Approved by the Hunter College Senate on April 27, 2011

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INTRODUCTION: THE EMERGING HUNTER UNIVERSITY

Hunter College occupies a distinctive place in American higher education. We remain devoted to a particular and uncommon social mission – giving students from diverse backgrounds and modest means the opportunity to complete curricula defined by high intellectual expectations. Our graduates embody the too-rare promise of renewing democratic leadership in American society. To this Hunter has added a greater focus on scholarship, research, and creative activity. Hunter also plays an increasingly important role within New York City as a training ground for critical professions that meet essential human needs. In this strategic plan, we reaffirm our commitment to the goals of student success, significant scholarship, and service to our city. Success rests on the willingness of all to share ownership of these goals and help translate them into practice. The Hunter of tomorrow must continue to embody the best of Hunter past and present.

Contexts

Circumstances encourage the ambitious reimagining of who we are. Hunter College has been the beneficiary of exceptional favorable publicity in recent years. Popular college guides have ranked us among the best-value schools in public higher education in the United States. They note our location, in the heart of one of the world's most exciting cities, as an enormous advantage. The City University of New York now recognizes Hunter as the leading liberal arts college in the system and as one that should expand its focus on research. We have become the first-choice school for more applicants from within the city than any other CUNY campus; our honors programs attract large numbers of intellectually talented and ambitious students. The new CUNY School of Public Health will operate under our auspices. In a key move toward full university status, Hunter now offers its own doctoral programs in certain sciences. Faculty personnel policies that offer reassigned time for research to untenured faculty and better terms for sabbaticals have facilitated the recruitment of research-minded scholars. Finally, with the renovation and reopening of Roosevelt House as a center for public policy research, teaching, and public programs, we have an extraordinary facility for elevating our role and visibility in selected public policy arenas.

Other conditions, though, will test our capacity to achieve our goals. The years ahead promise to be lean ones for the state budget, and we cannot depend on tax-levy funds to meet our needs. Finding additional resources becomes a community challenge and a collective responsibility, and we will need to be creative and entrepreneurial in tapping new sources of support. Important resource policy questions – such as whether individual campuses within the state higher education system will be granted autonomy to set their own tuition rates – remain unresolved. We also operate within the CUNY system and must respond to various mandates while we strive to sustain the uniqueness of a Hunter education and assure the quality of the degrees we award. Finally, notwithstanding personnel policies that have given faculty more time for research, countervailing pressures arise from the heavy teaching load that reflects CUNY labor-management agreements and CUNY administration calls to increase the percentage of courses taught by full-time faculty.

The Present and the Future

We can state clearly what we aspire to be when we have realized the plan – a *research-oriented, student-centered university*. If we succeed, we will become CUNY’s version of an elite public university, the one that others identify as the system’s flagship. Certain benchmarks distinguish great public universities. At their core, they feature outstanding liberal arts programs across the humanities, the sciences, and the social sciences. They cultivate productive and accomplished faculty, who in turn insist that students meet high expectations in the classroom and become partners in the scholarly enterprise. They also boast of outstanding graduate and professional schools and programs, with particular strengths that set them above their peers. Yet Hunter will stand out among top public universities through its ongoing commitment to a profound democratic purpose – educating people from diverse backgrounds and meeting the needs of our city.

Several themes, grounded in recent initiatives, inform the strategic plan:

(1) *The Research Imperative*. Hunter College has increased significantly its research profile and achieved new highs in external grant support, exceeding \$50 million in each of the past two years. This research concentration extends across all schools, liberal arts and professional, while assuming a form appropriate to each one. As we move forward, we need to review the College’s processes, infrastructure, and partnerships to assure that all elements support an intensified research focus. A particular challenge lies in balancing faculty research expectations with the heavy teaching load.

(2) *Student Success*. Our new mission statement affirms high standards for our students. In framing this mission, we have made explicit what has long been true: Hunter College believes in the capacity of students from diverse backgrounds to meet demanding expectations and then make a significant impact on the world around them. We believe student success is a shared responsibility and we propose coordinated initiatives in and beyond the classroom to help students learn, progress through their studies, and graduate.

(3) *Interdisciplinarity*. The future of scholarship points toward the breaking down of walls between fields of inquiry, even as important conversations continue within established disciplines. Hunter has taken a leading role in encouraging scholars to work together across disciplines. We have housed the Schools of Public Health and Social Work together because so many pressing social problems need to be addressed from both perspectives. Other recent initiatives, such as the Roosevelt House programs in public policy, human rights, and LGBT (lesbian-gay-bisexual-transgender) studies, have positioned Hunter College to make its mark as an emerging university through cross-disciplinary innovation.

(4) *Resource Development*. Like other research-oriented universities, Hunter must become more aggressive and creative in pursuing resources. We will all be asked to

become more entrepreneurial, to be attentive to opportunities to tap new sources of funds or engage in revenue-generating activities for the College. While appreciating the complex issues involved in seeking tuition flexibility, we recommend that the College discuss whether this approach (offset by scholarship support) makes the most sense in an era of diminished state support.

(5) *Institutional Connections.* Hunter's location gives us rich opportunities to forge partnerships with neighboring institutions, a process the administration has started. Our main campus lies within a few blocks of some of the world's preeminent medical research institutions, and we are actively exploring how to expand ties between these facilities and Hunter College scientists and healthcare professionals. Some of the decisions we make about locating new facilities should be guided by proximity considerations that will enhance the appeal and effectiveness of our programs.

(6) *Information Technology.* Hunter College has dramatically upgraded its information technology infrastructure over the past several years, leaving us poised to keep pace with extraordinary changes in how people access information and communicate. Looking ahead, we will integrate technology into teaching and learning, add state-of-the-art technology to a revitalized library, and use technology to promote the exchange of ideas and improve communication among all campus constituencies.

(7) *The CUNY Connection.* Hunter's ambition to become a leading public university fits well with the broader CUNY vision of an integrated university system consisting of colleges with different roles and meeting different needs. Our focus on professional programs of exceptional quality that serve New York City fulfills a core CUNY purpose. Similarly, by insisting on rigorous academic standards and drawing a large cohort of honors students, we help CUNY retain some of the brightest academic talent emerging from the city's high schools. As part of our reinforced focus on student success, moreover, we will expand efforts to make sure transfer students from within the system receive the support they need to meet Hunter curricular expectations. Not to be overlooked, Hunter faculty members also play a key role at the CUNY Graduate Center, teaching courses and supervising dissertations. We will continue to respond creatively to evolving CUNY priorities.

The Strategic Plan

The strategic plan consists of several elements. It begins with a new mission statement for the College, a critical document because it informs everything that follows and because we must expect to be held accountable for demonstrating that we are fulfilling the mission we identify. Next, we offer a vision statement that expresses, in aspirational language, where we hope Hunter College will be ten years from now. We have also included a statement of the core institutional values that find expression in the mission statement and in our strategic goals. These introductory sections lead into the body of the plan, which lays out five major strategic objectives, each with subsidiary goals. In the brief conclusion, we outline next steps in the institutional planning process.

MISSION, VISION, AND VALUES

Mission Statement

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we 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.

Hunter’s Vision for 2020

By 2020 Hunter College will have made significant progress toward an ambitious goal – becoming a research-oriented, student-centered university. With its rising reputation for innovative scholarship, Hunter will begin to be mentioned in the same breath as some of the great American public research universities. Yet the College will also be renowned as an institution devoted to student success that invites students to participate in a rich and challenging learning experience.

Our faculty will produce important and influential scholarship across both established disciplines and emerging interdisciplinary fields. With improved laboratory and research facilities, Hunter will claim a higher profile in the sciences, and will attract outstanding graduate students to its newly established doctoral programs. Faculty in our illustrious professional schools will forge stronger partnerships with agencies and non-profit organizations that serve the people of New York City. Roosevelt House will swiftly gain a reputation as one of the city’s go-to places for programs of broad interest on public policy issues.

Unlike some universities that sacrifice teaching to build their research credentials, Hunter College will achieve the unusual by becoming still more celebrated as a center of teaching excellence. New faculty will be introduced to successful teaching strategies. Excellence and achievement in the classroom will be recognized. Staff of the several

academic learning centers will be encouraged and supported to develop new and innovative models to facilitate student learning. We will find new ways to use the city around us to enhance students' educational experience, from internships in public and nonprofit agencies to placements in medical school laboratories to opportunities in the many cultural institutions and media organizations located within a few blocks of our main campus.

Students will find themselves challenged to broaden their horizons – to recognize that as future leaders, they need to study other languages and cultures, learn to examine problems from multiple perspectives, master information technology, communicate well in both writing and speaking, and meet higher expectations than they may have thought possible of themselves.

As a community of faculty and staff, we will be more attentive to our responsibilities to our students. They will receive better advising about course selection, career opportunities, and degree programs appropriate to their interests. Improved course scheduling will make it easier for students to get seats in the classes they need to graduate on time. Through assessment, an active teaching and learning center, and the sharing of best classroom practices, faculty will target their classroom efforts to improve students' ability to learn. We will enhance the quality of student life, including more cultural events, student activities, and leadership development opportunities.

Students will enjoy the time they spend on a campus that hums with the energy of the city. Nestled among the classrooms will be areas designated for extracurricular activity, intra-curricular support, and relaxation. The Library will be a multifaceted learning engagement and research center.

Hunter College will be a vibrant physical presence in the Upper East Side, thriving on our three major campuses: the main Lexington Avenue site at 68th Street, the 119th Street Samuel and Lois Silberman School of Social Work, and the new science center. Weekend programs, lectures, art exhibitions, and more will draw our neighbors to Hunter as never before.

Hunter will be what it has always been: a center of educational excellence. But it will rise to embrace its destiny as a nationally renowned institution worthy of being a model for the public university of the 21st century.

Values

As an academic community, we embrace core values and commitments:

Academic Excellence and Intellectual Rigor. We emphasize excellent and significant scholarship, high-quality research, and outstanding creative expression. We push our students to meet high academic standards, to deepen their appreciation and understanding of their intellectual and cultural heritage, and to expand their intellectual horizons. We all seek to become better learners and problem-solvers.

Diversity. Intellectual growth and innovation emerge from the interaction of people from different backgrounds, challenged to reconsider their beliefs and assumptions. Borders and barriers are shifting, falling, and opening across the world, and members of the Hunter community need to be ready to operate in this more fluid social environment.

Intellectual Innovation. We seek to push the frontiers of knowledge, both in and outside the classroom. Our multiple disciplines and several schools should serve as points of departure for fruitful discourse across conventional academic boundaries.

Service to the Community. We offer critical skills to New York City and beyond, especially in education, nursing, public health and other health professions, and social work. Our scholarship addresses pressing community needs and we work in partnership with public and nonprofit agencies across the city to use our skills and talents effectively.

Democratic Opportunity. Like other public universities, we educate many students of modest means, but we do so with very high standards in the expectation that they will leave Hunter and by their example and leadership unsettle established elites and rekindle democratic possibilities.

Accountability. We should deliver on what we promise to do. In making commitments to educate, to serve, and to study, we also need to take affirmative steps to assure that we are fulfilling our pledges.

Inclusion. Our success as an institution depends upon the contribution of everyone – full-time faculty, adjunct faculty, staff, students, and alumnae/alumni. We encourage the fullest involvement of all constituencies in College discussion and decision-making.

Openness. Ours is a large, multi-campus institution that challenges us to keep all constituencies fully informed of and engaged in issues, debates, events, and opportunities.

STRATEGIC GOALS

Over the next ten years, Hunter College will achieve the following goals.

I. Enhance Hunter College's Academic Identity as an Emerging University

We seek to enhance Hunter College's academic identity as a research-oriented university that continues to offer a rigorous curriculum and place a high value on teaching. We will extend our efforts to promote significant scholarship, research, and creative activity. Our undergraduate curriculum, with an emphasis on research and creative activity, critical thinking, understanding diversity, foreign languages and cultures, clear expression, and quantitative reasoning, will challenge students to expand their limits. Graduate and professional education will become more fully engaged in the organizational fabric of the city. Reflecting the principle of one Hunter, we aim to integrate more effectively the various parts of the College, capitalizing on the synergies that exist when we make intellectual boundaries more permeable. We will support and value effective teaching by both full-time and adjunct faculty and encourage the use of classroom technology to improve the learning experience.

1. Promote Excellence in Scholarship, Research, and Creative Activity

- Encourage and support faculty scholarship, research, and creative activity.
 - Recruit, mentor, develop, and retain a diverse and exceptional faculty.
 - Support unsponsored scholarship and creative activity, particularly in fields with limited external grant funding.
 - Address creatively the heavy faculty teaching load to encourage greater faculty research activity.
 - Recognize the full range of scholarship, including the scholarship of teaching, in the tenure and promotion process.
- Raise Hunter's profile as a major scientific research center.
 - Establish a secure institutional foundation for the sciences, including increased research space and enhanced leadership.
 - Create a foundation for faculty success in the sciences through better guidance, adequate start-up support, and transparent expectations.
 - Improve and rationalize funding for Ph.D. students to meet the needs of Hunter's expanding doctoral programs in the sciences.

- Pursue a research focus in the professional schools that recognizes their important connections to New York City.
 - Recruit, hire, and promote faculty with strong applied research profiles, as appropriate.
 - Establish a plan, with a suitable infrastructure, for the professional schools to support interdisciplinary research, collaborative activities, and community-institutional partnerships.
 - Identify and pursue funding for doctoral students in the professional schools.
- Use Roosevelt House to encourage faculty collaboration on research on social issues and connect Hunter scholars to the broader New York City intellectual community.
- Increase opportunities for student research and creative projects in the arts.

2. Strengthen the Curriculum at All Levels

- Reinforce the elements of undergraduate liberal arts and sciences that distinguish Hunter College within CUNY and promote academic rigor and innovation.
 - Improve student writing, quantitative reasoning, public speaking, and presentation skills across the curriculum.
 - Broaden students' global awareness through the study of languages and by promoting in-depth knowledge of world cultures, including study abroad.
 - Reduce obstacles to and increase incentives for cross-disciplinary curriculum innovation.
- Strengthen and promote the professional schools and graduate/professional programs within Hunter and CUNY.
 - Place and mentor effective professionals in high profile jobs.
 - Establish additional dual-degree programs and interdisciplinary courses among the professional schools.
 - Create more opportunities for internships, translational research, training and program partnerships, and job placements.
 - Establish advanced degree programs as appropriate, including doctorates, in line with disciplinary and professional trends.

- Promote the development of skills that students will need as citizens and members of the workforce in the 21st century.
 - Achieve student competence in information literacy and the use of appropriate information technologies.
 - Increase pre-professional educational opportunities.
 - Introduce, formalize, and publicize pathways from undergraduate majors into professional graduate programs at Hunter.
 - Increase internships and off-campus creative opportunities, while assuring that field work maintains high academic standards.

3. Encourage Effective Teaching

- Increase support for excellent, innovative pedagogy.
 - Reinvigorate the teaching and learning center.
 - Promote the systematic exchange of information about best practices in the classroom, drawing on the expertise of faculty from all Hunter schools.
- Expand mentoring efforts to improve the classroom performance of both full-time and adjunct faculty.
- Recognize and reward excellent teaching.
- Promote the use of technology in the classroom and modernize instructional space to capitalize on new instructional technology.

II. Increase Student Success and Engagement

Hunter College will marshal its resources to promote student learning, retention, and timely graduation. Success in higher education depends significantly on the energy students invest in learning. With that in mind, we will seek to instill in undergraduates an appreciation of the value of a liberal arts education and engage them in their education as active, collaborative participants. Improved advising at all levels will help students clarify their academic and career goals and pursue focused academic plans. Expanded co-curricular offerings will result in a richer college life including cultural events, internships, student activities, and leadership opportunities. A carefully designed enrollment strategy will attract appropriate applicants for our academic programs, and ensure that we offer needed courses. To meet the distinct needs of graduate students, who make up one-quarter of the student body, we will upgrade administrative, advising, and financial support.

1. *Promote among Students a Strong Sense of Intellectual, Academic, and Career Purpose.*

- Develop orientation programs, guidance, and tools to help students early in their academic careers to connect their interests and abilities to possible majors and career options.
- Communicate the value of a liberal arts education to students' career and life goals.
- Establish accurate expectations of Hunter College academic time demands and standards among first-time college and transfer students.

2. *Enhance Student Engagement and Retention*

- Expand transition services and activities for new transfer students.
- Engage academic programs/departments in helping students make progress toward their degrees and generating among them a stronger sense of engagement in the learning enterprise.
 - Make annual schedule planning more systematic to increase seat availability in high-demand courses, particularly those that fulfill the General Education Requirements and graduation requirements.
 - Design department/program academic road maps for students to facilitate planning of course offerings at the discipline/major level.
 - Promote student-faculty interaction at the department level to foster the sense of academic community among faculty and student majors.
 - Encourage active and collaborative teaching and learning in order to engage students with individual faculty and their disciplines.
- Promote extracurricular, cultural, athletic, and recreational activities to increase interaction with other students and encourage faculty and staff involvement.
- Recognize the specific needs of graduate students, ranging from housing to career services, and coordinate planning across schools and programs to meet those needs.

3. *Improve Student Advisement across the College*

- Recognize the distinct curriculum and career advising needs of entering transfer and first-time students and provide tailored guidance to them.
- Enhance academic advising through increased use of technology, faculty and staff training, and the provision of appropriate advisement at all ability levels.

- Improve 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.
- Identify students at high risk of attrition, address their needs before they face serious academic difficulty, and continue to assist them throughout their time at Hunter.

4. Develop a Clear and Comprehensive Enrollment Plan and Present It to the College Community.

- Recruit, support, and retain an intellectually ambitious and racially, ethnically, culturally, and socio-economically diverse student body.
- Coordinate recruitment efforts and admissions practices with program availability and course offerings so that students' expectations are aligned with what is available.
- Improve dedicated funding and support for graduate students, including placement services.

III. Foster a Commitment to Accountability, Inclusiveness, and Openness

To make certain we deliver on our promise of a high-quality education, we need to expand our assessment efforts, taking care to respect faculty autonomy and to offer ongoing administrative support of faculty-driven assessment. Assessment should extend to the many support services that contribute to student success. The College relies heavily on others besides full-time faculty members, and we recommend expanded efforts to engage staff and adjunct faculty more fully in the community. Given the fragmented character of campus life in a large urban university, we should also invest in improved means of communication to assure that everyone has the fullest information about all things Hunter.

1. Broaden Assessment Efforts Across the College.

- Support systematic, ongoing assessment of learning outcomes at the department and program level.
 - Promote faculty-driven assessment efforts.
 - Provide adequate administrative resources to facilitate academic assessment.
 - Develop optional templates for program and department self-studies and annual reports that include assessment efforts and results.

- Engage in regular assessment of administrative offices and practices, especially those that influence student outcomes and/or involve cooperation between academic, advising and administrative units.
 - Evaluate how effectively administrative policies and practices contribute to recruiting, retaining, and graduating students.
 - Make easily available updated information on administrative strategies, goals and targets, and outcomes.
 - Focus each administrative department on its role in advancing the College’s mission.
 - Continuously assess administrative offices and business practices to create efficiencies, promote sustainability, and reduce or avoid costs.

2. Involve All Hunter Constituencies More Deeply in the College as a Learning Community

- Foster the development of faculty leadership at the department level and in College administration.
- Recognize and promote staff as vital contributors to the Hunter community
 - Recruit, develop and retain a diverse and talented staff.
 - Encourage the fuller participation of staff in College initiatives and co-curricular activities and solicit staff input to help meet administrative challenges.
 - Expand professional development opportunities for all staff.
- Broaden opportunities for adjuncts to engage with the College and participate in activities on campus.
- Develop and implement a comprehensive alumni relations plan to engage Hunter alumni in diverse and ongoing relationships with the College and its current students.

3. Make Hunter “User Friendly” Through More Effective Communications

- Redesign the College web site to make it the “go-to” source of information about Hunter for both current and prospective members of the campus community and, ideally, a forum for the lively exchange of information and ideas.
- Use communications and technology, oriented around user needs and preferences, to integrate faculty, adjuncts, and staff more effectively into the Hunter community.

- Develop a transparent comprehensive calendar for all administrative and planning processes and events/deadlines.
- Promote effective and creative informal/alternative channels of communication among Hunter constituencies that address *ad hoc* communication needs and support and build on individual media preferences.

IV. Address Hunter's Urgent Infrastructure Needs

As Hunter's enrollment, research level, and breadth of campus activities have grown, the College is increasingly constrained by the limitations of its physical facilities: lack of space now threatens Hunter's ability to sustain the recognition and quality it has achieved. We will add space to increase seats in high demand courses, expand laboratory capacity, facilitate increased collaboration across disciplines, schools and programs, and create a stronger sense of Hunter community and affiliation with the College among students, faculty and staff.

1. Evaluate Our Current Facilities Usage and Plan for Future Needs

- Perform a comprehensive campus-wide study of physical space utilization to establish a baseline of room use, and update it regularly thereafter.
- Develop a comprehensive campus facilities master plan that identifies Hunter's space needs, prioritizes them, and delineates short- and long-term options to address them.
- As part of the master planning effort, identify external space that might meet College needs, and work with CUNY and local community boards to determine the steps Hunter should take to secure the space.

2. Make More Productive Use of Existing Space and Undertake a Focused Program of New Construction

- Seek creative means to optimize Hunter's existing space.
- Provide new dedicated space for the sciences, identifying space that can become available quickly while continuing to work toward breaking ground on a new science facility.

3. Upgrade the College's Technology Infrastructure

- Develop and implement a strategic technology plan.
- Renovate the Wexler Library at 68th Street to incorporate current modes of information management and encourage student interaction and collaboration.

V. Aggressively Seek New Resources

In an era of diminishing state support Hunter College will need to become more creative about attracting the resources the institution needs to achieve its objectives. We will seek to make ourselves more visible and build upon our identity as a public university that captures the great energy of the city around it. Moving forward, everyone at Hunter will need to participate in increasing our resources. The College must tap both traditional and new funding sources more aggressively than ever before, in ways consistent with Hunter's mission.

1. Elevate the Visibility of Hunter College and Communicate Its Importance to the City

- Create an identity (or “brand”) for Hunter that clearly conveys its distinctive attributes, and use this brand consistently in communication with constituencies within and outside of the College.
- Increase the profile of Hunter public programs, both scholarly and artistic, to elevate the College's presence in and contribution to the city.
- Increase the public profile of Roosevelt House as a Hunter College landmark.

2. Engage the Entire Hunter Community in Fundraising

- Expand the role of faculty, staff, and students in targeted fundraising and donor cultivation.
- Define short- and long-term funding requirements and develop budgets and plans to meet various specific targets, including but not limited to programmatic, student services, and capital funding needs.
- Continue to increase Annual Fund yield in order to generate fungible resources in addition to the more dedicated/restricted fundraising of other development areas (e.g., bequests, major gifts, corporate donations, etc.).
- Prepare and execute a comprehensive corporate and foundation relations strategy.

3. Increase Sponsored Research Funding and External Partnerships

- Strengthen and reorganize Hunter's research infrastructure to facilitate sponsored faculty research.
- Reevaluate research funding processes to achieve greater efficiencies and encourage greater faculty entrepreneurship in seeking external funds.

- Identify and tap new and non-traditional research funding opportunities, including granting agencies, corporations, and foundations.
- Develop and expand partnerships with area organizations and institutions that will bring new human resources to Hunter, provide facilities, increase the College's course offerings and/or potentially reduce costs through economies of scale.

4. Identify New, Creative Sources of Revenue.

- Aggressively increase the College's non-tax-levy revenues through its Auxiliary Enterprise Corporation.
- In cooperation with relevant faculty and governance structures, explore the potential of high-margin executive-education programs that target demand in the New York City region and are suited to Hunter's academic strengths.
- Evaluate the potential of non-degree academic and co-curricular programs targeted toward members of the College's surrounding community.

CONCLUSION: NEXT STEPS

Hunter College's strategic planning process does not end with formal adoption of a plan. No plan can resolve all of the challenges and tensions that we face as we pursue several very worthy goals. The model we have chosen to embrace – the university that defines itself in terms of student success at a high level, important scholarship and creative activity, and dedicated public service – sets Hunter College apart. At the same time, to realize this model we must continue to engage in identifying possibilities, testing and evaluating them, and examining the interplay of complex, interwoven elements.

To facilitate prompt implementation of the plan, we have appended the four task force reports that include numerous possible actions the Hunter community may wish to consider. As part of the follow-up process, various assessment measures should be designed promptly so we will be able to evaluate progress toward meeting our strategic goals. Progress reports, including assessment outcomes, should be presented to the Hunter College Senate periodically over the life of the plan. Further, this is a plan for the entire institution, and our component schools and units should also engage in planning processes appropriate to their particular roles and missions.

APPENDIX 1: SENATE STRATEGIC PLANNING COMMITTEE MEMBERS

Chair

Richard Stapleford (Art)

Members

Philip Alcabes (School of Health Sciences)
 Cristina Alfar (English)
 Judith Aponte (School of Nursing)
 Barbara Barone (Staff -- Dolciani Learning Center)
 Elizabeth Beaujour (Classics)
 Sarah Bonner (Educational Foundations)
 Kristine Gebbie (School of Nursing)
 Sherryl Graves (Dean, School of Education)
 Robert Greenberg (Dean, Arts & Sciences)
 Jacqueline Mondros (Dean, School of Social Work)
 Elizabeth Nunez (Faculty Alternate, English)
 Maria Picon-Sosa (School of Social Work)
 Andrew Polsky (Political Science)
 John Rose (Dean for Diversity and Compliance)
 Bill Sweeney (Chemistry)
 Makram Talih (Math)
 Patricia Woodard (Library)
 Kinte Morgan (Student)
 Tahira Pierre-Cadet (Student)
 Krishan Sharma (Student Alternate)

Ex Officio Members

Eija Ayravainen (VP for Student Affairs)
 Vita Rabinowitz (Provost)
 Barbara Sproul (Chair, Master Plan Committee)
 Len Zinnanti (Chief Operating Officer)
 Sandra Clarkson (Senate Chair)

Consultants

Anthony Knerr (Anthony Knerr & Associates)
 John Braunstein (Anthony Knerr & Associates)

APPENDIX 2: STRATEGIC PLANNING ASSUMPTIONS

Throughout the planning process, the strategic planning committee proceeded on the basis of several assumptions. First, planning is about *change* – about doing more, doing things differently, introducing or innovating, improving. Hunter already does many things well. On matters about which the committee did not recommend change, the plan is silent. In no sense should this be construed as a criticism of current practices. We endorse them and want them to continue. For example, Hunter College stands apart from most universities in its strong curricular commitment to understanding pluralism and diversity. Our committee saw no need to recommend changes in this important graduation requirement and, accordingly, the plan itself says nothing about it.

Second, we have been guided by the notion that there is *one Hunter*. The College consists of multiple schools, departments, and programs, and they have often operated with limited reference to each other. Were we to continue this way, however, we would waste resources and miss opportunities. We believe the institution can better integrate its pieces, devise new pathways from undergraduate education into professional and graduate programs, reduce obstacles to interdisciplinary teaching, and more.

Third, we believe the College can thrive by building upon the *research-teaching synergy*. Research-active scholars can inspire students to explore problems from multiple perspectives and stimulate them to realize that scholarship answers questions but also opens new ones. When we speak of moving toward a research-oriented university model, we expect students to be active participants in this enterprise.

Fourth, in keeping with the spirit of one Hunter, we believe that many of the challenges we face are a *shared responsibility*. Thus we all need to contribute to the important goal of retaining students and helping them graduate in a timely manner, though faculty, advisors in student services, and others will play different roles.

Fifth, effective planning for a university must be *participatory*, calling on the ideas and expertise of numerous actors and recognizing that they have to buy into the final design for it to work. We began with a committee of modest size in spring-summer 2009. Later we established task forces and augmented these with additional faculty members and administrators, several of whom have continued as members of the committee. Full community discussion in through early April 2011 gave the committee additional feedback. Just as important, the planning process must not conclude with the adoption of a College-wide strategic plan. It needs to be followed promptly by planning at the level of our constituent schools and administrative units, within the framework of the principles and goals of the Hunter plan. The president has pledged to support these subsequent planning efforts.

APPENDIX 3: TASK FORCE REPORTS

SSPC Task Force on the Evolving “Hunter University” Final Report, 12/09/10

Co-chairs:

Andrew Polsky
Jackie Mondros

Members:

Christa Davis Acampora
Judith Aponte
Eija Ayravainen
Elizabeth Beaujour
Sherryl Graves
Robert Greenberg
Vita Rabinowitz
William Sweeney
Len Zinnanti

I. Strengthen the Curriculum at All Levels

1. Strengthen undergraduate liberal arts and sciences, especially those features that distinguish Hunter within CUNY:

- a. Improve student writing through more carefully designed, sequential writing requirements, both in general education and in the major.
 - Possible actions: selective use of an additional credit hour in advanced courses with intensive writing-feedback expectations
- b. Increase students’ opportunities to improve their public speaking and presentation skills.
 - Possible actions: make public presentations an expectation for departmental honors; add full or partial credit hour to courses with formal public-speaking components.
- c. Enhance opportunities for student research, including research with faculty members.
 - Possible actions: student-faculty grants for collaborative research; creation of an office of undergraduate research and clearinghouse for research opportunities; publicity for off-site research.
- d. Promote opportunities for students in the arts to undertake creative projects, individually and collaboratively.

- e. Foster foreign language study by maintaining a significant language requirement and encourage in-depth knowledge of foreign cultures.
 - Possible actions: increase study abroad (supported by non-tax levy funding); expand linkage of foreign language courses with related courses across the arts and sciences to form in-depth cultural knowledge clusters; encourage students planning to pursue careers or advanced study requiring foreign language proficiency to undertake advanced work in the appropriate languages at the undergraduate level.
- f. Encourage quantitative reasoning in courses across all appropriate disciplines.
- g. Use the College's core objectives as the standard by which to judge the appropriateness of new programs.

2. Strengthen the professional schools and graduate/professional programs within Hunter and CUNY:

- a. Place and mentor effective professionals in high profile jobs in New York City.
- b. Establish additional dual degree programs and interdisciplinary courses among the professional schools.
- c. Identify, create, and strengthen relationships with key organizations including City and State departments related to the professional disciplines for internships, translational research opportunities, training and program partnerships, and job placements.

3. Promote the development of skills that students will need as citizens and members of the workforce in the 21st century:

- a. Achieve student competence in the use of appropriate information technologies.
 - Possible actions: incorporate classroom information technology use in curriculum proposals; evaluate technology use in program and department self-studies.
- b. Increase pre-professional educational opportunities.
 - Possible actions: Use the more flexible minor system that has been recently introduced at Hunter to create, for example, a legal studies minor.
- c. Establish/formalize and publicize pathways from undergraduate majors into professional graduate programs at Hunter.
 - Possible actions: Establish a working group with advising staff and faculty from both professional schools and liberal arts and sciences to identify potential pathways.

- d. Increase internships and off-campus creative opportunities, while assuring that field work maintains high academic standards.
 - Possible actions: hold periodic meetings of faculty to share “best practices” for internship placements and oversight.

II. Encourage the Integration of the Different Units that Constitute the Evolving Hunter University

4. Facilitate collaboration across the different departments and schools that constitute “Hunter University”:

- a. Support cross-disciplinary research and teaching, including both Arts and Sciences and professional schools faculty.
 - Possible actions: introduce faculty seminars and regular symposia, especially at Roosevelt House, and team-taught courses.
- b. Reduce obstacles to and increase incentives for cross-disciplinary curriculum innovation.
 - Possible actions: expand multi-year scheduling for interdisciplinary programs; make general the practice of compensating departments (with adjuncts and GTFs) for faculty members who teach in interdisciplinary programs.
- c. Establish an infrastructure and create and implement a development plan for the professional schools to support interdisciplinary teaching, research, collaborative activities, and community-institutional partnerships

III. Build upon CUNY’s Commitment to a Decade of Science

5. Establish a secure institutional foundation for Hunter to raise its profile in the sciences

- a. Identify and develop adequate space in one or more locations near the 68th Street campus for the expansion of scientific research at Hunter.
- b. Design a suitable institutional structure for the basic and applied sciences and define an appropriate leadership position to meet their needs.

6. Improve and rationalize funding for doctoral students to meet the needs of Hunter’s expanding doctoral programs in the sciences.

- a. Find funding from multiple sources (including grants, CUNY, and Hunter itself) to allow significant increases in the number of PhD students that can be supported at Hunter College.

- b. Establish a structure consistent across all PhD-granting departments to provide bridge funding for students who are no longer supported by external grants.

IV. Promote Faculty Excellence in Scholarship and Creative Activity and in the Classroom

7. Recruit, develop, and retain a diverse and exceptional faculty:

- a. Develop a comprehensive program of support for faculty at all stages of their careers.
 - Possible actions: recruit faculty aggressively; establish a program of mid-career professional development; enhance and systematize efforts to help faculty prepare for the tenure and promotion process; guide chairs in their efforts to mentor, evaluate, and prepare their colleagues for tenure and promotion.
- b. Develop a transparent faculty workload plan that reflects Hunter's higher expectations for scholarship, research, and creative activity as well as other faculty responsibilities.
- c. Clarify tenure and promotion expectations through a collaborative process that involves faculty at the department level.
- d. In the professional schools, recruit, hire, promote faculty with strong applied research profiles as appropriate.
- e. Define career paths (tenure and promotion) as appropriate for faculty members who focus on the scholarship of pedagogy and education within their disciplines.
- f. Foster the development of faculty leadership at the department level and in College administration.
 - Possible actions: identify faculty members with leadership skills soon after tenure and encourage them to pursue active roles in department and College leadership; cultivate a sense of commitment to the College as a whole.

8. Stimulate faculty research and creative activity:

- a. Increase sponsored research.
- b. Expand resources to support faculty travel for research.
 - Possible actions: Seek a major donor for an endowed global research program that will support extended research abroad.
- c. Pursue research and creative partnerships with a broad array of New York-area scientific, non-profit, cultural, and other institutions.

- d. Re-engage faculty who have ceased to pursue an active research agenda.

9. *Promote a strong commitment to excellence in teaching at all levels:*

- a. Support the systematic exchange of information about best practices in the classroom.
 - Possible actions: revitalize the Teaching and Learning Center; introduce seminars on the scholarship of teaching and learning; expand workshops on technology and teaching; capitalize on the expertise of faculty in the School of Education to improve pedagogy.
- b. Recognize the scholarship of teaching as part of the tenure and promotion process.
 - Possible actions: establish department-level standards that incorporate scholarship of teaching.
- c. Establish distinguished and/or named professorships for faculty who excel in the classroom and in the scholarship of teaching.
- d. Train faculty in student advisement and mentoring.
- e. Encourage effective teaching by adjunct faculty and broaden opportunities for adjuncts to capitalize on their connection with Hunter.
 - Possible actions: disseminate “best practices” in the recruitment of adjuncts and coordination with graduate education (especially the CUNY Graduate Center); expand support for adjunct faculty development; increase engagement and interaction with full-time faculty; engage greater numbers of accomplished and highly-respected “practitioners-in-residence.”

V. Foster an Academic Culture of Informed Planning and Accountability for Results

11. *Expand the use of data throughout the College as a guide to informed decision making:*

- a. Support systematic, ongoing assessment of learning outcomes at the department and program level.
- b. Make use of available national assessment research at the department and program level.
- c. Develop a template for program and department self-studies that includes identification of assessment benchmarks, a report on department/program

assessment efforts, and an evaluation of the department's/program's contribution to the realization of the College's strategic goals.

- d. Extend use of data in scheduling courses and assigning rooms.
 - Possible actions: identify specific seat shortages in GER courses and induce departments to cooperate in expanding availability in high-need courses.
- e. Develop a system to track internships College-wide, to make possible assessment of their substantive effectiveness and increased participation.
 - *Possible actions: establish standards for internship effectiveness to make possible assessment of their substantive effectiveness.

SSPC Task Force on Student Success and Engagement
John Rose and Case Willoughby, Co-Chairs
Final Draft 12.13.10

The Student Success and Engagement Task Force held three meetings during the month of November to discuss, review, and identify “academic and student support initiatives necessary to increase engagement with Hunter and to improve the academic and personal success of its students.”

As the Strategic Planning Committee (SPC) knows, no single silver bullet will address the challenges in student engagement and success. Pascarella and Terenzini (1991) suggested that “rather than seeking single large levers to pull in order to promote change on a large scale, it may well be more effective to pull more small levers more often” (p. 655). Kuh et al (2005) took this notion a step further by saying that “Effective educational practices are synergistic and ‘sticky,’” meaning that promoting engagement in one area of college life can have salutary effects on others for students.

This report will first list general principles that surfaced in the Task Force’s conversations and represent more “big picture” thinking. These principles will be followed a more detailed list of broad initiatives that can promote student success and engagement. It should be noted that the initiatives listed below do not imply that the College is not in some way already working toward these ends, but rather that additional efforts may be warranted.

Principles:

- Acculturate students to college environment and academic work
- Implement intrusive measures for “at-risk” students to catch them as early as possible
- Web of engagement: each strand of the web (initiative) is one more chance to “catch” students based on their curricular, co-curricular and personal characteristics
- Learn from our successful programs (e.g. pipeline programs) and our failures to determine which services/initiatives they use that can be scaled out to impact more students
- Remember “the middle class” – students who are neither high- nor low-achievers, but will benefit from services and programs to increase their engagement and success
- Utilize technology more effectively as a pedagogical tool, as a communication medium and as a resource for faculty and students

Initiatives:

- I. Promote the development of a sense of intellectual, academic and career purpose as early as possible. Intellectual and academic goals may relate directly or very loosely with students’ career goals, and the College has a role in teaching students

- how to explore both. Development of purpose can go far in helping students develop the resiliency needed to complete the baccalaureate degree.
1. Finding ways to help students develop the tools to search for a major early in their academic career that connects to their interests and abilities
 2. Finding ways to help students develop the tools to explore career options early in their academic career that connect to their interests and abilities
 3. Helping students understand the goals and relevance of a liberal arts education
- II. Supportive Campus Environment. Both freshmen and transfers arrive on campus with inaccurate expectations of college work and life, and without a sense of connection to the College and its faculty, staff and students.
1. Strengthening students' understanding of the Hunter College educational standards and requirements
 - a. Help students understand the rigors, proficiency standards and time-demands of college academic work
 - b. Help students develop effective time-management and study skills
 2. Deepen the visceral connection between students and Hunter College
 - a. Maintain, encourage and create activities in which students develop a deeper community identity
 - i. Tournaments, coordinated club activities, artistic and musical events, electronic games, talent contests, movie nights
 - b. Create activities that will help reinforce the Hunter Culture: For example develop a "Hunter Citizen Program in which students will be rewarded for service to community. A possible "President's List" equivalent to the Dean's List, will track students that have outstanding community service.
 - c. Increase opportunities for socialization—increase focus on student activities and develop more "hang-out" spaces at Hunter for ad hoc get-togethers (Student activities: according to the 2010 CUNY Student Experience Survey, 73% of our students do not take advantage of these opportunities)
 3. Academic Advising: Assessing, supporting and improving it across the College. Tinto (1987) referred to Advising as the only structured one-to-one activity wherein students can talk with a college representative to make meaning of the college experience.
 - a. Assessing strengths and weaknesses of all forms of advising on campus (academic departments, Advising services, MHC, SEEK, THHP, etc.)
 - b. Promoting use of technological resources for basic advising information (e.g. DIG)
 - c. Provide academic advising at all levels. For example, at the end of each class, faculty could advise students of how to concentrate in different disciplines

- d. Offer professional development to faculty and staff who advise students
 - 4. Targeted support to students at risk and early warning systems
 - a. Hunter's Office of Institutional Research can use predictive modeling to identify new students who are more likely to attrit. Interventions (including summer bridge programs, advising and academic skill building) can be targeted toward these students before they actually have academic difficulty
 - b. Systems can be created to allow faculty to refer students with academic performance or personal issues to support services (counseling; advising; learning centers, etc.) early enough in the term so that their grade may be salvaged
 - c. Expanded resources to support students in jeopardy
- III. Active and Collaborative Learning. A wealth of research (Kuh, et al 2005) confirms that active and collaborative learning in the curriculum and co-curriculum contributes to student success and engagement.
 - 1.
 - a. Encourage class presentations to increase students' engagement with course content, and public speaking and presentation skills.
 - b. Encourage group assignments both in and out of the curriculum
 - c. Encourage participation of research activities in the discipline
 - d. Creation of spaces – classrooms that facilitate collaborative learning
 - e. Reward Faculty for developing/utilizing engaging pedagogies
 - f. Reinvigorate Center for Learning and Teaching to promote professional development in teaching excellence and creative activity
- IV. Student Faculty Interaction. Research links student faculty interaction within and beyond the classroom with success and retention.
 - 1.
 - a. Early feedback from instructors in coursework
 - b. Encouraging academic departments to work toward a sense of community with their major students
 - c. Increase the faculty's ability to advise and help students during their tenure at Hunter
 - d. Encourage faculty to engage in extra-curricular activities of students, including volunteer work.
- V. Enriching Educational Experiences. Such experiences promote connection between students and other college members (faculty, staff and students) in the course of an educationally purposeful enterprise.
 - 1.
 - a. Service Learning: volunteer opportunities that enrich and are connected to curricular learning and/or coursework

- b. Volunteer/Community outreach opportunities (members of the Hunter community volunteer in local service projects; create teams to participate in a Race for the Cure or AIDSwalk, etc.)
 - c. Internships: increase the numbers of students who take advantage of these opportunities.
2. Block program. Assess and build upon the successes of the Block Program for incoming freshmen
 - a. What additional student engagement and success outcomes can be realized? How?
 - b. Increased opportunities for students to work individually and collaboratively

Source data and reference materials reviewed by Task Force included:

- Kuh, Kinzie, Schuh, Witt & Associates (2005) *Student Success in College: Creating Conditions That Matter*. (section on Clusters of Student Engagement).
- Pascarella, Ernest, and Patrick Terenzini, Jossey-Bass (1991) *How College Affects Students: Findings and Insights from Twenty Years of Research*.
- Tinto, V (1987). *Increasing Student Retention*. San Francisco: Jossey Bass.
- Data provided by Hunter and CUNY Institutional Research including the CUNY 2010 Survey of Student Satisfaction; the 2009 National Survey of Student Engagement (NSSE); and retention/success data of Hunter undergraduates

SSPC Task Force on Resource Development FINAL – 12/10/2010

Leonard Zinnanti and Robert Buckley, Co-Chairs

The following series of initiatives, goals, and milestones was prepared in response to the direction given by the Senate Strategic Plan Committee questionnaire. These initiatives are informed directly by the College's overall goals of improving Student Recruitment, Retention, and Graduation Rates. With best practices in place for academic planning at Hunter, as well as enhanced physical and financial resources, the College's mission will be upheld by strengthening the level of Student Success at Hunter. In particular, special focus will be paid to initiatives in the New Revenue Enterprises, Research Funding through Grants, and Fundraising categories. Taking steps to grow Hunter's visibility in the corporate world for both grants and philanthropy will help raise the College's profile significantly.

Fundraising

1. In order to grow the Hunter College Foundation, the College will invest in and develop its current structure in order to eventually realize a fully self-sustaining philanthropic foundation at Hunter College. In addition, the College will develop new approaches to fundraising, through targeted cultivation methods, in order to increase donations from alumni and other friends of Hunter College. In particular, the College will target middle-level donations—amounts ranging from \$10K to \$250K. This initiative will entail developing a comprehensive corporate donation and sponsorship strategy, introducing a heretofore untapped resource. In concert with this, the College will also ramp-up its strategies to attract donations and strategic partnerships with various private philanthropic foundations. In order to achieve this, the Hunter College Foundation must make changes to its structure and current practices. Changes will include, but are not limited to, the following:
 - The Foundation will work with College administration to establish short term and long term funding requirements and develop budgets and plans to meet various specific targets, including but not limited to programmatic needs, student services needs, and capital funding (labs, libraries, student space, etc.).
 - The HCF will continue to increase its annual fund to have fungible resources to increase fundraising potential such as: staff, upgraded systems, etc.
 - The College will invest in Foundation staffing to acquire a full-time corporate cultivation specialist.
 - Expand the opportunities for direct student and faculty involvement in targeted fundraising and donor cultivation.

Metrics to be used in assessing these Fundraising initiatives will include:

- Specific targeted fundraising goals will be set, and tracked accordingly.

- Annual fund giving will increase 10% each year.
- Capital campaign giving rates will rise 10% over the next several years.
- Middle-level giving rates should increase significantly with more effort in that area. The College would like to achieve a middle-level giving rate increase of 25% over the next 5 years.

Strategic Partnerships

2. The College will build and expand upon its relationships with external and internal partners at the local, state, national, and international levels. Hunter will seek to build more partnerships with peer institutions, akin to its relationship with Weill Cornell, to expand the offerings it can make to both students and faculty. Leveraging these partnerships will further enhance the College's financial and academic standing. Additionally, internal interdisciplinary partnerships in research, academics, and service will be strongly encouraged. More collaboration across schools and disciplines within the College will encourage stronger academic prowess as well as more opportunities for grant and research funding. Specific initiatives within this heading will include:
 - Expanding upon existing connections with peer institutions.
 - Encouraging faculty involvement in growing Hunter's partnerships by supporting conference attendance and research grant proposal applications.
 - Building community-campus partnerships for research, practice, and service opportunities with local, state, national, and international non-profit and for-profit agencies.

Research Funding Through Grants

3. The College will further develop plans to target traditional and non-traditional (including corporate) research funding opportunities. In addition, the College will provide more support to faculty seeking and/or receiving grants to support research at Hunter College. In addition, Hunter College will develop a more comprehensive planning and reporting relationship between the Office of Research Administration, the President's Office, the Provost, and the Hunter College Foundation. In order to achieve these objectives, the College and the Office of Research Administration will:
 - Provide more assistance and guidance, especially for new and junior faculty, on seeking out and applying for research grants.

- Work with the Hunter College Foundation to identify new and heretofore untapped granting agencies, corporations, and foundations.

Metrics to be used in assessing initiatives involving Grants administration will include:

- With more administrative support, the College's goal is to grow its current grant application numbers (about 800 per year) by at least 3% annually.
- With more applications, the College's goal is to see the trailing 5-year average of overall grant dollars (currently approximately \$44.8 million) grow by 3% per year. The College does note that grant awards are estimated to be down due to the loss of federal stimulus money in the coming years.

New Revenue Enterprises

4. The College will aggressively seek to enhance its non-tax levy revenues through its Auxiliary Enterprise Corporation by developing rental/retail space within its current footprint, reviewing and renegotiating its existing contractual relationships, and seeking new contractual opportunities. In order to achieve these goals, the College will:

- Begin developing space within Hunter's current footprint for rental/retail space.
- Explore royalty and licensing agreements to generate additional revenue.
- Reevaluate current long-term space rental agreements.
- Expand the Hunter OneCard use on campus as well as extend use to neighboring vendors.

Metrics to be used in assessing progress toward the goals within New Revenue Enterprises will include:

- Royalties, licensing, and OneCard revenues to the College could be expected to increase at a rate of 3% each year.
- Developing space within Hunter's footprint for rental/retail use will re-set the base revenue by growing it at least 30% by year 5.

Academic Planning and Resource Allocation

5. Hunter will incorporate academic planning and enrollment management functions to better coordinate its administrative processes to support student services and satisfaction, retention, and graduation while maximizing administrative and physical space resources. The College will develop and implement a transparent comprehensive calendar for all administrative and planning processes and

events/deadlines to improve planning and policy implementation. Steps to completion will include:

- Enhance the planning and reporting relationships between the Academic Departments, Admissions, Registrar, and Budget Office.
- Develop a complete student academic road map to better plan cohort course offerings at the discipline/major level.
- Establish clear and concrete guidelines for faculty reassigned time, complete with a process to plan faculty assignments as part of the annual schedule and anticipate adjunct appointment needs.

Metrics to be used for assessment will include:

- Better planning and class offering analysis should lead to higher graduation rates. After a baseline has been set, the College will look at 4- and 6- year graduation rates annually.
- By developing better planning and scheduling systems and practices, the College can better maintain or reduce the ratio of part-time instruction to full-time instruction costs.

Space Utilization Planning

6. Hunter College will continue to seek to optimize its current space utilization as well as seek out new space in the neighboring or nearby areas. The College will develop an automated system to better track classroom and public space usage and reservations, as well as work with its internal constituents to perform a comprehensive space use study and analysis. Additionally, the College will work to achieve a total renovation of the Wexler Library at the 68th Street campus. Specific initiatives under the umbrella of Space Utilization Planning will include:

- Performing a complete campus-wide study of space use on campus in order to establish a baseline of room use, followed by annual evaluations thereafter.
- Bringing departmental rooms as well as registrar/central reservations controlled rooms into a comprehensive space booking and management system.
- Exploring the concept of multiple-occupant/mixed-use laboratories on campus.
- Consolidating administrative offices into more modern, efficient workspaces.
- Working with available resources to ensure a timely and on-budget completion of the 68th Street library renovation.

Metrics to be used in assessing initiatives within Space Utilization Planning will include:

- Measuring room use (hours used as a percent of total useable hours) annually, once a baseline of current room use has been established.
- Measuring the percent to completion of the 68th Street library renovation as dictated by the project timeline and budget documents.

Increased Productivity

7. Hunter College will continually assess its administrative offices and business practices to develop new strategies and opportunities to reduce or avoid costs, as well as create efficiencies wherever possible. Specific initiatives within this goal are varied and diverse, and include:

- Developing and implementing a web-based system to control full-time Personal Services spending, providing for transparent tracking and management of the full-time hiring process, and increased accountability through notification of full-time funding and position control.
- Developing and implementing a web-based purchasing and invoicing system for Hunter's non-tax levy funds.
- Working with CUNY on a possible reevaluation of job functions in the trade titles and other areas.
- Implementing the final phase of the NextGen scholarship system.

Metrics to be used in assessing Productivity will include:

- Similar to the CUNY PMP, the College will strive to maintain or reduce administrative spending as a percent of total operating expenditures. The mix has been relatively flat in recent years, with a split of about 25% administrative and 75% academic.
- Additionally, the College will continue working to achieve or do better than Hunter's annual productivity savings target (set by CUNY), currently set at about \$1.9 million.

SSPC Task Force on Communications

Co-chairs: Meredith Halpern, Sarah Bonner

Report to SSPC:

The committee met twice and communicated electronically to reach consensus on two overriding initiatives related to communication. Within each overriding initiative, tasks have been roughly prioritized. The committee was in agreement that establishing a Hunter “brand” was of the highest priority. The members of the committee repeatedly commented on the interrelationship between the communication initiatives and areas under other task force domains, including increasing student retention and resource development.

COMMUNICATIONS INITIATIVES

➤ *Communicate a Vision of Hunter College to the World*

1. *Create a coherent Hunter College identity or “brand” that is consistent, recognizable, and conveys our core distinctions to use in communication with constituencies within and outside the College:*

[Rationale: Hunter lacks consistent, recognizable symbols, logos, and statements that powerfully and immediately convey what makes us unique to the outside world, and build a sense of belonging within the College.]

- Hire a branding/marketing consultant;
- Work with the branding consultant to define the public image Hunter wants to convey, related to its self-identified mission and vision;
- Work on area branding to convey departmental identities or otherwise separate spaces within the College and on the College’s expanding satellite campuses.

2. *Redesign the Hunter College website to make it useful, vibrant, and interactive:*

[Rationale: The current website is static, dull, and hard to search. It conveys little about what makes Hunter a great institution and can be frustrating for users.]

- Complete website redesign initiative already in progress, informed by professionally moderated focus groups;
- Include as a website feature a subscription-based calendar that is continuously updated and maintained by a full-time calendar specialist (see also task 3, below);

- Conduct focus groups and usability studies on an ongoing basis to continually improve Hunter website for users;
- Consolidate and promote appropriate access to institutional knowledge including official information (such as advisement and graduation-related forms) and information about clubs, etc. frequently needed by faculty, staff or students.

[NOTE: The committee identified redesign of the website as “low-hanging fruit” in that it is already underway.]

3. *Improve way-finding at 68th St., as well as on the satellite campuses:*

[Rationale: Poor signage and the interior sameness of East & West buildings and of floors within North make navigating the 68th St. campus confusing for all.]

- Redesign 68th St. lobby directories and add electronic campus calendars to main lobbies;
- One key area for the way finding is the library, especially as it undergoes its renovation.
- Implement or expand electronic hallway and room signage and elevator signage to provide information about significant places and events on all campuses.

[NOTE: The committee identified signage as a high priority and also a currently ongoing initiative as part of the library project. We are currently interviewing companies that specialize in electronic way finding and signage. Also the committee recommended that due to repeated calls from multiple constituencies for an improved Hunter calendar, calendar work should begin as soon as possible.]

➤ ***Develop Effective Methods to Communicate the Content that Constituencies Want and Need***

4. *Develop communications oriented around user needs and preferences:*

[Rationale: Communication of important updates and general information to students and other users remains a challenge at Hunter.]

- Adopt effective methods for communicating important official College information to students, based on identification of effective and ineffective communication methods for students through focus groups and environmental scan of current communication methods including social media;

- Alongside official channels, develop effective and creative informal or alternative channels of communication for Hunter constituencies that promote transparency by providing access to information users can trust. Such alternative channels would include creation of a “Hunter Marketplace” (for items like opera tickets for sale or doctor recommendations) and a “Faculty Exchange” (to promote academic discussion). Development of quality alternative channels of communication should be informed by evaluative information about the effectiveness of current internal communications such as the Hunter Gatherer, G-Blast, and Hunter-L.

5. *Use communications and technology to better integrate new faculty, and adjuncts, and staff into the Hunter community:*

[Rationale: Communicating useful information in an accessible way to new hires at all levels builds the functionality of the College and supports retention of faculty and staff.]

- Improve new faculty orientation to the College through workshops centered on frequently asked questions, an accessible faculty handbook updated on an ongoing basis, and other initiatives that systematize informal help networks already in place at Hunter and facilitate Hunter faculty and staff to more effectively and efficiently support one another;
- Develop general internet-based training modules for adjunct orientation that can be used College-wide. Include features such as the following:
 - How to create a BB site,
 - How to access and use technology at Hunter,
 - Hunter policies on plagiarism and student accommodations,
 - Course-specific add-ons or links to course-specific websites;
- Improve administrative staff development on 21st century communications skills and technology.

6. *Build intra-Hunter and community relations and partnerships through effective communications:*

[Rationale: Hunter should raise both internal and public awareness of its significant accomplishments, especially community partnerships. It should take steps to build new partnerships and enhance existing ones while publicizing them more widely.]

- Promote communications within and outside the College of Hunter expertise through improved use of and access to information uploaded to Digital Measures;

- Enhance the public profile of Hunter initiatives such as Roosevelt House, Parliamento Italiano, Kaye Playhouse, partnerships with Asia Society, and the Urban Teacher Residency through events marketing and other public relations;
- Capitalize on appropriate new partnerships afforded within the community surrounding the new School of Social Work building.

COMMUNICATIONS INITIATIVES and HUNTER MISSION

The initiatives outlined above support the mission of Hunter College by helping us attract, engage, retain and graduate students; recruit and sustain highly qualified faculty; and work effectively with community and global partners.