

BROOKLYN



COLLEGE

Periodic Review Report

Prepared for the Commission on Higher Education
of the Middle States Association
of Colleges and Schools by:

Brooklyn College
of the
City University of New York

2900 Bedford Avenue
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**BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK**

PERIODIC REVIEW REPORT

(June 1, 2004)

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**Brooklyn College of The City University of New York
Periodic Review Report (June 2004)**

PREFACE: EXECUTIVE SUMMARY

Brooklyn College underwent its decennial accreditation review by the Middle States Association of Colleges and Schools in spring 1999 and had its accreditation reaffirmed later that year. The Periodic Review Report covers the actions the College took in response to the major recommendations and suggestions that grew out of the Commission on Higher Education's site visit and describes significant developments since that time. It was prepared by a steering committee and five working committees, representative of the college community, that began its work in fall 2002.

To be properly understood, the College's response must be seen in its particular institutional context. The first chapter therefore provides an overview of policy matters, including governance and mission, and relevant information on faculty, the student body, finances, and facilities. It shows that, over the last five years, there has been growth and change in some of the essential elements of college life -- significant programmatic development, rising admissions standards, increased faculty hiring, and important construction. And it demonstrates that, as recommended by the CHE team recommendations, Brooklyn College has embraced a culture of planning and strategic decision-making. (Chapter II, Part A.)

The evaluation team made four major recommendations, summarized here:

- (1) to improve faculty demographics through targeted recruitment and retention strategies, especially focusing on increasing underrepresented groups;
- (2) to develop a unified and coherent technology plan that, drawing significantly on faculty input, responds to needs and opportunities related to teaching, learning, and research, and to consider streamlining technology-related matters through the appointment of a chief information officer;
- (3) to engage in a comprehensive planning process that reflects a vision for the future, alignment of overall and unit planning processes, and the necessary connection between planning and resources, and to build up its capabilities in institutional research and assessment;
- (4) to devise and implement a campus-wide and comprehensive outcomes assessment plan, driven by the College's mission and goals and integral to the planning process.

In response to the first recommendation, the College has undertaken a number of steps to improve the recruitment of minority and women faculty and to attract junior faculty members with high potential. It has increased support for research and scholarship, offering, *inter alia*, faculty mentoring, workshops, a revamped and restaffed grants office and targeted orientation programs. The Diversity Council and the Task Force on Faculty Diversity, both created since 1999, monitor

progress and develop strategies to increase the number of underrepresented groups among the faculty.

In response to the second recommendation, the College produced an "Information Technology Master Plan" in 2001-02 and established a "Teaching and Learning Technology Roundtable" (TLTR), composed of key members of the campus's technology community, that oversees the implementation of the master plan, devises policies on various computer-related issues, and monitors the spending of funds made available through CUNY's new "student technology fee." The TLTR subsumed a number of discrete committees whose functions were confusing and overlapping.

Rather than appoint a chief information officer, the College, after consulting outside expertise, opted to retain the existing system (an academic reporting line to the Office of Academic Information Technologies [AIT] and an administrative reporting line to the Office of Information Technology Services [ITS]) but arranged for the two offices to be housed in state-of-the-art facilities in a single building (the new Library) and work together closely.

In response to the third recommendation, the College established a planning process in spring 2000 shortly after the arrival of the College's new President in February 2000. The process involved all sections of the college community and, within the year, led to the *Brooklyn College Strategic Plan, 2000-2005*, that set three major goals: (a) To maintain and enhance academic quality, (b) to assure a student-oriented campus, and (c) to become a "model citizen" of the Borough of Brooklyn. To assure that these goals would be realized, the plan also set out to align them with available and prospective institutional resources relating to campus planning, construction and maintenance, technology infrastructure, financial health, and good management.

The *Strategic Plan* has been implemented through an annual *Strategic Action Plan* complemented by the annual *Performance Goals and Targets* set by the City University and adapted to the particular needs and priorities of the College. Central to the success of what has become standard practice is the work of the Office of Institutional Research, which provides data to departments throughout the College and supports broad-based outcomes assessment. The College is now in a position to validate data used for reporting, to integrate data, and to determine the types of standard reports that will be useful. It has linked its institutional research priorities to the strategic plan in important areas: strategic planning; outcomes assessment; knowledge communication; knowledge management; budget; purchasing; and internal reporting.

In response to the fourth recommendation, the College produced the Outcomes Assessment Plan requested by the CHE and submitted it to the Commission in October 2001. The plan, produced by a committee composed of appropriate members of the college community and chaired by the Dean of Undergraduate Studies, was acknowledged as a "model" by the CHE. The plan is structured around the goals of the *Strategic Plan* and, once fully implemented, will assure that every area of the College is involved in assessment and feedback for improvement. The necessary infrastructure for implementation -- support for instructional and non-instructional units, training, institutional research, timetables -- is in place.

The CHE team also offered some 28 "suggestions" on a broad range of topics, ranging from students, faculty, curricula, and teaching and learning resources to library resources, finances,

facilities, and institutional governance and leadership. In each of these, the College has taken action keeping and, in some cases, extending the scope of the recommendations. (Chapter II, Part B.)

Beyond the activities directly related to the CHE recommendations and suggestions, Brooklyn College has undergone changes since the evaluation that are worthy of note. The arrival of a new President led to an almost total restaffing of the senior administration, a strong emphasis on hiring faculty, the elevation of the College's Honors Academy into its "signature program," a major fundraising campaign, and important programmatic and curricular changes. Some of these changes reflect a set of new emphases established by CUNY, others respond to policies legislated by the New York Board of Regents. Among the latter is the elimination of remedial and developmental courses at CUNY's senior colleges, which can be cited as one factor in the overall upgrading of the College's image and reputation and its improvement in retention and graduation rates. (Chapter III.)

The College's retrospective and prospective enrollment, graduation, and fiscal data are presented in Chapter IV.

Looking ahead, the concluding Chapter V summarizes both short-term and long-term objectives, reflecting what is yet incomplete in the current strategic plan (as summarized in the President's recent "mid-course report") and setting out the planning process that is being developed for the next such plan, for 2005-2010. Such planning will be coordinated with the new *CUNY Master Plan 2004-2008* and the New York Board of Regents' *Bulletin for the Statewide Development of Higher Education 2004-2012*.

In a recent publication, The Princeton Review put Brooklyn College third in the nation on its list of *America's Best Value Colleges*. The ranking is independent validation of the College's commitment to offering a world-class education at an affordable price. The Periodic Review Report indicates why and how the College is so committed, and why we are duly proud of this latest recognition.

Chapter I

Introduction and General Overview

Institutional Overview

Brooklyn College was founded in 1930. It was the first public coeducational liberal arts college in New York, merging the Brooklyn women's branch of Hunter College and the men's branch of City College. The College's motto *Nil sine magno labore* – “Nothing without great effort” – symbolizes the dedication and achievement that have always been the hallmark of Brooklyn College students. The College began offering graduate and professional programs in 1935. Today, the College's comprehensive curriculum includes the nationally acclaimed Core Studies Program, one of the largest teacher training programs in New York City, nationally recognized programs in areas such as computer and information science, music, art, health and nutrition sciences, speech-language pathology and audiology, and a full spectrum of degree opportunities in the arts and humanities and the physical, life, and social sciences. Among the highest enrolled majors are Business, Management, and Finance; Computer and Information Science; Education; English; and Psychology. There are currently some 531 full-time faculty members at the College, including all professorial titles, instructors, and lecturers, as well as over 400 part-time faculty and graduate teaching assistants. Brooklyn College has a long tradition of faculty commitment to teaching, research, and professional and community service, and members of the faculty have received numerous national and international fellowships, awards, and grants. The College was ranked in the 2005 edition of the Princeton Review's *America's Best Value Colleges* as the third “best value” undergraduate institution in the country. (See Appendix A.)

Governance

Brooklyn College is one of eleven senior colleges in The City University of New York (CUNY), which also has a graduate school, a school of law, a school of medicine, and six community Colleges. CUNY serves 208,000 students, making it the third largest university system in the country after the California State system and the State University of New York. The CUNY senior colleges offer bachelors and masters degrees, and certificate and advanced certificate programs, while the CUNY Graduate School and University Center offers the Ph.D. degree in a unique “consortial” model in which the bulk of faculty have joint appointments and teach at both a college and the Graduate School. The City University is governed by a chancellor appointed by the University's Board of Trustees, made up of ten gubernatorial appointees, five mayoral appointees, and the elected Chairs of the University Student Senate (voting member) and University Faculty Senate (non-voting). A new central administration, lead by Chancellor Matthew Goldstein, assumed office in September 1999.

Four CUNY units serve the over 2,500,000 residents of the borough of Brooklyn. Brooklyn College, located centrally in Brooklyn, Medgar Evers College in Crown Heights, and New York City College of Technology in Downtown Brooklyn provide baccalaureate programs. Kingsborough Community College in Manhattan Beach, together with Medgar Evers and New York City College of Technology, offer two-year programs leading to associate's degrees. (The Brooklyn College Governance Plan is provided in Appendix B.)

The Brooklyn College Mission

Brooklyn College is a comprehensive, state- and tuition-funded institution of higher learning in the borough of Brooklyn, a culturally, racially, and ethnically diverse community with a long history of welcoming thousands of new immigrants to its neighborhoods each year. The College shares the mission of the university, whose primary goals are access and excellence.

Within the context of this broader mission, the particular mission of Brooklyn College is to provide a superior education in the liberal arts and sciences. The college offers a wide variety of programs, both in the liberal arts and in professional and career-oriented areas, leading to the baccalaureate and master's degrees and to undergraduate and advanced certificates. The College also participates in the doctoral programs of the Graduate Center of the City University, including campus-based programs in the sciences.

Distinctive in this liberal arts education is the core curriculum, adopted by the faculty in 1980, which is required of all baccalaureate students. The Core has long been a national model for general education programs and for faculty and curriculum development. The fourteen Core Studies courses expose students to the principal branches of learning—the arts, humanities, social sciences, and sciences—and provide a rigorous foundation for study in a major field.

The overarching goal of the educational experience at Brooklyn College is to provide students with the knowledge and skills to live in a globally interdependent world and with the support services to help them succeed. The College also seeks to develop a sense of personal and social responsibility by encouraging involvement in community and public service. It fosters a campus environment hospitable to multicultural activities. Moreover, as an urban institution, it is able to draw upon the myriad resources of the city to enhance its educational mission.

Through its distinguished faculty, Brooklyn College promotes excellence in teaching, advances the frontiers of knowledge through research and scholarship, and stimulates creative achievement and intellectual growth.

Academic Programs

The College's liberal arts tradition emphasizes college-level skills along with a breadth and depth of knowledge provided by requirements in a variety of disciplines in combination with a rigorous major. Students must demonstrate proficiency in English composition (two introductory composition courses followed by three credits/four hours in a writing intensive disciplinary course, preferably in the major, and a passing score on the CUNY Proficiency Examination, taken after students have earned 45 credits), speech, and foreign language. Students must also fulfill Core Studies courses in the arts, humanities, social sciences, natural sciences, mathematics and computer science, and global cultures.

The College's 30 academic departments are organized into three divisions, Undergraduate Studies (the College of Liberal Arts and Science), the School of General Studies (the evening session and Weekend College), and Research and Graduate Studies. The first two divisions are administered by the Dean of Undergraduate Studies, the third division by the Dean of Research

and Graduate Studies, and both report to the Provost. The School of Education, which functions as an academic department, is also administered by a Dean, who reports to the Provost. (Note that departments are grouped in four divisions for personnel actions: arts, humanities, sciences, and social sciences – see the Governance Plan, Appendix B.) The Dean for Student Life (formerly known as Student Affairs and Services), who reports to the President, works closely with the Provost in providing support services for students and is a member of the Council of Deans, which is chaired by the Provost. An Assistant Provost, Assistant Vice President, Associate Dean, several Assistant Deans, and the Executive Assistant to the Provost round out the senior academic administrative team, who work closely with the department chairpersons, program directors, and with senior administrators college-wide.

Brooklyn College currently offers more than 70 undergraduate degree and certificate programs and more than 60 master's degree and advanced certificate programs in the humanities, sciences, social sciences, performing arts, and education. Besides programs housed in academic departments, the College offers minors and/or majors in many interdisciplinary programs. (See Appendix C, *Brooklyn College Undergraduate Bulletin, 2003-2006*, and Appendix D, *Brooklyn College Graduate Bulletin, 2001-2004*.) It offers a combined B.S./M.P.S. program, a coordinated B.A.-M.D. program with SUNY Health Science Center at Brooklyn, and a wide range of non-credit-bearing Continuing Education courses that attract thousands of area residents each semester. The College offers nine honors programs under the umbrella of the Honors Academy, including the Scholars Program, a Coordinated Engineering program with several other colleges, the B.A.-M.D. program, and participation in the recently established, and quite successful, CUNY Honors College. Brooklyn College is also developing articulated programs with several non-CUNY professional schools.

Brooklyn College participates in the consortial doctoral programs based at the CUNY Graduate School and University Center (GSUC). Members of the Brooklyn faculty head several of those programs and a number of full-time Brooklyn faculty also have appointments on the CUNY doctoral faculty. In some sciences, including chemistry, biology, physics, experimental psychology, and earth and environmental sciences, the Brooklyn College departments participate in the corresponding GSUC doctoral programs. Some classes are taught at the GSUC and some at the college campuses, particularly to utilize the laboratories and research facilities, but all the faculty are home-based at Brooklyn and the other colleges, as are the students, although they are registered at the GSUC. In other disciplines, the Brooklyn College departments also participate, with some faculty in the GSUC Ph.D. program based at Brooklyn, while other faculty are based at the GSUC rather than at the College. This includes English, classics, comparative literature, history, sociology, linguistics, communication disorders, music, European languages and literature, urban education, philosophy, political science, art, and computer science.

Students

In Fall 2003, Brooklyn College enrolled 15,513 students, including 10,960 undergraduates (7,699 full-time and 3,261 part-time) and 4,553 graduate students (429 full-time and 4,124 part-time). There were 1,349 first-time freshmen, 1,479 new transfers, and 1,132 new graduate students. Of the undergraduates, 60% are women; of graduate students, 68%. There are no

residential facilities – all the students commute, almost 85% from Brooklyn and other boroughs of New York City. (See Appendix E, *Brooklyn College Student Handbook*.)

The 2000 census identified Brooklyn (Kings County) as one of the most ethnically diverse counties in the country, and the College's students reflect that diversity, coming from 125 different countries and speaking 78 different native languages. Of the undergraduates enrolled in Fall 2003, 27.9% were African American, 11.7% Asian, 11.2% Latino, 43% white, 0.1% Native Indian, and 6.2% other. Of the graduate students, 29.9% were African American, 10.6% Asian, 9.8% Latinos, 45.7% white, 0.1 Native American, and 3.8% other. Approximately 37 per cent of the undergraduates are first-generation college students. 31 per cent work up to 20 hours per week and 45 per cent work between 21 and 35 hours per week. 32 per cent of entering freshmen were born outside the United States, reflecting Brooklyn's continuing role as one of the principal gateways to this country. Over two-thirds of first-time freshmen are under 19 years of age. In 2002-2003 the College awarded 1,600 Bachelor's Degrees, 980 Master's Degrees and 143 Post Master's Advanced Certificates.

Admission to Brooklyn College is selective. For recent high school graduates, an admissions index is used. The index weighs factors that are found to predict academic success in college, such as the number of academic courses completed in high school, academic performance in high school, particularly in English and mathematics courses, and high scores on standardized tests such as the ACT, SAT, and New York State Regents examinations. A requirement for matriculation at Brooklyn College is a passing score on the University Skills Assessment Tests in reading, writing, and mathematics, unless students are exempt based on their performance on the standardized tests mentioned above. Admissions standards have become more rigorous in the last several years, and the College has implemented measures to ensure that its mission is not compromised.

Employment Policies and Practices

The Brooklyn College work force comprises three major staff groupings: teaching instructional staff, nonteaching instructional staff, and noninstructional staff. The Professional Staff Congress (PSC) is recognized by the CUNY Board of Trustees as the exclusive collective bargaining representative under the Public Employees Fair Employment Act for those persons in the titles that are listed under the categories of teaching instructional staff and nonteaching instructional staff. The salary schedules and conditions of employment of persons in those titles are controlled by the contractual agreement between the PSC and The City University of New York (see Appendix F). Members of the noninstructional staff are covered by a series of CUNY or city-wide agreements.

Finances

The College's 2003-2004 tax-levy operating budget is \$84.1 million (excluding fringe benefits and certain other costs, such as utilities and rent, which are not included in the College's budget), funded through New York State tax-levy appropriations (30%) and student tuition (70%). Full-time undergraduate tuition is \$4,000 a year for New York State residents and \$360 per credit for out-of-state students. Full-time graduate tuition is \$5,440 a year for New York residents and

\$425 per credit for non-residents. (Audited Financial Statements for 2002 and 2003 are provided in Appendix G and the *Middle States Annual Institutional Profile, 2003-2004*, in Appendix H.)

In addition to tax-levy funds, the College is now more actively pursuing several other sources of revenue. These include alumni giving and extensive fundraising efforts by the President in cooperation with the Office of the Vice President for Institutional Advancement and the Brooklyn College Foundation. Several multi-million dollar gifts and bequests were made in the last few years. The College's endowment now stands at over \$39 million. Research and training grants from government and other agencies and foundations are channeled through the College's restructured and revitalized Office of Research and Sponsored Programs. Such grants largely support faculty research, especially through the College's numerous centers and institutes, but also address curricular and student service experiments funded, for example, by the U.S. Department of Education (Title III, FIPSE), and institutional improvement (Pew, Lilly, Mellon). The College is conducting a national search for a new Vice President for Institutional Advancement, who will work closely with the Brooklyn College Foundation to build up the College's endowment.

Facilities

The College has thirteen buildings on a twenty-six-acre, tree-lined campus. The Princeton Review, in *The Best 345 Colleges, 2003*, ranked Brooklyn College number one for the most beautiful campus nationwide; it retained a high ranking in the 2004 edition. The College's facilities include a seven-story Student Center; extensive recreational and athletic resources; a 150-workstation microcomputer lab; a dining complex that includes a cafeteria, kosher dairy bar, and buffet service dining room; fine arts and performing arts facilities, including the Brooklyn Center for the Performing Arts at Brooklyn College (BCBC); the Brooklyn College Television Center, with two studios and field and post-production equipment; and a new radio production facility. The newly renovated and greatly expanded Brooklyn College Library, recognized by the Brooklyn Chamber of Commerce with a "2003 Building Brooklyn" award, is the largest and technologically most advanced library in the City University system. Funded with \$72 million in New York State capital funds, it includes a Media Center and holds 1.3 million volumes, 3,738 print journals, 25,000 audiovisual units, 17,000 electronic subscriptions and works of reference, 588 computers, and several thousand electronic books. The Woody Tanger Auditorium, opened in 2003 is a state-of-the-art facility capable of supporting video conferencing and interactive meetings and workshops. A multimedia distribution system allows staff to broadcast high-quality streaming video throughout the building. The library also offers four computerized classrooms and a Faculty Training and Development Laboratory. The Morton and Angela Topfer Library Café, soon to be expanded, is a cutting-edge facility, open twenty-four hours a day, seven days a week for word processing, Internet access, data management, and quiet study.

The College has embarked on the next phase of its capital master plan: construction of a new West Quad. Over the next five years New York State will provide nearly \$102 million in construction funds for the West Quad project, which will create an open common space and replace the Plaza Building with a more efficient West Quad Building. Construction on the West Quad began in summer 2003 with the removal of the Bedford Avenue overpass and is expected

to last through 2007. When completed, the new building will consolidate under one roof most student services – admissions, financial aid, scholarships, registration, and the bursar, and will house a state-of-the-art physical education, recreation, and athletics facility. The project's distinguished architect, Rafael Viñoly, has a long history of designing private and public works and has strong ties to the City University. Adjacent to the West Quad Building, Roosevelt Hall, which currently houses the Department of Physical Education and Exercise Science and the athletic facilities, will be converted into a new science building over the next several years with extensive coordination and planning by the architects, administrators, and science faculty.

Periodic Review Report (June 2004)

The Commission on Higher Education of the Middle States Association, in its July 1999 Evaluation Report, recommended progress in four areas: 1) diversity of faculty demographics and related concerns; 2) development of a unified and coherent Technology Plan; 3) initiation of a comprehensive planning process for development of the College's next strategic long-range plan; and 4) development and implementation of a campus-wide comprehensive outcomes assessment plan.

This Periodic Review Report, due five years after the decennial Evaluation Report, describes progress in these and other areas in Chapter II and addresses numerous constructive suggestions offered in the Evaluation Report. In order to facilitate the identification of strengths and challenges in academic programs and administrative areas, and to effect needed improvements, the College will continue to expand its outcomes measurements. Accordingly, Chapters II and III also describe both current and planned outcomes assessment efforts.

Chapter III of the PRR focuses primarily on significant developments and changes that have taken place at Brooklyn College since the 1999 institutional self-study and CHE Evaluation Report. Chapter IV provides a profile of enrollment management and trends and the five-year retrospective and five-year prospective enrollment and fiscal data. Chapter V provides an outlook on some of the challenges and projects on the College's agenda before the next decennial self-study and site visit scheduled for 2009.

The changes detailed in the following chapters have occurred as a result of deliberate strategic planning which began in 2000-2001 with the preparation of the current *Brooklyn College Strategic Plan 2000-2005* (see Appendix I) and will be further adumbrated as the *Strategic Plan for 2005-2010* develops. The new plan, described in Chapters II and V, will build on the major goals of the current plan: **1) to maintain and enhance academic quality; 2) to assure a student-oriented campus; 3) to become a "model citizen" in the Borough of Brooklyn.**

Preparation of the Periodic Review Report

This report is the product of valuable contributions by students, faculty, staff, and administrators and their efforts are gratefully acknowledged. In fall 2002, Provost Roberta S. Matthews convened five working committees and a steering committee to prepare the PRR. Members of the five working committees were drawn from faculty, administrators, staff, and students. The committee members are listed in Appendix J.

Chapter II

Responses to Evaluation Team Recommendations and Suggestions

The Middle States Evaluation Team made four major recommendations. Part A of this chapter addresses each of the recommendations (provided in italics). Part B addresses all other suggestions.

Part A: Responses to Middle States Evaluation Team Recommendations

***Recommendation 1** (in Section III of the Evaluation Report, “The Academic Mission: Teaching and Learning”): The Team recommends that **significant efforts be made to continue improving Brooklyn College faculty demographics**, generally through the recruitment of high quality faculty at middle and early career stages and the expansion of support (including non-tax-levied funds and grants) for faculty development and advancement; and specifically in terms of increasing currently underrepresented minority and women faculty.*

The recommendations of the Brooklyn College Diversity Plan should be implemented as quickly as possible and monitored for longer-term outcomes. In addition, the Center for Teaching, Transformations, Faculty Day, and other recent initiatives should continue to be supported, but assessed frequently to ascertain their impact on the College’s achievement of its academic goals.

Diversity of Faculty Hires

Faculty recruitment, particularly the recruitment of underrepresented minorities and women, is a top priority. In spite of budgetary constraints, the College devotes considerable resources to hiring faculty, including the replacement of retirees. The college has also changed its approach to recruitment. Rather than relying solely on traditional methods of faculty recruitment, i.e., advertisements in *The Chronicle of Higher Education*, academic departments now employ a variety of resources. These include targeted efforts such as advertising in disciplinary journals, publications that identify minority and women candidates, online job sources, and personal outreach. For the past two years, department chairs have sent personal letters to persons listed in *The Minority and Women Doctoral Directory*, informing the candidates of upcoming positions and inviting them to apply. The College also runs composite advertisements in *Black Issues* and *Hispanic Outlook*, describing all open faculty positions at the College.

The College has made significant achievements in the area of diversity. The greatest improvement has been in the hiring of women. From fall 1999 to our current recruitment efforts for fall 2004, women have accounted for almost fifty percent of the new hires. The number of women being hired has decreased, and in some cases eliminated, the underutilization of women in certain affirmative action units. For example, in 1999 the psychology affirmative action unit showed an underutilization of eleven (11) women. Today, the underutilization is two (2) women. It should also be noted that the College has been able to attract women faculty in areas that do not produce a high number of women PhD’s like biology, computer and information science, and mathematics.

Although the recruitment of minority faculty has been difficult, the College has made strides in this area as well. Minority faculty accounted for twenty-two percent (22%) of the faculty hired in fall 1999. However, over the last few years, including the fall 2004 recruiting season, minority faculty have accounted for thirty percent (30%) or more of the faculty hired. This rise is due to the increased outreach efforts, both formal and informal, that have become routine parts of the recruitment process. No longer is placing an advertisement sufficient. Departments are expected to engage in a robust and proactive search to ensure a diverse applicant pool.

There are three bodies, the Diversity Council, the Task Force on Faculty Diversity, and the Center for Diversity and Multicultural Studies, all established by the previous and current President, that are devoted to improving diversity on campus. The Diversity Council, chaired by the President and composed of the Dean of Research and Graduate Studies; the Dean of Undergraduate Studies; the Dean of the School of Education; the Dean for Student Life; the chair of the Black Faculty and Staff Association; the director of the Center for Diversity; the chairs of Africana Studies and of Puerto Rican and Latino Studies; the chair of Faculty Council; the director of the Office of Affirmative Action, Compliance, and Diversity; and the head of the campus chapter of the Professional Staff Congress (PSC), was established as a permanent part of the College in spring 2000.

The Diversity Council developed an Action Plan that specified activities for the president, provost, dean of Research and Graduate Studies, department chairs, assistant vice president for Human Resource Services, director of Affirmative Action, Compliance, and Diversity, and all other members of the Diversity Council. The Action Plan is part of a larger, concerted effort to increase faculty diversity and to make the College more hospitable to students, faculty, and staff.

The Task Force on Faculty Diversity was created in spring 2002 to identify and to implement best practices for recruiting minority and women faculty. This committee is chaired by the provost and is comprised of ten department chairpersons. The Task Force has organized several seminars for department chairpersons and search/appointment committee members. These seminars were designed to raise awareness about the importance of faculty diversity, encourage search committees to cast a wide net when recruiting, identify best practices in effect elsewhere, and address institutional barriers to diversity.

As a result of the Task Force's work to identify best practices, appointments committees which are serving as search committees must invite a member of an underrepresented group to actively participate in the search. If a department does not have an appropriate representative from an underrepresented group, then a faculty member from a similar department/area must be invited.

The Center for Diversity and Multicultural Studies was established in 1994. The Center's Executive Committee, led by a professor of political science, includes the Dean of Undergraduate Studies; Dean for Student Life; Assistant Dean for Student Development; Assistant Vice President for Enrollment Services; Chair of the Department of Puerto Rican and Latino Studies; faculty members from Africana Studies and the School of Education; Executive Assistant to the Dean for Student Life; Director of the Community Service Learning Project; Director of the Office of Affirmative Action, Compliance and Diversity; Assistant Vice

President for Human Resource Services; Coordinator of Services for Students with Disabilities Program, and Director of Government Relations.

The Center promotes a multicultural academic environment through policy initiatives, public forums, curriculum and faculty development, student empowerment, and community-based internships. The Center's Executive Committee created the Brooklyn College Diversity Plan and has been instrumental in promoting faculty diversity.

These three committees have subsumed the objectives of the College's *Diversity Plan* (see Appendix K). The forty-three action- and process- oriented recommendations in the *Plan* are focused on the central issue of changing the institutional culture by addressing: 1) administrative/structural elements; 2) human resources; 3) student life; 4) faculty; 5) curriculum; and 6) resources.

Faculty Development and Retention Initiatives

Brooklyn College prides itself on the opportunities it extends to faculty in support of scholarly writing and research projects. This support, both monetary and reassigned time from teaching (particularly for new faculty), allows faculty to focus on and successfully complete research objectives and scholarly endeavors. Sources of support include the CUNY Central Office, Brooklyn College (Office of the Provost), federal, state and local grants, including grants from the Professional Staff Congress, donations from alumni, the Brooklyn College Foundation, and collaborations with other colleges and universities in the metropolitan area.

The College recognizes the fact that teaching with technology requires that the service infrastructure be available to faculty and students remotely 24/7. Although the college has not yet been able to afford 24/7 staffing to ensure the absolutely minimal down-time for such systems, extended coverage during weekends and evenings has been established. The College continues to provide dial-up connections to be used for fall-back access and is planning to expand those facilities. Greater efforts are also being made to educate faculty to the challenges of remote access, to help them better understand the mechanics and pitfalls of the Internet access paradigm, and to work around obstacles when encountered.

Ongoing computerized course development activities are available throughout the academic year including skill development in Blackboard and assistance with Power Point for classes/professional presentations at conferences. Faculty are encouraged to deliver course material via the web and other multi-media outlets. A state-of-the-art computer setup is assigned to each new faculty member, in addition to technology components in start-up packages provided to scientists to allow them to establish a research program.

New developments on campus include plans for establishing a Brooklyn College Experts Database identifying areas of individual faculty expertise. This database will enhance media contacts, provide promising students with the opportunity to identify professors with specialized expertise, allow faculty to become familiar with research and scholarship currently going on, and increase the possibilities for collaborative partnerships with colleagues across the college's departments.

A major new initiative has been the revamping and restructuring of the grants office, which lacked outreach and was not responding proactively to the challenge to increase sponsored research activity. These measures have demonstrably improved access to grant information and support with grant applications. The office, which reports to the Dean for Research and Graduate Studies, has been renamed the Office of Research and Sponsored Programs and the appointment of a new director in September 2003 has provided many additional opportunities on campus for grant support. Additional staffing, refinement of staff job descriptions, and a review of existing policies for grant submission will serve to enhance the office's function as an engine for grant and contract activity.

Other development and retention initiatives in the last several years include the implementation of the New Faculty Orientation Program. To welcome new faculty, better acclimate them to the institution and to provide them with information they need to succeed, this special orientation program for new faculty extends from immediately before the start of the fall semester through intersession. During one whole day prior to the outset of the fall semester, new faculty are taken on a tour of the Borough of Brooklyn, which focuses on the neighborhoods our students are largely drawn from, and are formally introduced to key faculty and administrators at a special luncheon, at which time they are provided with important employment information by the Human Resource Services Office and are given a copy of the Faculty Handbook. They are also given a tour of the new library and attend a special reception in their honor at the President's residence. During the fall semester new faculty are invited to attend a series of four workshops developed especially for them on grants and research, teaching and learning in and outside of the classroom, student life, and reappointment, tenure, and promotion matters. During intersession following their first semester, the new faculty participate in an all-day retreat hosted by the Provost's office. The New Faculty Orientation program will undoubtedly develop to include additional events and the involvement of other College constituencies in helping to facilitate the new faculty's acclimation to the campus and provide them with important information. Faculty Circle, the formal faculty social organization on campus, has indicated a strong interest in playing a role in the orientation of new faculty and is considering a number of activities.

The Office of the Assistant Provost, in conjunction with the Dean of Research and Graduate Studies and the Office of Research and Sponsored Programs, is developing a mechanism to alert junior faculty to fellowships and awards that are geared toward faculty in the early stages of their careers.

With support provided by the CUNY Central Office, the Undergraduate Dean's Office sponsors "Transformations," an annual faculty development seminar on a topic related to programs for first-year students. Past seminars have focused on such topics as writing across the curriculum; writing in the disciplines; quantitative reasoning; and designing learning communities for second- and third-semester students. Faculty who take part in the seminars develop and implement new and assessable curriculum and pedagogy components in courses they regularly teach. As of September, 2003, over 100 full-time faculty members had participated in "Transformations."

The Provost's Office has continued to support and encourage new faculty to actively participate in campus life by becoming involved in new College initiatives. For example, the new

(AAC&U) Liberal Education and Global Citizenship: Arts of Democracy Project, sponsored by the Provost, has afforded faculty opportunity to come together across disciplines to discuss common goals. Faculty members are also engaged in activities stemming from the involvement of Brooklyn College in the AASCU Democracy Project and the Foundations of Excellence Project of the Policy Center for the First Year of College. The Provost's Office encourages new faculty to become part of ongoing academic projects already established on campus with cultural institutions in the metropolitan area (Brooklyn Academy of Music, Lincoln Center, American Museum of Natural History, Brooklyn Children's Museum). These projects include linkages with community agencies such as those established through Health and Nutrition Sciences, Clinical Psychology, and Speech-Language Pathology and Audiology.

Faculty Day is an annual multidisciplinary conference organized by the faculty for the entire College community. Faculty, in three different venues – symposia, a poster session and roundtable discussions -- present their research and scholarship and have an opportunity to discuss current issues of relevance to the College, to higher education in general, and/or to the external community. Faculty Day culminates in an Awards Ceremony where individual members of the faculty are acknowledged for achievements in teaching, research, and service. New faculty are encouraged to participate in the day. It is a welcome opportunity for them to introduce their work to the College community, to share their thoughts and perspectives with other faculty from across the College, and to contribute to the College's professional vitality and sense of community.

While the College continues to support Faculty Day, the Center for Teaching (see Recommendation 4c, below) and Transformations, these initiatives have not yet been formally assessed but the College intends to do so.

Significant Developments and Anticipated Challenges

Although the College is committed to increasing the number of minority and women faculty, budget constraints will affect our ability to offer additional incentives such as supplemental salaries, compensation for moving costs, and start-up funds. Over the next five years, the College expects that a significant number of faculty members will retire (as has been the case in the past five years). This provides further opportunity to replenish the faculty ranks with a diverse group of high quality faculty at the early and middle career stages.

Brooklyn College has traditionally encouraged its faculty's efforts to develop new courses and engage in new curriculum initiatives. We continue to have difficulties providing adequate funding for expensive new equipment for startups in the sciences. The science faculty is engaged in reviewing the role and future direction of the sciences in anticipation of the development of architects' plans for a new science building. As an initial step in reviewing the sciences, during the fall 2003 semester the science faculty participated in a 3-hour workshop on articulating a vision of what the sciences should be at Brooklyn College. The workshop was well received by the science faculty and succeeded in identifying important themes and dimensions for our developing vision. Four facilitated discussion groups emerged from this meeting with the charge of addressing each of the four questions posed at this time. Reports have been compiled and circulated, and a follow-up meeting is scheduled for June.

A new Director for the Center for Teaching was appointed during the fall 2003 semester. It is the intent of the College to support the Center so that it becomes an integral component of shaping and focusing the College discourse about teaching and learning. The Center will also play a major role in faculty development in other spheres. We anticipate the close linking of the activities of the Center for Teaching with Faculty Day and other faculty development initiatives such as Transformations.

Recommendation 2a (in Section IV of the Evaluation Report, “Technology”): *The Team recommends that Brooklyn College develop **an overarching, unified, and coherent technology plan, with a formal life-cycle commitment**. A life-cycle plan at this stage is a policy statement, not a specified budget commitment. Given the rapidly growing importance of technology for teaching, learning, and research, it will be critical that faculty are included as key participants in the development of the plan. In fact, as part of the new technology planning process, the College should conduct a needs assessment of faculty and staff lines to identify persons with expertise in the new educational technologies who can contribute most effectively to programmatic and faculty development. It will be important also to address the need for both “high tech” and “low tech” planning so that individual student and faculty needs are addressed appropriately. Clearly, faculty must be full participants in campus technology planning activities.*

The Brooklyn College Information Technology Master Plan

In fall 2001, the Provost and the Vice-President for Finance and Administration initiated the development of a technology plan for Brooklyn College. A draft was jointly developed by the Director of ITS and the Chief Librarian/Executive Director of Academic Information Technologies. The Provost invited two large groups of faculty interested in technology to help shape that plan so that it would articulate the College’s vision, establish its priorities, and assure the equitable acquisition and distribution of funds. A final draft of the College’s *Information Technology Master Plan* (which includes the College’s technology mission statement) was completed in fall 2002. The plan appears as Appendix L to this report.

The Teaching and Learning with Technology Roundtable (TLTR)

In spring 2002, the Provost established a College-wide roundtable, composed of faculty, staff, and students, modeled on the Teaching-Learning-Technology Roundtables that have worked well at other institutions. Chaired by the Provost, the roundtable, which meets twice each semester, discusses policy issues for the academic use of technology. Since membership includes key players from the campus’s various technology committees, the TLTR serves as a communications forum. The TLTR’s accomplishments include the College’s Information Technology Master Plan and policies on computer replacement cycles and software acquisition. Its members have also received presentations on the university’s new intellectual property policy, copyright, and the TEACH act. Its activities are reflected on its website: <http://www.brooklyn.cuny.bc/pubs/roundt/>

The CUNY Student Technology Fee

In the spring 2002, the Chancellor and the CUNY Board of Trustees proposed a Student Technology Fee (STF):

“[A]cademic computing resources on the campuses must be expanded and updated to meet student demand. Students need more computer laboratory workstations, better technical support from staff, longer hours of access and higher speed connectivity. Faculty should have the hardware, software and support to incorporate technology into lesson plans and class discussions. ... Colleges and universities across the country have addressed the constantly changing and growing need for computer access by assessing a technology fee.” Memorandum to CUNY students from the Office of the Vice-Chancellor for Student Development and Enrollment Management, March 20, 2002.

The Board of Trustees adopted a technology fee of \$75 per semester for full-time students and \$37.50 for part-time students, effective fall 2002. (For Brooklyn College, this meant approximately \$1,400,000 annually in new funding.) Each College was required to establish an implementation committee (which included student representation) and submit a plan showing how Tech Fee funds would be used.

At Brooklyn College, a committee chaired by the Provost and including heads of academic and administrative computing, members of the Faculty Council Computer Utilization and Information Technology (CUIT) committee, and leaders of student government organizations developed guidelines for soliciting requests for and distributing the STF moneys. The planning for Tech Fee spending is consistent with the framework of the Information Technology Master Plan. The College has benefited in many ways from Tech Fee monies - indeed, students' academic lives have been vastly improved. These funds, which also support life cycle replacements, have been used to upgrade equipment in college and department labs and to provide technology assistance for student labs, new e-resources for the Library, wireless connectivity in many campus locations, software upgrades, faculty development in technology, and a variety of other student-centered purposes. Requests for funding from the STF are solicited annually and reviewed by the STF committee.

Recommendation 2b: *The College should consider bringing technology together (for planning and for operational purposes) at the highest level of the organization by having a chief information technology officer (CIO) who reports to the president. Because Brooklyn College has chosen to make its future so dependent on the effective use of technology, the organizational visibility and coordination that this plan and office would create make it worth consideration as a priority.*

In fall 2001-2002, the College brought to campus the Stillwater Consulting Group. One of the areas Stillwater was asked to explore was the structure of academic and administrative technology and whether the appointment of a chief information officer to whom both academic and administrative computing report would enhance the College's efforts in this area. The consultant met with many people on campus to explore both the present organizational model, and models the College might consider in the future. After weighing the consultant's counsel, the College decided that the present organizational model, with the academic reporting line for

Academic Information Technologies (AIT) and the administrative reporting line for Information Technology Service (ITS), best served its needs.

Tools like the *Faculty Guide to Computing*, the College Web site, and the TLTR Web site make clear to faculty and students where to go for particular technology-related services. Furthermore, communication between AIT and ITS is frequent and excellent. Both are now resident in the College's new \$73 million dollar Library building. They have worked closely and productively on many key campus projects, including planning and implementing the technologies in the new Library; drafting the Information Technology Master Plan; guiding the committee that determines Student Technology Fee spending targets; and drafting the technology sections of the Middle States Periodic Review Report. Thus, the College sees no reason to alter the existing organizational structure.

Recommendation 3 (in Section VII of the Evaluation Report, "Institutional Integrity and Effectiveness"): *The Team recommends that Brooklyn College begin a comprehensive planning process for the development of its next strategic long-range plan, including not only the identification of a broad-based planning commission whose membership is representative of the Brooklyn College community and its major constituencies, but the early initiation of a process to develop and communicate a Vision which is dynamic and futuristic in the directions it sets for the College. The conduct and utilization of institutional research should also be a component of the planning process.*

In addition, Brooklyn College must be careful to align departmental strategic planning and activities with the overall, long-range planning of the College, to link planning with available and projected resources (the College budget) and unit responsibilities and to coordinate the planning process across all sectors of the College not only to ensure broad input and participation in the process of planning and implementation, but to assure that all initiatives and projects will be directly tied to the institutional goals and objectives set forth in the new plan.

The 1999 Evaluation Team's recommendation on planning parallels the recommendations found in the Commission on Higher Education's statement in *Characteristics of Excellence in Higher Education (2002)* (page 4) on the need to balance strategic goals, financial resources, and stakeholders. The team recognized the gains the College had made, but encouraged additional development in this area so that institutional effectiveness can be maximized. This section illustrates the activities that have occurred and those in progress. Given the complex and sometimes challenging environment under which Brooklyn College operates, the College remains committed to enhancing its planning efforts since effective planning will insure that efforts are consistent with the strategic goals of the institution and that scarce resources are being used more effectively.

Strategic Planning

Brooklyn College develops its strategic plan so it is consistent with the Master Plan of the University and follows, as do all University planning documents, the guidelines established by the New York State Education Department (NYSED).

The development, writing, and implementation of the *Brooklyn College Strategic Plan 2000-2005* was a college-wide effort which tied in with the CUNY Master Plan (2000-2004). Twelve college-wide subcommittees and a steering committee researched and formulated the guiding principles of the plan. Numerous drafts were circulated campus-wide, and both online and in-person discussion forums took place to insure broad involvement. The completed Strategic Plan set overarching goals across all campus-wide divisions. (See Appendix I.)

To insure progress throughout the time period, the College established a process to set annual goals as part of each year's Strategic Action Plan (SAP) to denote those action items to be completed during the academic year and by whom. This plan consolidates annual goals from the Brooklyn College Strategic Plan, annual goals from the University's Performance Goals, and other goals/opportunities that have arisen due to environmental changes. The SAP makes the Strategic Plan manageable and allows for the groundwork to be set in earlier years for more long-range goals. Each year the Executive Team, with representation throughout the campus, prepares the initial draft of the SAP. This draft is then discussed and reviewed by an expanded group and is approved for implementation.

The University for its part established an annual series of "Performance Goals and Targets" in 2000-2001 related to the Master Plan. The College integrates these indicators into its SAP, creating a more comprehensive document. Progress is assessed throughout the year and culminates in the submission of an annual report to the university. (See Appendix M.)

A strategic planning database has been developed to monitor progress. The first phase of this database involves tracking each goal to provide a record narrative for each target that can be reviewed as part of future planning. The second phase will involve assigning costs to each item so that the link to the budget can be established. Once this is accomplished, the final phase involves building into a multi-year process to further enhance long-range planning.

Discussions are already underway regarding the Brooklyn College 2005-2010 Strategic Plan. This plan will build on current efforts and will be adapted to reflect progress and environmental changes. The same participatory approach and implementation used for the current strategic plan will be incorporated. This plan will also need to address the major themes and goals adumbrated in the next *CUNY Master Plan 2004-2008*, due in June 2004.

Strategic Plan, 2000 – 2005: Link Planning and Budgeting

The College is in the process of implementing an all-funds budget to effectively account for all institutional resources. Financial reports are being assessed and modified, if necessary, to insure that users can utilize them as a management tool.

The first step undertaken in this effort is a more detailed analysis of all funding sources, including funds from grant activity, fundraising, and auxiliary enterprises.

Advances have also been made to align strategic goals with appropriate funding. In 2002-2003, the College established an "unfunded priorities" account to provide resources for those strategic initiatives that needed funding. While reductions in state support have created fiscal difficulties,

the College is developing a plan to carve out funds for future years. Once such funding is in place, the Executive Team can discuss the appropriate uses of these allocated resources.

Alignment of Departmental Strategic Planning Activities with Overall Planning

The alignment of departmental strategic planning activities with the overall, long-range planning of the College occurs for all departments. As part of overall institutional planning and outcomes assessment, academic and administrative departments are beginning to undertake processes to insure this alignment.

At least once a decade, every academic department undergoes an external evaluation that involves the preparation of a self-study report and a site visit by appropriate faculty from outside of the City University. Newly revised guidelines for the preparation of the self-study now include several items concerning the alignment noted above and the relation of the department's mission to the broader mission of the college. Moreover, pursuant to the receipt of the external evaluation report, departments must provide a multi-year plan that includes a proposal for how the department can help achieve or promote the goals and objectives in the College's Strategic Plan. Outcomes assessment is, of course, an important part of this (see Recommendation 4a-d, below).

During the periods in which a department is not undergoing an external evaluation, it is required to submit annual reports that describe the major activities, accomplishments, and challenges of the department. The annual report format and timetable were revised in September 2003 to align with the categories of the self-study mentioned above. One item requested of each department concerns the ways in which it has furthered the college's goals during the academic year. It should be noted that a department's annual report also serves as the basis for the evaluation of chairs now required by the Chancellor (i.e., their evaluation as departmental leaders, not individuals).

In the annual allocation of faculty lines, each department that requests new faculty and/or support positions is required to indicate the ways in which the particular position(s) will help to achieve the goals of the Strategic Plan. As a result of this procedure, the college not only can allocate budgetary lines strategically but also is in a position to bring about change in accord with its Strategic Plan, instead of presuming that replacements will be given primarily to departments or disciplines that have lost faculty. Consistent with this approach, in the advertisement for new hires the goals of the Strategic Plan are highlighted and those sharing these goals or with experience working towards these goals are encouraged to apply.

Institutional Research

Effective decision-making requires the availability, understanding, and use of appropriate and accurate information. The Evaluation Team noted this in their report as one of the "criteria for testing the adequacy and soundness of institutional planning." Since that time, the College has undertaken major efforts to improve in this area to establish a *culture of evidence* that encompasses all planning activities.

The portfolio of the Assistant Vice President for Budget and Planning, appointed in Fall 2000, includes responsibility for institutional research and assessment. He works closely with the College's Executive Committee and the campus community to insure that efforts support planning and assessment, at the institution and unit levels. Shortly after the AVP was appointed, the President asked him to chair a college-wide task force on data issues and information flow. This committee was given the charge to determine current information needs, inventory available information, review access levels of available information, and make recommendations to improve information utilization. The task force assessed the current situation and presented an action-oriented plan that focused on two central themes: data quality and data availability. This document became the College's initial strategic plan for information management and communication. The assessment of the identified objectives is continuous so that progress can be monitored and refinements can be made. The information management and communication strategic plan was updated in late 2003, as a part of the overall budget and planning strategic plan.

The establishment of an effective infrastructure was a key component in implementation. The AVP and his staff worked closely with both data "owners" and data "users" in validating all data used for reporting (internal and external), integrating this data, and determining the types of standard reports that would be useful. Detailed reports on admissions, enrollment, retention, graduation, academic performance, staffing, etc., are routinely generated and used to inform decision-making. A feedback loop was established to insure that users were able to request new standard reports and make ad-hoc requests. The overall process is continually reviewed and adjusted to reflect changing needs.

Survey management capacity was also substantially increased. In addition to commercially available surveys such as CIRP and the Noel Levitz, SSI, IPS, and the NSSE that provide comparative data from other institutions, both scannable and online surveys can be designed and administered, to provide institution specific data. This allows for a multi-level approach that enhances the richness of available data.

The successful communication of information completed the feedback loop process. Providing information in both electronic and paper versions allows information users to work with formats that complement their individual work styles. Presentations of information also help to insure understanding and potential uses. Communication efforts also extend to working with users so they understand available information and how to use it strategically so that information becomes knowledge that supports planning efforts. These discussions generally lead to new data requests, as the culture of using evidence to support decision-making continues.

The commitment to providing useful information is ongoing. As the operating environment changes, different information may be needed. The current infrastructure, which includes an outcomes assessment component, will enable prospective requests to be handled adeptly. As more internal and external information becomes available and as technology improves, there is an expectation that the capability to develop and generate useful information will also increase.

Two of the office's websites, <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/> (external view) and <http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/index> (internal/intranet

view) illustrate some of the ongoing work being produced. Additionally, the *Budget/Planning Initiatives* section on the Institutional Effectiveness website contains documents explaining the area's strategic goals.

Recommendation 4a (in Section VII of the Evaluation Report, "Institutional Integrity and Effectiveness"): *Outcomes assessment has been identified as a need in a previous evaluation and by the College in its 1999 Self-Study. The Team recommends that a campus-wide comprehensive outcomes assessment plan be developed and implemented very soon. Such a plan must be guided by Brooklyn College's mission and goals and be a major component of the institutional strategic planning effort. This would provide the required input which would lead to the effective assessment of student learning as well as institutional and program effectiveness and integrity.*

In response to this recommendation, the Outcomes Assessment Plan Committee (OAPC) was formed in December 2000 by the Acting Provost. Its membership represented a cross-section of the College community, including administrators from both Academic Affairs and Student Life, members of the faculty from the major divisions of the college, and members of the professional staff. The committee was chaired by the Dean of Undergraduate Studies.

In the preliminary phase of its work the OAPC reviewed numerous internal documents, including the 1998 Title III grant proposal for the creation of an outcomes assessment plan; the 1999 Brooklyn College Self-Study Report; and the Brooklyn College Strategic Plan, 2000-2005. It examined and drew upon existing outcomes assessment plans at other institutions, particularly the College of Staten Island. It also relied heavily upon three publications of the Commission on Higher Education: Characteristics of Excellence in Higher Education; Designs for Excellence; and Framework for Outcomes Assessment. The Outcomes Assessment Plan is closely linked to the implementation of the Strategic Plan and employs the Strategic Plan's three major goals as its organizing principles. As such, the linkages were clearly established to insure that assessment activities center around critical areas. The plan was also inclusive. Each unit in the institution contributes to one or more of the major goals, and must therefore insure that departmental goals are consistent with institutional goals. By understanding these goals and their interrelationships, all departments (instructional and non-instructional) can formulate learning goals and statements of outcomes. While a phased-in approach is being used for implementation, once the entire plan is enacted, every area of the College will be involved in some form of assessment.

As a result of these initial deliberations, the OAPC identified five principal categories for assessment, three of which—namely, Academic Excellence, Student-Oriented Campus, Model Citizen--corresponded to the major goals set forth in the Brooklyn College Strategic Plan. Subcommittees were created to study and prepare a report on each of these categories, some of which were further divided into subcategories. A sixth subcommittee was established to draft the introduction, rationale, and governing principles. The separate subcommittee reports were revised and merged by the OAPC to produce the Brooklyn College Outcomes Assessment Plan (see Appendix N).

Outcomes assessment at Brooklyn College is directly related to the mission and character of the College, as reflected in its mission statement. Outcomes assessment is not an end in itself, but a

means to an end, namely, the improvement of teaching, learning, service, and research. Outcomes assessment is not a onetime event, but an ongoing and self-renewing process of self-examination and self-improvement. At Brooklyn College outcomes assessment means seeking the answers to the following questions: 1) What kind of people do we want our students to become with regard to their moral values, and their capacity to reflect and to reason? 2) What skills do we want our students to learn? 3) What skills do we want our students to develop? 4) What should our students be able to do in order to demonstrate what they have gained from their Brooklyn College education? 5) What are we doing as individuals and as an institution to promote student learning and development and to enhance the retention and graduation rate?

The Brooklyn College Outcomes Assessment Plan was submitted to Middle States in October 2001 and was approved shortly thereafter, by which time implementation of the plan had already begun. The Plan was cited as a “model” when the Dean of Undergraduate Studies was asked by the Commission to make a presentation to other institutions of the process utilized at Brooklyn College.

Recommendation 4b: Faculty, administrators, students, and staff must participate in bringing the Brooklyn College outcomes assessment plan to fruition. The plan is a College effort that requires a commitment from all members of the Brooklyn College community. ***It involves more than writing outcomes; it involves embracing an innovative assessment perspective, shifting from a teacher-centered paradigm to being fully learning-centered.***

In developing the Outcomes Assessment Plan, the College utilized its prior Self-Study and its 1998 Title III grant proposals as reference documents, in addition to other materials. These documents provided many suggestions that have been incorporated. As implementation continues, additional materials are reviewed and distributed when appropriate to assist in this effort. The entire effort is overseen by the Outcomes Assessment Steering Committee chaired by the Provost. This group monitors Outcomes Assessment progress in all areas of the College.

Under the oversight of the Provost, with the assistance of the AVP for Budget and Planning, support is available for instructional and non-instructional departments. Training occurs regularly to insure that assessment moves toward the goal of constant improvement. An example of one training presentation can be viewed on the Brooklyn College Institutional Effectiveness website at

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/ie/presentations/outcomesassessmentgeneralpresentation.pdf>.

Further details of the progress being made in outcomes assessment can be found in documents included in the Appendix and on the Institutional Effectiveness website:

[\(http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/ie/\)](http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/ie/)

Recommendation 4c: The Center for Teaching and Learning should serve as an outcomes assessment resource center that holds current professional publications, conference information, program review formats, grants information, and audiotapes.

The Center for Teaching is dedicated to the promotion of teaching excellence. In a prospectus sent to the Provost on January 7, 2003, the executive board outlined its future goals: to provide orientations for new faculty, to hold semester-long faculty development seminars, to offer one-on-one mentoring to interested faculty, to work with groups on campus that are concerned in any way with pedagogy (e.g., the technology committee developing hybrid pedagogies; the committee to improve teaching in gateway courses, etc.), to hire speakers who will present information on national trends in higher education, and to ensure that part-time faculty are included in all this work.

In order to support the campus-wide development of outcomes assessment in individual courses, in departments, the Center for Teaching has appointed the coordinator of academic assessment as the Director of the Center for Teaching. Her specific role in regard to outcomes assessment has been to work with interested members of the college teaching community to provide models of successful syllabi, assignments, evaluation rubrics, and examples of a range of student work that demonstrates fulfillment of stated course goals. She has also been working with department chairs to facilitate the development of program goals and objectives that, in turn, shape the development of course objectives and outcomes. The director still reports to the executive board but also to the Assistant Provost in order to develop the Center so that it plays a more central, active, and multifaceted role in faculty development at the College.

Recommendation 4d: A coordinator for outcomes assessment needs to be identified to lead the College through the development and the initial implementation of the Brooklyn College Assessment Plan. Finally, there are many excellent ideas and viable suggestions for a comprehensive outcomes assessment plan in the Self-Study and the 1998 Title III grant proposal. Both of these documents should be used as a foundation for the plan.

In the Outcomes Assessment Plan submitted to and accepted by Middle States, the College indicated that the Director for Institutional Planning, Research, and Assessment would serve as the overall Assessment Coordinator. After beginning the implementation, it was decided that a different approach would be more effective. Under the overall umbrella of the Outcomes Assessment Steering Committee, separate coordination was established for instructional and non-instructional assessment activities. All activities are integrated into and consistent with the institution-wide plan.

The Provost, the Assistant Provost, the Dean for Undergraduate Studies, and an expert in outcomes assessment (the Director of the Center for Teaching) orchestrate all activities in the academic area. The Assistant Vice President for Budget and Planning coordinates assessment in the non-instructional areas, in collaboration with the Provost. The Office of the Assistant Vice President develops and analyzes institutional data to inform college-wide assessment efforts.

Part B: Responses to Middle States Evaluation Team Suggestions

The following part addresses only those issues not covered in Part A, above.

Middle States Suggestions regarding Students and Student Life/Student Support (in Section III of the Evaluation Report, “The Academic Mission: Teaching and Learning”):

1. *Efforts at overall community building remain important. The College should continue efforts to develop in students both an appreciation of their differences and understanding of their commonalities. Among the ways in which this could be accomplished are pooling resources from disparate student organizations and retaining some portion of student fees in order to produce programs designed to strengthen each student’s institutional affiliation and to provide mediated resolution of some of the conflicts seemingly endemic to the current two-party system in Student Government. It might help also to establish additional student organization offices, which could serve as useful home bases for students who often have few mechanisms to gain a sense of connectivity to the institution, given their multi-faceted home, work, and family responsibilities.*

The Seeds of Hope (a student group committed to bringing our diverse community together particularly in a time of crisis) sponsors events such as the “make a difference” poetry slam, the music WAM (music with a message), and attending the annual Seeds of Peace Concert in Manhattan. The Multi-Faith Initiative sponsors dialogues around faith, diversity, and democracy. A “Life Skillz” series offers peer conflict mediation sponsored through Student Development.

Other important elements and activities in community building are Brooklyn College Day, Volunteer Day, SERVA, Presidential Ambassadors, and Peer Mentors.

The Division of Student Life engages students in the development and implementation of the mission and the strategic goals of the college and requests that each of the student governments work closely with the President of the College and the deans to build an esprit de corps, in support of Brooklyn College.

The development of a “campus community student volunteer center” is currently underway in the lower level of the Student Center. Beyond connecting to the campus, the space will allow for students to connect with each other and share informally narratives of their volunteering experience. Funding for the Student Volunteer Center (SVC) will be sought.

2. *The Team suggests that the College reconsider the question of on-campus residences. Such facilities could help attract Brooklyn residents who now leave the city to attend college including some with high levels of academic preparedness. They also could provide a haven from the distractions posed by home lives and communities, faced by significant numbers of current Brooklyn College students.*

At this point, on-campus residences are not feasible. Should the opportunity and funding emerge, the College will re-consider its position. The College assists students in locating

housing through the website, through housing owners submitting requests for tenants (posted in the Office of Personal Counseling), and through faculty and staff referrals.

3. *In addition to raising money for student internships, the College should consider the creation of cooperative education programs. Such programs allow students to earn academic credit, try out careers, experience professional level work, and earn pay. Cooperative education programs also serve to tie the surrounding community more firmly to the College and its goals.*

The Brooklyn College Magner Center for Career Development and Internships, established in 2002 by combining the old Career Services Office and the Internship Program, has been involved in many exciting new and ongoing initiatives that have brought increased internship opportunities to Brooklyn College students. Led by a director charged with creating a more visible and effective internship and career-oriented services approach, and staffed by two new, full-time college lines in the program, the Center has already taken the following steps:

- Established the CitiBank – Brooklyn College Careermakers Program that makes internship and career opportunities available to Brooklyn College students with one of the premier financial institutions in the world;
 - Purchased e-Recruiting, an innovative career management software, enabling the internship program and CCDI to have direct access to students, employers, and alumni;
 - Created the Faculty Internship Advisors Committee that integrates extensive ongoing departmental internship efforts and activities with CCDI's Internship Program. The internship program acts as a clearinghouse for internship activities campus-wide;
 - Initiated the Alumni Volunteer Program in cooperation with the Alumni Affairs Office that seeks direct involvement of Brooklyn College alumni in the areas of providing paid and unpaid internships, alumni mentors, on-campus speakers and on-going career consultation;
 - Collaborated with the Brooklyn College Foundation to increase alumni involvement and build up internship endowments and opportunities.
 - Began a new career program in cooperation with the Students with Disabilities Program on campus. The Science Technology and Research Program trains and places students with disabilities in internships with top companies and organizations in the metropolitan area;
 - Increased outreach and publicity for the Internship Program through the creation of a professional level internship brochure, program flyers, and newsletter.
4. *The Team also suggests expanding childcare facilities to serve the many students with children whose academic progress is hampered by competing demands for their time*

posed by family responsibilities. This may be especially helpful to the College in responding to the Self-Study recommendation to consider more recruitment of non-traditional and graduate students.

In Fall 1999 the Early Childhood Center Programs (ECC), the lab school of the School of Education, received two major grants from the U.S. Department of Education (HEA: Child Care Access Means Parents in School Program) and from New York State (Childcare Expansion) for the purposes of facilitating recruitment and retention of non-traditional students. These grants enabled significant expansion of child care programs for the children of Brooklyn College students, leading to renovation of additional space for a new four-room infant/toddler complex, as well as expansion of after-school/evening and summer session programs. In Fall 2002, a new infant/toddler facility was opened, adding four classrooms to the existing two preschool classrooms, and one shared after school/family learning center classroom for a total of seven classrooms.

In Spring 1999, the ECC served a total of 78 children, ages two years nine months through twelve years. By Spring 2003, a total of 133 children, including 33 infants and toddlers attended ECC programs. A sharp decrease in federal and state funding of childcare for children of college students, however, obliged the ECC to close the weekend program in Fall 2003 and anticipate further cuts to the weekday program, popular with both undergraduate and graduate students. The ECC continues to be largely self-sustaining; all teaching staff and administrator lines are grant-funded, as are operating costs, with the exclusion of in-kind services provided by the College. Decrease in, or elimination of, federal and state programs, such as the U.S. Department of Education's *Child Care Access Means Parents in School Program*, following four years of significant funding, presents significant threats to the progress made in expansion of childcare at the College, and poses challenges for further expansion of childcare facilities.

In Spring 2004, a referendum to increase the Student Activity Fee for the child care center was approved by the student body and has been forwarded to the CUNY Board of Trustees for action.

5. *Student participation in the co-curriculum can be encouraged by initiating a student development transcript memorializing students' leadership activities, service participation in governance, etc. This could help students with career placement.*

The process is in place to begin the co-curriculum transcript. Our SERVA Program already logs the volunteer projects students are involved in. In 2003-2004 we piloted a co-curriculum transcript with the Presidential Ambassador Program. We will partner with the Registrar and with guidance from the Provost and the Academic Deans develop a format comparable to a student academic transcript. Internships (Work Study and CUNY CAP), Service Learning, Study Abroad, campus and community volunteer service will be noted on the transcript. In addition, student attendance at orientation, student media and governance events, and other club activities will be noted.

6. *We believe that the rehabilitation of campus athletic facilities would do much to encourage faculty/staff/student out-of-class interactions, support wellness education, help*

Brooklyn remain competitive with other CUNY institutions and build institutional identity through successful varsity teams.

Construction has begun on new campus athletic facilities in the West Quad building. The programs scheduled for the new facility have the potential to enhance the quality of life of students, faculty, staff, alumni, and members of the surrounding community. With a strong commitment to the values of participatory, all-inclusive athletic and recreation programs, this state-of-the-art building will be a popular and much-visited center.

The West Quad will be a showpiece for modern up-to-date athletic facilities. It will attract new students, many with strong athletic backgrounds. These students will make up the varsity teams in the future and recruitment of outstanding academically qualified student athletes will be a real possibility. Having successful NCAA Division III teams will increase school spirit.

The instructional program in Physical Education and Exercise Science will be enhanced. New and innovative activities will be introduced and several laboratories will allow for research in the area of human movement and exercise physiology. The major programs in Physical Education and Exercise Science will be popular choices for many students, who then will go on to careers as teachers, coaches, exercise physiologists, fitness specialists, and physical therapists.

Middle States Suggestions regarding Faculty (in Section III of the Evaluation Report, "The Academic Mission: Teaching and Learning"):

1. *The Team suggests that new faculty hiring and replacement of retirees continue to be given top priority to prevent having a "lost generation" of scholars and teachers.*

Discussed in Part A of this chapter.

2. *Efforts should be made to increase support for faculty involved in formal research and scholarly endeavors, especially if their projects include graduate or undergraduate student participation. In addition, the faculty should be provided greater development opportunities, focused not only on their specific professional needs, but to increase their ability to provide leadership in the assessment and improvement of programs and curricula.*

To increase services to faculty and to increase resources from grants and contracts in support of research and scholarship, the College has hired a new Director of the Office of Research and Sponsored Programs and will be developing a strategic plan for the office, as well as adding a professional level staff person to support development of proposals to a wider range of funding agencies.

The Acting Dean of Research and Graduate Studies has established a Brooklyn College Funding Council, bringing together representatives from the offices of Institutional Advancement and of Research and Sponsored Programs to explore cooperative grant and contract development from all institutional sources (City, State, Federal, corporate, and private foundation).

The College has become an institutional member of the Council for Undergraduate Research, and will increase faculty participation in entities such as Project Kaleidoscope and other organizations designed to increase the involvement of undergraduates in faculty scholarly activities.

A component of a new web-based resource describing faculty scholarly activity will allow undergraduate and graduate students better access to faculty who have indicated an interest in mentoring research by students.

Brooklyn College participates in the Faculty Resource Network, a nationally-recognized entity that runs faculty development workshops each summer on a variety of topics across the entire disciplinary spectrum. Efforts will be made to increase faculty taking advantage of the FRN summer workshops.

The College provides funding each year to enable newly-hired laboratory scientists to acquire equipment to begin their research programs. Through various sources of equipment funding, the College supports the equipment needs of many departments for non-computer based equipment in support of faculty research, much of which is used in the service of training undergraduate and graduate students in research.

Faculty at the college participate in doctoral training through the CUNY Graduate School, and the College provides substantial support in the form of graduate fellow lines to doctoral students and some masters students to be actively engaged in research training.

The Middle States suggestions regarding the Status of Educational Programs and Curricula (in Section III of the Evaluation Report, "The Academic Mission: Teaching and Learning"):

1. *Through the integrated work of College committees (e.g., planning and budget, Chairs Committee, Faculty Council), the College should take steps to ensure that all department and program curriculum goals and objectives are linked specifically to the College mission and vision.*

Discussed in Part A of this chapter.

2. *Further, the College should ensure linkages of department and program curriculum goals and objectives with specific outcomes assessment measures for retaining and graduating students.*

Discussed in Part A of this chapter.

3. *The College mission and vision and department goals and objectives, as well as assessments should be developed around global concepts of race, class, and gender. This is especially important for a city college that includes such a polyglot of the world's people.*

The College's mission statement largely does this already. Participation in the AAC&U's Liberal Education and Global Citizenship: The Arts of Democracy project has sensitized departments to the need for goals and objectives related to "global concepts of race, class, and gender." Department mission statements will be monitored as well. New general education goals have a rich diversity component that addresses this suggestion. The Provost has convened an ad hoc interdisciplinary working group to explore the development of a curriculum (either a minor or major) in Global Studies.

4. *The College faculty and administration should explore ways to make team-teaching and interdisciplinary instruction more feasible at Brooklyn College. As part of this exploration, a committee might be established to consider ways to enhance and institutionalize interdisciplinary curriculum development and team-teaching and to make recommendations as appropriate.*

Learning communities are being extended and deepened to include multi-, cross- and interdisciplinary curricular development and coordinated (if not team) teaching as part of the Foundations of Excellence project (discussed in Part A of this chapter).

5. *The Team suggests that as the College reviews its mission and goals, ideally as a part of its new planning process, it should consider appropriate revisions which clarify the role of research in faculty responsibilities and identify the place and proportion of graduate studies in the Brooklyn College curriculum.*

New guidelines for promotion and tenure will clarify the role of research in each faculty portfolio. A major initiative concerning graduate study was initiated by the Provost, headed by the former chairperson of the History Department (author of a Report on Graduate Academic Regulations and Procedures [1994]), who reports to the Acting Dean for Research and Graduate Studies. He is conducting research for a series of reports that will provide the basis for enhancing the place and importance of specific graduate programs in the Strategic Plan.

Middle States Suggestions regarding the Library and Library Resources (in Section III of the Evaluation Report, "The Academic Mission: Teaching and Learning"):

1. *The comprehensive inventory of the circulating collections that is nearing completion has generated a listing of titles of books that are no longer on the shelves or in circulation. It will be important to review this list, in conjunction with the academic departments, to identify those titles requiring replacement.*

The Inventory Project achieved its primary purpose – to synchronize the catalogue and the collections, in the interest of efficient paging. Replacing some 10,000 volumes, using the average cost of an academic title in 2001, would cost just over half a million dollars. The Library has lists of the desired books should funds become available in the future.

2. *In two years, the library will move into a new building that is 50 percent larger than the existing one, with a doubling of its computing capacity. The College needs to recognize that the expanded capacity and services will require additional staffing, ranging from*

computing and technical personnel to student workers and custodial personnel. Moreover, the new library building underscores the need for the library to participate as a major information service provider in the College-wide technology planning process.

As part of the project of programming the new Library, the architects projected the staffing the new building would require, using software that considered the size of the building, the student population, and other factors. This report advised that the new building would require three dozen more staff members than the Library presently had. During this time, the College modestly aimed to fill vacancies and to add a handful of new positions which were largely support staff lines.

The new Library is heavily used. Students are attracted to the well-located spacious facility built to a high aesthetic standard and offering four times as many seats, more and better equipment, and greater comforts. The College has made a real effort to build Library staffing and has achieved moderate success. In Fall 2002, the College provided \$17,000 so that the Library could add eight additional evening hours of weekly service to its program.

The vacant positions listed below have been filled or are slated to be filled:

- Physical Sciences Specialist; • Education and Social Sciences Specialist; • Web Developer; • Manager, Library Café; • Evening and Weekend Manager, Library Café; • New Media Center Manager Evening and Weekend Manager 01/03; to be filled; • Film/TV-Radio/Media Studies/Philosophy Specialist.

These new lines have been funded:

- Multimedia Specialist; • New Media Center Manager; • Digital Supplementary Instruction Specialist (funded by the Student Technology Fee); • Conservator (funded in part with Library gift funds).

Middle States Suggestions regarding Teaching and Learning Resources (in Section IV, "Technology," of the Evaluation Report);

1. *The next two years will see major developments in the implementation of the new telecommunications infrastructure and in the building of the new library facility as a hub for the use of multimedia and other technologies. Given the new availability of networked classrooms and spaces and the possibilities for enhancing teaching and learning with visuals and sound, it will be critical that faculty are involved in making decisions about technology support and usage. Faculty development needs to be a significant component of technology planning.*

See section about TLTR in Part A of this chapter. Full descriptions and background of all the programs mentioned here may be found in Appendix L.

Academic and administrative computing have many faculty partners. Each academic department selects a faculty Technology Representative as its liaison to the Academic IT program. As of the

2002-2003 academic year, all the department Technology Representatives are also members of the Advisory Committee on Academic Computing (ACAC). Most belong to the TLTR as well. Each year Academic IT welcomes two Faculty Fellows (who receive course released time for their efforts). They work on various projects specific to teaching with technology.

Faculty development opportunities for Web-assisted teaching: Brooklyn College has an array of faculty development opportunities that fold into five categories: Pedagogical Workshops, Blackboard Workshops, Technology Workshops, Web Design and Development Workshops, and Special Seminars on a variety of topics.

In addition, workshops are offered on Blackboard for which the University has signed a contract for the enterprise version of Blackboard level 6; and The Student Technology Fee-Funded Pedagogy Program trains a small group of faculty in sound pedagogies for online teaching and learning under the auspices of the Center for Teaching.

Support for faculty who are teaching with technology include the Academic Information Technologies Staff, Digital Library Collections, CUNY-Plus, ongoing projects related to digitizing and distributing local materials and collections, video-conferencing facilities, and reference help via e-mail.

Facilities for faculty training and development include the Faculty Training and Development Laboratory and the Multimedia Classrooms, which are located in the new library.

Publications: AIT and ITS produce a wide range of publications--manuals, periodicals, guides, and other types of documents in both printed and electronic formats—that assist students, faculty, and staff in learning about, locating, accessing, and using technology resources on campus. These include: *The Faculty Guide to Computing*: <http://brooklyn.cuny.edu/bc/pubs/facguide>; Faculty Bulletin; ITS Newsletter; and *Access*.

Support for students using technology: the College provides several excellent facilities and resources. They include:

- **The Morton and Angela Topfer Library Café**
The College could never have anticipated the Library Café's incredible success. Just five years old in January 2004, today Café usage exceeds 800 students each day, and 900+ days are a common occurrence. The Library Café is the only CUNY student lab open 24x7; it provides 88 hours of staffed service each week. Expansion of the Café will double its capacity next year.
- **Student Access to Computers**
Brooklyn's students are commuters. The College has expanded the number of public-access computers (PC, Apple MAC, Sun Unix) to more than 1,200 in dozens of facilities and labs.
- **Information Literacy Training**
In conjunction with other CUNY schools, the library has developed an online

information literacy tutorial.

- **Adaptive Equipment and Software**

The College has a dedicated adaptive technology specialist who works with all units to ensure that their computer labs and spaces meet the needs of all students and faculty.

- **Digital Supplementary Instruction and Online Tutorials**

These support students in “Gateway” and other courses.

- **The Early Childhood Center (ECC) Programs**

The lab school of the School of Education, has received funding to build the technology and infrastructure of the ECC infant/toddler and preschool classrooms, and to facilitate professional development activities, including teleconferencing, with the broader community.

2. *There are some quantitative and qualitative evaluative studies being undertaken, with comparative data and narratives on technology as a teaching and learning resource. This is an important and exciting area for research and assessment, and more needs to be done to add to our knowledge about how technology works in an educational setting. As Brooklyn faculty continue to work on the creation of a “cybercore,” it will be important for them to get involved in this research and assessment on an ongoing and, perhaps, more formal basis. Therefore, Brooklyn College is encouraged to continue to build a knowledge base of research about technology and pedagogy based on its evolving virtual core work and to continue to disseminate the emerging results to the campus and to the higher education community.*

Brooklyn College is actively at work conducting research into online teaching and building new online teaching tools. What we have learned in one project or setting has served us well, as we have moved on to the next. The College has elected to broaden its focus in terms of teaching with technology (there is no longer a particular emphasis on the Core, and technology is being used throughout the entire curriculum).

The Distance Learning Task Force

The Task Force on Distance Learning was appointed in the spring 2000 semester. In May 2001, the Task Force completed and submitted its report, and in the fall, Faculty Council accepted this document. The document recommended that the College undertake a programmatic approach to online teaching and learning. The College has not pursued this recommendation, choosing instead to concentrate on faculty training and development opportunities that enable and encourage faculty in all disciplines to incorporate technology with their teaching.

The Task Force on Educational Technology (CUNY)

The College was an active participant in the University’s Task Force on Educational Technology, charged by the Executive Vice Chancellor with resolving what the University

should do to improve professional development and effective instruction involving education technologies. The Task Force completed its work and submitted a report in the spring 2001. **The CUNY Student Technology Fee (STF)** was perhaps the most visible result of the work of this important group. As a result of Brooklyn's work on this task force, we were asked to join a small group charged with helping the University develop campus performance indicators for the use of technology with teaching.

With regard to pedagogy, the college has launched several projects.

The Interactive Syllabus

The Interactive Syllabus is both a powerful teaching tool as well as a successful device for interesting faculty in online learning, encouraging them to rethink their courses and incorporate appropriate non-textual material.

The Blackboard Demonstration Courses

There are currently six such courses on our Blackboard site, each targeted at a different discipline.

The ICE (Integrated Content Environment) Project

ICE will simplify the process of working with complex multimedia content, increasing the number of faculty developers who integrate dynamic content with their course sites. It will also make identifying and sharing course content an easy, simple process. We are presently seeking grant funding for further development of ICE.

Handhelds: The Future of Urban Mobile Computing

Academic IT is beginning year-one of a three-year Student Technology Fee-funded project to assess the use of handhelds for a variety of academic purposes and implement a handheld lending project.

Booting Up Brooklyn

The School of Education was funded to engage in training future teachers to incorporate technology with instruction. This program aims to revitalize teacher skills and school curricula, enabling a transition to quality, technology-assisted teaching in urban schools. Funds have been used to build and equip both wired and wireless classrooms.

Middle States Suggestions regarding Resources (in Section V, "Financial Resources and Facilities" of the Evaluation Report):

1. *All allocations, including end-of-year spend out, should be related to the College's strategic plan.*

Discussed in Part A of this chapter.

2. *The strategic plan should serve as a continuous guide to action plans for use of fiscal resources.*

Discussed in Part A of this chapter.

Middle States Suggestions regarding Facilities (in Section V, “Financial Resources and Facilities” of the Evaluation Report):

1. *The College should review space assignments and relate space allocations to current and future college needs.*

A Space Committee was appointed in Fall 2003 to develop policy and oversight concerning space assignments and allocations and submitted its report in Spring 2004.

2. *Facilities/physical plant staff should review all strategic and academic program plans to determine impact and effort/cost needed to develop facilities in line with proposals.*

The Facilities Planning Office has been included in the grants proposal review process, as well as the review of departmental external evaluations and their future program plans. In addition, the college is seeking funding to update both the Facilities campus master plan and the campus buildings condition assessment report. The current master plan and condition assessment report were last updated in the mid 1990's. The University's next five-year capital plan includes a funding request of \$30 million for condition assessments to take place at each of the University's senior colleges.

3. *The College should develop long-term plans for Adaptive Reuse of facilities following planned capital construction. These plans should also address too long neglected facilities – especially deferred maintenance and major facilities life-cycle.*

The College has and continues to engage in adaptive reuse of facilities and capital renewal as part of the College's facilities campus master plan and participation in the University's CUNY-wide capital renewal program for the campuses. Some examples of these, both planned and completed, follow:

- **Library Café.** A former, vacant, food services facility on campus was converted into the 24/7 Library Café in 1999.
- **Chiller Plant.** The College constructed a \$20 million central chiller plant, with both steam and electric chillers, that is next to the renovated heating plant in order to use secondary steam load.
- **Temporary Field Library.** The temporary field Library building, constructed for the Library renovation and expansion project, has undergone renovation and construction to house the College's Film Department, Testing Office, general

computer labs, and the student clubs during the construction of the West Quad building.

- **Lecture Halls renovation.** The College is slated to renovate 15 lecture halls in the Ingersoll Building.
- **Physics Dynamitron lab.** The abandoned Physics Dynamitron lab facility in the basement of the Ingersoll Building will be renovated into a studio facility to house metal working, sculpture, and pottery labs.

4. *It will also be important for the College to develop a plan to address esthetic/appearance issues recognizing the impact “first impressions” have on potential students, employees, and benefactors.*

The College recognizes the critical importance of the esthetic/appearance of the campus. The College was rated as having the “Most Beautiful Campus” in the 2003 edition of Princeton Review’s *The Best 345 Colleges* and again placed in the top five in the 2004 edition. While it has been successful in securing some funding to address these issues, additional work on securing sustained funding for the College within the context of the University’s CUNY-wide capital renewal program remains critical. The College is currently conducting a Facilities Management review with a focus on establishing both a Facilities Management plan and an Operations and Management (O&M) plan.

Middle States Suggestions in Section VI of the Evaluation Report, “Institutional Leadership and Governance”:

1. *Since several new committees have been formed or have been expanded, the College should review its committee structure (advisory panels, councils, committees) to ensure not only that there is as little overlap of responsibility as possible, but that this still evolving governance structure serves and supports the College’s vision and mission.*

In June 2002, pursuant to an extended discussion at the Chairs’ Retreat the previous month about streamlining the way we conduct business at the Council on Administrative Policy (and the affiliated College Personnel and Budget Committee), the President appointed a committee of chairs (with the Associate Provost as convener) to address the issues involved.

The committee was charged to propose ways to make the Council on Administrative Policy (CAP) a more effective body, mindful of the opportunities inherent in a collaborative approach to the principal issues affecting the College and its future. The goal was to create a forum that facilitates and promotes communication among and between the chairs and the administration and that enables them to engage in productive planning.

The committee explored alternatives to the current structure and practices, foremost among them the nature and topics of the agenda of the monthly meetings but also the frequency of these meetings and the role of the liaison committee. It gleaned what might be learned from the policies and practices of parallel governance bodies at other CUNY colleges.

The review extended also to the Personnel and Budget Committee and the Promotion and Tenure (P&T) process and suggested ways in which these processes might be streamlined.

In May 2003, CAP approved a number of recommendations from a committee reviewing the P&T process. One of these recommendations concerns the reconfiguration of departments into four divisions (Arts, Humanities, Sciences, Social Sciences) so as to eliminate two extremely small divisions and promote the potential for greater affinity among related departments.

The Committee proposed a specific departmental configuration for each division. Departmental discussion of the proposal in the Fall 2003 led to unanimous agreement to support the new structure. The College Policy Council emended the Brooklyn College Governance Plan to reflect the approved changes and the formal amendment of the Plan has been submitted to the Board of Trustees for final approval at its meeting in June 2004. It was also agreed that this reconfiguration of P&T divisions be reviewed within a few years of its institution.

A concomitant change has also been made in the composition of the College Review Committee on Faculty Personnel (CRC) to reflect the new divisional structure. CRC, which is advisory to the President and mandated by the Board of Trustees, will be composed of two tenured full professors nominated by each of the four divisions. Chaired by the Provost, this committee reviews the actions of the College Personnel and Tenure Committee, together with certain other functions, and reports its reviews and recommendations to the President and to CAP. (All of these changes are reflected in the Brooklyn College Governance Plan, provided in Appendix B.)

2. *The divisions of Academic Affairs and Student Life should continue to develop strong linkages that include faculty and staff collaborating in program planning, outcomes assessment, and other activities and projects that support and enhance student learning, in and out of the classroom.*

The divisions of Academic Affairs and of Student Life are collaborating on various projects including: the Foundations of Excellence in the First Year of College; the AASCU American Democracy Project; the AAC&U Liberal and Global Citizenship: the Arts of Democracy Project; and COPAS (Committee on Orientation Programs for all students). Each of the projects includes both Academic Affairs and Student Life staff in the planning and decision-making along with faculty and students.

Middle States Suggestions regarding Outcomes Assessment (in Section VII of the Evaluation Report, "Institutional Integrity and Effectiveness"):

1. *If the College is to have a good, perhaps eventually exemplary, outcomes assessment plan, it must first engage faculty (a broad representation, not just leaders) and administrative staff in professional development activities such as attendance at conferences on assessment, participation in campus-wide workshops which utilize an external expert or consultant, and review and research of literature on assessment that is available in professional journals and the Internet.*

Assessment will be coordinated with other college-wide activities. The activities of the Outcomes Assessment Steering Committee are coordinated with those of the Faculty Council and its standing committees. Specific lines of communication have been or are being established between each of the subcommittees and all relevant departments, Faculty Council committees, and campus, community, and alumni groups. The College's OA Plan is discussed in detail in Part A of this chapter and provided in Appendix N.

2. *Developing an effective assessment plan depends first on identifying the specific outcomes the institution, its administration, and support units and academic departments are trying to achieve by formulating learning goals or statements of intended student outcomes. A beginning step then is to develop analytical tools and viable assessment strategies that explicably link goals and objectives to evaluation and review activities.*

Discussed in Part A of this chapter.

3. *Also, the Team strongly urges that the outcomes assessment guidelines described in the Middle States Association's Characteristics of Excellence in Higher Education, Standards for Accreditation be included in all strategic planning (i.e., the technology, diversity, and long-range plans proposed in other sections of this report) at Brooklyn College.*

Discussed in Part A of this chapter.

The following recommendation was included in the College's 1999 Self-Study:

For the core curriculum, there is a need for a good assessment system, the addition of an Economics course, and a review of the role of the course coordinators.

The Brooklyn College faculty is justly proud of our 23-year-old Core Studies program, but a curriculum this old must be reviewed at regular intervals to determine whether it acknowledges new discourses and areas of study in the disciplines, current pedagogical best practices, and changes in society and the natural world. In response to a recommendation of the Middle States Association and in recognition that it is in the interest of the College to ensure that the goals of our general education program articulate with our stated mission, the Faculty Council Core Curriculum Committee is leading a comprehensive review of our general education program.

As a result, the Faculty Council established a task force charged with developing two or more models for general education to be presented to Faculty Council at its meeting in May 2004 (eight models were presented). The task force included representatives of all thirty academic departments as well as several students. Participants in this work included distinguished senior faculty members, present and past department chairs, and junior faculty who are doing cutting edge work in their disciplines. At the May meeting, the Faculty Council discussed and gave preliminary ranking to the models proposed by the task force and elected an eight-member ad hoc interdivisional committee (plus one student to be elected by Student Government) to review these models over the summer. In the fall, the ad hoc committee will recommend a particular model (or models) for a revised Core to the College community and to Faculty Council, which

will then vote on the final determination.

Paralleling and supporting the general education curriculum review process, the Provost has sponsored a series of discipline-based outcomes assessment workshops to enable faculty to develop goals and objectives for their courses. Brooklyn College is now also participating in the CUNY General Education Project. Once a revised Core is in place, we will create the structure necessary to assess each course and to develop the feedback loop necessary to ensure that the Core is indeed accomplishing its stated goals.

Chapter III

Other Significant Developments and Changes at Brooklyn College Since 1999

Administrative and Structural Changes

President Lattin, who was appointed in August 1992, announced his retirement from the College effective January 31, 2000, to accept an appointment as University Professor at the CUNY Graduate School. He was succeeded on February 1, 2000, by Dr. Christoph M. Kimmich, who had been on leave as Provost and Vice President for Academic Affairs at Brooklyn College from November 1997 to August 1999 to serve as Interim Chancellor of the City University of New York. Dr. Laura Kitch, formerly chairperson of the Department of Sociology, served as Acting Provost from December 1997 to July 2000. Dr. Elizabeth Beaujour (Hunter College) served as Acting Provost for the 2000-2001 academic year. After a national search, President Kimmich appointed, with the approval of the Board of Trustees, Dr. Roberta S. Matthews as Provost and Vice President for Academic Affairs in July 2001 and she continues in that capacity. Dr. Matthews had been serving as the University Director for the new CUNY Honors College: University Scholars Program before becoming Provost.

Several important administrative appointments were made (or are pending):

- Following a national search, President Kimmich appointed Mr. Steve Little as Vice President for Finance and Administration, effective December 1, 2000.
- Associate Provost Eric Steinberg retired from the position in 2003 and has been replaced by Assistant Provost Jerrold Mirotznik (Professor, Department of Health and Nutrition Sciences.)
- Dean of Graduate Studies and Research Richard Pizer resigned and was appointed Provost at Hunter College. Professor Louise Hainline (Department of Psychology) is serving as Acting Dean (with the title changed to “Research and Graduate Studies”) and a national search is expected to conclude shortly.
- Mr. Alan Gilbert, formerly of the CUNY Central Office, was appointed in 2000 as Assistant Vice President for Budget and Planning.
- Mr. Michael Hewitt, Esq., was appointed in Spring 2004 as Assistant Vice President for Human Resource Services.
- Following the resignation of Janet Scott in Spring 2003, a search for a Vice President for Institutional Advancement was opened in fall 2003 and is still underway.

In response to recommendations by an outside consultant (The Stillwater Group), changes were made in various units in Academic Affairs and in Student Life.

Personal Counseling was transferred to Student Life, and International Student Counseling to Enrollment Services.

The former Personal Counseling and Career Services Center was restructured and became the Magner Center for Career Development and Internships, signaling the College's determination to integrate and strengthen career development services for our students and to make internships a center of excellence. The director, who reports to the Dean for Undergraduate Studies, is working to create a state-of-the-art career and internship center, expand paid internships, create more effective campus communication through newsletters and brochures, connect with faculty internship advisors and academic support areas on campus, establish databases that track student career success, and fully involve student clubs and groups in the career decision-making process.

A new Office of Preprofessional Advisement was established, and the director worked closely with Career Development, Academic Advisement, and the academic departments to develop comprehensive advisement programs for students who aspire to careers in medicine, law, and the allied health professions. New programs for these students include individual registration advisement for all first-year students and many continuing students, orientation sessions, handbooks for premed and prelaw students, development of a database to track students' progress, and reconfiguration of the process of providing letters of recommendation. The director developed a "3/4" articulation agreement between Brooklyn College and the SUNY College of Optometry and drafted articulation agreements in several other professional areas.

The Dean of Undergraduate Studies and the Dean for Student Life worked to explore ways of expanding and improving the experience of first-year students. A team of administrators and faculty attended the National Learning Communities Institute last summer. An outgrowth of this was the initiation of a faculty development seminar that prepares faculty to teach in second-semester learning communities for first-year students. The undergraduate dean has also revamped the registration and academic orientation process for all entering students.

Both the Provost and the Assistant Vice President for Enrollment Services reviewed the recommendations of the Stillwater group. As a result, the Assistant Vice President became more involved in budget and staffing concerns, staff development, area productivity, assessment, and enrollment planning. In addition, a new and improved marketing plan has been developed and implementation of a program, "Recruitment Plus," is taking place.

The Acting Dean of Research and Graduate Studies reviewed and discussed the Stillwater Report as it concerned that division. So as to give research and grant funding a higher profile on campus, the College reconfigured the Office of Research and Sponsored Programs, which has a new director who was recruited from outside.

Faculty and Academic Departments

In academic year 1999-2000, Brooklyn College hired 45 new members of the faculty. This was the largest number of new hires in 20 years. Approximately 20% of the regular faculty at that point were untenured. At the same time, the academic year 1999-2000 saw 33 early retirements. Since then, another 104 new members have been added to the faculty (while 61 took retirement). 41 faculty searches have been authorized for 2003-2004.

In these years, the College also made a number of star-quality appointments: Edwin Burrows (History) was named a Distinguished Professor as were Michael Cunningham (English) and Samuel Leiter (Theater). Professor Burrows (together with Professor Mike Wallace [John Jay College]) won the 1999 Pulitzer prize for history for their monumental study, *Gotham: A History of New York City to 1898*. Professor Cunningham won the Pulitzer Prize for his novel, *The Hours*, which then served as the screenplay for the movie of the same name that won nine Oscars in 2003. Professor Leiter is an internationally renowned expert on Japanese drama and theater. The College also appointed Juan Gonzalez, who spent 2 years at Brooklyn College as the Belle Zeller Scholar, to the College's first distinguished lectureship. Elizabeth Murray, internationally known painter, was also appointed in the fall 2003 as a Distinguished Lecturer in the Art Department. She will be honored with a retrospective exhibit of her works when the Museum of Modern Art reopens this year after its major renovation. Noted artist Archie Rand has accepted an appointment as a Presidential Professor in the Art Department beginning in Fall 2004 as the result of a special "cluster hiring" position provided by the University to strengthen flagship areas. Professor Rand has been a long-time faculty member at Columbia University. Patricia Cronin, a young up-and-coming painter and sculptor, was also appointed to the Department. Shlomo Silman, who gained international stature for his pioneering work in audiology, was named the first Presidential Professor this year. Also, through the recent gift of the College's first endowed chair, a search is being conducted to fill the Zicklin Chair in the Honors Academy.

Focusing on faculty development, the Board of Advisors for the College's Center for Teaching has decided to broaden the scope and impact of the Center. A full-time director was appointed to assure that the Center for Teaching is brought into line with national practice and becomes an active participant in all initiatives related to teaching, learning, outcomes assessment, and technology at the College. To this end, faculty workshops in technology are being run through the Center starting fall 2003.

The new *Brooklyn College Faculty Handbook 2003-2006* (see Appendix O), several years in development, was published in 2003. It is a compendium of both essential and useful information and is especially valuable for new faculty, which the College has appointed in significant numbers in recent years.

In the academic year 1999-2000, the following departments or programs completed self-studies and underwent external evaluations: Classics, History, Philosophy, and the Graduate Center for Worker Education. The normal cycle of departmental external evaluations was extended beyond the 1999-2000 academic year to include in the following year the Department of Personal Counseling (which was subsequently discontinued), the Academic Advisement Center (which reports to the Dean of Undergraduate Studies), and two Interdisciplinary Programs, American Studies (B.A.) and Liberal Studies (M.A.).

In 2001-2002, the following departments and programs were evaluated: Mathematics, Sociology, and Women's Studies (an interdisciplinary B.A. program). In 2002-2003, the Economics Department was the only department evaluated but it was conducted on a larger scale than usual, given its three principal components: economics, business, and accounting. In 2003-2004, four science departments have been evaluated: Biology, Chemistry, Geology, and Physics. In the coming year, 2004-2005, the cycle will continue with self-studies and

external evaluations of the departments of Modern Languages and Literatures, Political Science, and Psychology.

In October 2002, the Department of Health and Nutrition Sciences completed and submitted a self-study to the American Dietetic Association (ADA) for the Didactic Program in Dietetics and Dietetic Internship. ADA conducted a site visit in November 2002. The program's status was reviewed in July 2003 and ADA decided to advance the program from "developmental accreditation" to "initial accreditation." This accreditation will be effective for a ten-year period and will enable students who complete the program to take the Registered Dietician examination.

A new Center for Auditory Research was approved by the Board of Trustees in January 2004, and a proposal for the establishment of a Center for the Study of Religion and Culture was submitted to the University for approval in spring 2004.

In June 2002, the Dean of Undergraduate Studies took a team consisting of three faculty members, a college librarian specializing in information technology, the director of Freshman Year College, and the Dean for Student Life to the National Learning Communities Institute at Evergreen State College. The participants developed a model for a second- and third-semester program that pairs sections of English 2 with Core courses. The program was piloted in Fall 2002, using two sections of English 2 and one section of Core 1. At the same time the Dean ran a semester-long faculty development seminar to prepare ten additional faculty members to offer paired courses in Spring 2003. Faculty participants in the seminar included instructors from English 2, Core 1, Core 2.2, and Core 3, who developed coordinated syllabi for their courses, which are being offered each semester. The paired sections are open to all eligible students, with special consideration given to students in their second or third semester.

A learning community that pairs Mathematics and Chemistry introductory courses has been designed for students interested in the sciences but with high school grades indicating that their preparation in science is weak. Students in these paired courses are offered group and one-on-one tutoring and specialized counseling. Upon successful completion of the semester, they are automatically registered for a second pair of Mathematics and Chemistry courses.

A new grant from the National Institutes of Health will support the RISE program, focusing on improving the academic and research success of under-represented minority students interested in biomedical and behavioral research careers. RISE will use a variety of techniques, including a summer bridge program focusing on study skills and reviews of high school science to prepare students optimally to enter a new the RISE Freshman Year program, where they are scheduled into a block program including Pre-Calculus, Introductory Chemistry, English Composition, and a Philosophy course in reasoning. All the courses have an additional 2-hour peer-led collaborative workshop loosely based on the highly successful method of Supplemental Instruction, amply demonstrated to improve student performance in a wide variety of courses and institutions.

CUNY Honors College

The new CUNY Honors College: University Scholars Program was created to support students in an intensive undergraduate experience shaped by the combined resources of the University and of New York City. In its first full year (2001-2002) the program was housed at five senior colleges: Baruch, Brooklyn, City, Hunter, and Queens. The program has reintroduced the City University to talented students attracted by the opportunity to meet with and be taught by faculty from all the colleges, including graduate and professional schools. The Honors College includes free tuition, an academic expense account, as well as special seminars, mentoring and internship opportunities, activities to integrate the social and intellectual aspects of college, and a "Cultural Passport" which provides entree into the City's cultural and intellectual institutions. Criteria for admission include: high scores on standardized tests, high school GPA, the record of academic coursework, an essay, and an interview. Academic and character references are also solicited. Students are admitted to the program through the Admissions Office and the Honors Academy at Brooklyn College. The Honors College is an addition to Brooklyn College's longstanding honors programs (federated in the Honors Academy) and interfaces with the opportunities these programs make available to hundreds of Brooklyn students. Students in the CUNY Honors College receive their degrees from their home colleges. Transcripts and diplomas indicate their designation as University Scholars.

Curriculum Developments

The College had earlier cited to the CHE the pending approval and promulgation of revised teacher certification standards by the New York State Board of Regents. These standards were issued and, indeed, were the subject of much discussion at the Middle States' annual meeting in December 1999. During the academic year 1999-2000, the College's School of Education addressed the enormous task of restructuring its myriad programs (undergraduate and graduate) to comply with the new requirements. It engaged college-wide participation in this curricular review, particularly given the mandate by the Regents for a considerable increase in liberal arts courses and credits for prospective teachers. Pursuant to two all-day College forums to discuss and disseminate the new requirements, faculty in the School of Education worked closely with colleagues in the liberal arts and sciences departments to restructure every registered teacher education program (and to discontinue certain programs). The first program to be revised was the B.A. for Music Teacher (K-12), which underwent such extensive changes that it was redesignated a Bachelor of Music degree program in Music Education. At the same time a new Advanced Certificate Program in Music Education was also created and the M.A. program for Music Teacher (all grades) was also restructured and reregistered. These have served the dual purpose of complying with State standards and also with revised professional standards nationally in music education.

The most wide-ranging curricular development in the academic year 2000-2001 was the completion, jointly by the School of Education and the Liberal Arts and Sciences departments, of the comprehensive restructuring of baccalaureate, master's, and advanced certificate degree programs in teacher education. This multi-year project was undertaken to comply, as indicated above, with new teacher certification and learning standards adopted by the New York State Board of Regents and the Commissioner of Education. The University Board of Trustees

approved Brooklyn College's curricular proposals, which were supported by extensive documentation, all of which were forwarded to the State Education Department at the end of March 2001. After a thorough review by NYSED, the revised programs were approved and registered in January 2002. The College also began to develop, and expects to complete by Fall 2004, its application for candidacy to the National Council for Accreditation of Teacher Education (NCATE). The School of Education anticipates that its candidacy for accreditation will be approved early in 2005.

Three other non-teaching (pupil personnel) programs under the aegis of the School of Education have been revised and have been submitted for reregistration to the NYSED: the School Psychologist Program (M.S. in Ed. and Adv. Cert.); the School Counseling Program (formerly Guidance and Counseling; M.S. in Ed. and Adv. Cert.); and the Program in Educational Leadership (formerly School Administration and Supervision; Adv. Cert.). These programs have been restructured to meet revised state and national standards. The teacher education programs and the pupil personnel programs also have to meet the standards of professional associations as part of the School of Education's application for accreditation by NCATE.

"New Media" was identified as a flagship area in the University's Master Plan (2000-2004). The College then developed a Program in Performance and Interactive Media Arts, beginning with an interdisciplinary advanced certificate, and possibly leading next year to the development of an M.F.A. in this new field. Through the leadership of a new "cluster hire," a special faculty line allocated by the University's Office of Academic Affairs, to strengthen flagship areas, the new Advanced Certificate program in Performance and Interactive Media Arts was approved by the University, and subsequently by NYSED, early in 2003.

Totally restructured undergraduate curricula in the Department of Modern Languages and Literatures were implemented pursuant to recommendations developed by the CUNY Consortia on Languages Other Than English (LOTE), in which Brooklyn College was a leader.

In March 2001, NYSED approved the registration of the College's proposed 150-hour (combined undergraduate and graduate) C.P.A.-qualifying program, which meets the new state licensure requirements through a curriculum which integrates the B.S. degree program in Accounting (Public Accountancy) with the M.A. degree program in Economics: Accounting (the latter program will be revised next year to the more appropriate Master of Science degree in Accounting).

A number of new degree and certificate programs were approved by Faculty Council for transmittal to the Board of Trustees for review and approval or are in the planning stage. Others, after approval by the Board, were submitted to NYSED for final approval and registration. The status of these proposals is as follows:

- B. Mus. in Music Education (this replaced the former program, the B.A. Music Teacher, K-12); the B. Mus. was approved by NYSED
- Advanced Certificate Program in Music Education (approved by NYSED)
- Advanced Certificate Program in Performance and Interactive Media Arts (approved by NYSED)

- B.B.A. in Business Administration (pending approval by the Board of Trustees, Fall 2004).
- B.A. in Communication (pending approval by the Board of Trustees, Fall 2004)
- B.A. in Social Work (the University cleared a Letter of Intent to establish the program but the proposal was later deferred for the foreseeable future by the sponsoring Department of Sociology for a variety of reasons)
- B.A. in Applied Economics (although approved in principle by Faculty Council, the curriculum was later reconstituted within the existing B.A. in Economics program)

Another new program, put on hold while the NYSED was revising the teacher certification standards, was the Master of Science in Education for Teaching English to Speakers of Other Languages (TESOL). The original proposal, which had cleared the first step in the University approval process, is being reformulated for resubmission to the Board of Trustees. This program is of particular relevance in filling the teaching needs in New York City and state, given the great number of students for whom English is not the first language. The College does have a longstanding B.A. degree program in childhood education (grades 1-6) with an extension in bilingual (Spanish/English) education. The College offers a specialization in bilingual education within the M.S. in Ed. program for childhood education teacher (grades 1-6). It also offers a bilingual specialization within the recently renamed and restructured M.S. in Ed. Program in School Counseling. The post-master's Advanced Certificate Program for School Psychologist also includes an optional bilingual specialization.

The School of Education also agreed to serve as the principal coordinator and distributor of funding for New Vision Projects (the Gates Foundation, et al.) for high schools in the Borough of Brooklyn and did so for a year. The new High School for Social Justice in the Bushwick neighborhood is one of the projects and for this the School of Education is the principal sponsor and partner.

In academic year 2003-2004, Provost Matthews, working with the Gateway Institute and the New York City Department of Education, developed a new specialized early college high school, the High School for Science, Technology, and Research (STAR), which is located on the Erasmus High School campus in Brooklyn. This project is funded by the Bill and Melinda Gates Foundation.

Writing-Across-the-Curriculum

The Writing-Across-the-Curriculum (WAC) initiative was mandated by the University in 1999. Colleges were asked to submit their respective plans for implementing this program, including multi-year budget needs. In November 2000, the College sent the University an update on Brooklyn College's program and a revised budget projection through 2007. In the interim, Brooklyn College faculty had developed a variety of "writing intensive" courses in a number of departments. Students are now required to complete one of these courses, preferably in their major, to be eligible for the baccalaureate degree. CUNY also introduced a new writing examination, the CUNY Proficiency Exam (CPE), which senior college students must pass after they have earned at least 45 credits. Passing the CPE is a general requirement for the baccalaureate and to date Brooklyn College students have performed very well on this

examination. At the CUNY community colleges, students must pass the CPE in order to earn the associate degree. The University and Brooklyn College have made major efforts to improve writing skills for all students.

Remediation/SEEK Program

After considerable debate, a major amendment to the University's Master Plan was approved by the Board of Regents in September 1999 permitting the University to phase out remedial and developmental courses in the senior colleges, beginning with several colleges, including Brooklyn, in January 2000. Brooklyn College discontinued such courses as of the Spring semester 2000 but continues to offer prefreshman skills immersion programs in summer session and in the January intersession to enable at-risk entering students to upgrade their skills in writing, reading, and mathematics in order to meet the admissions requirements and enter the College as regular matriculants. In order to monitor the first year effects of this major change in admission policy the State Education Department sent a team of evaluators to the Brooklyn College campus in May 2001. The team, which interviewed numerous administrators, faculty, and students, reported on its findings and made several recommendations.

Collaborative programs were developed with the community colleges, which became the venues for remedial education for students who did not pass the University's qualifying skills tests. An innovative program, Prelude to Success, was developed CUNY-wide which permitted, in our case, limited cohorts of students registered at Kingsborough Community College to enroll in KCC remedial courses but take them on the Brooklyn College campus.

In the meantime, the Department of Educational Services, which had housed most of the remedial and developmental courses, was renamed the SEEK Department and continues to administer the SEEK Program (Search for Education, Elevation, and Knowledge), which provides academic support, counseling, tutorial assistance, and financial aid for economically and educationally disadvantaged students. The College's implementation of the new policy on remediation was approved by the Board of Trustees and can be cited as one of the many factors in upgrading the image of the College in the civic and academic communities since 2000 and improving the College's retention and graduation rates.

Enrollment Management

The Office of Enrollment Services and the Office of Budget and Planning along with the University Application Processing Center (UAPC) hold annual discussions to review student performance based on past admissions criteria. Additional data from various simulations took into account ethnicity, grades, residency, SAT scores, and gender in order to arrive at an Index that would continue moving the College in a positive direction regarding diversity, student quality, and academic performance.

Using data from UAPC, the College's Office of Institutional Research, the College Board, and the Census Bureau, along with Office of Admissions "Recruitment Plus" data, the College has produced a first-class marketing and recruitment plan. The plan also includes data from each public high school in Brooklyn, which helps plan for the future by looking at early regents

scores, graduation rates with regents diplomas, and numbers of graduates. Other initiatives being used for planning and marketing purposes include a standard once-a-semester meeting with the Brooklyn College high school advisory council comprised of college advisers from both public and private schools, a marketing tracking system, focus groups, and a consultant, the former Director of Admissions Services for the City University.

The College has been successful in reaching out to applicants from different segments. It has increased its efforts to recruit adult learners through special open houses, coordinated meetings, and sharing of staff and services. The College has also increased efforts to recruit high achieving students through the Presidential Scholarship Program and the CUNY Honors Program. The College continues to place targeted advertisements on radio and in print promoting a number of programs, including health and nutrition related majors, as well as programs in accounting, education, psychology, etc. Potential transfer students are another group in which the College is heavily invested.

The College initiated The On Course Advantage (TOCA) Program in 2001 as a means of assuring that qualified and motivated full-time students would be able to take all required courses in the minimum time available to earn the baccalaureate. The population of the TOCA Program continues to grow. At present the number of students has increased from the original cohort of 235 (Spring 2001) to 600 (Fall 2002) and another cohort of 300 (Spring 2003). The director works closely with the Admissions Office to promote the program and its benefits to potential students in the high schools and community colleges. The director regularly attends college fairs, open houses, and other recruitment events. Eligible students receive a letter inviting them to apply to the TOCA program and providing them with information about program benefits and requirements. Approximately 100 students from the original cohort graduated in June, 2003. The TOCA Program was singled out for special praise by Governor George Pataki in his budget message in January 2003.

Recruitment Plus is a state-of-the-art admission and recruitment tracking system, which is a powerful marketing tool. Though not yet fully active, Recruitment Plus assists the College in the implementation of its highly segmented approach to recruiting. Also, various activities are currently in place to identify where graduate enrollment can be increased, and appropriate strategies are being developed. From special open houses for honors candidates, to graduate open houses and conversion days, recruitment activities are being added and refined every semester.

For the first time in many years the College is able to evaluate transfer credits in a timely fashion. Students no longer need to search the campus for assistance. All transfer evaluations are taken care of in the Office of the Registrar by faculty representatives. Printouts are produced with course descriptions for faculty to use. A new computer program is being developed in-house to host a database with course information from all non-CUNY colleges and universities that routinely provide applicants to Brooklyn College to supplement the CUNY TIPPS transfer system.

Over 50% of our new incoming students transfer to Brooklyn College from community colleges. Many things are done to ease any potential transition problems, including the execution of formal articulation agreements with the community colleges (including several jointly registered associate and baccalaureate degree programs). Enrollment Services has a full-time counselor

assigned to community colleges as a Brooklyn College recruiter and liaison. Students from CUNY community colleges now have little concern about the Brooklyn College Core since they are largely exempt if they have graduated from a CUNY community college with an A.A. or A.S. degree. This has now been extended to A.A. and A.S. graduates from non-CUNY community colleges as well.

With funding provided by a FIPSE grant, the Undergraduate Dean's office has worked with the registrars and with advisement personnel here and at Kingsborough Community College to create a website that provides resources to help students transfer successfully. The site incorporates online advisement and tutoring. It highlights "six steps to a successful transfer," which include an intent-to-transfer-form, frequently asked questions, an initial credit evaluation, a Brooklyn College requirements checklist page, and information about popular majors, about TOCA, and about articulation between associate degree programs and major programs at Brooklyn College. The project also brought Brooklyn College faculty and KCC faculty together to develop online components for KCC courses that articulate with Brooklyn College Core courses. An online Learning Center is currently under construction to improve science skills of prospective teachers who transfer to Brooklyn College as education majors.

The Provost's Task Force on Retention (RTF) completed its work and will be reconstituted for AY 2004-2005 as the Foundations of Excellence Committee to coordinate work of COPAS (Committee on Orientation Program for All Students) and Enrollment Management. Membership will be more targeted than RTF, goals more specific. The summer and January skills immersion programs are designed for all entering students who have not met the university's skills requirements. The nationally acclaimed Freshman Year College (FYC) provides individual advisement and registration for all categories of new students: entering freshmen and transfers, adult students, and English as a Second Language as well as SEEK students. Learning communities for first- and second-semester students, consisting of specially selected required courses, strengthen the bonds among new students and integrate both faculty and students into a unified community of learners. Coursework in the learning community blocks is coordinated with the Learning Center and the ESL tutoring program, which offer one-on-one and small group tutoring sessions and computer-assisted instruction in such areas as English composition, English as a Second Language, and many Core courses. The retention rates of block program cohorts of students as compared to non-block program students have been significant.

A completely revamped class pattern matrix was developed in the fall 2002, with the assistance of a prominent outside consultant, and accepted by the Council on Administrative Policy. New bell codes were created and the first new schedule of classes was published for the fall semester 2003. Despite some opposition, there has been a remarkably smooth transition and a much more efficient use of classroom and faculty time every day of the week.

Capital Construction

The major capital projects on campus progressed on schedule in 2000 and thereafter, including construction of the new state-of-the-art Library, which was completed in October 2002 at the cost of \$73 million. It is the largest and technologically most advanced library in CUNY. The

Library also became the center for academic information technology and the Office of Information Technology Services (ITS). A new \$20 million Central Chiller Plant and distribution system were completed. With funding from the State, the College began work on the \$102 million West Quad project in 2003. This will entail the demolition of the Plaza Building (which has begun) and the overpass on Bedford Avenue (completed), and the eventual construction of the West Quad Building and more open space. The new building will consolidate under one roof most student services (admissions, registration, etc.) and have a modern physical education, recreation, and athletic facility, a fitness center, and teaching and research labs.

Roosevelt Hall, an adjacent building which currently houses the Department of Physical Education and Exercise Science and athletic facilities, will be converted into a modern science building, drawing on the work of administrators and science faculty meeting regularly to develop a modern “science vision” for Brooklyn College. Impetus for this “vision” has come from a five-member Brooklyn College team that attended a Project Kaleidoscope (PKAL) conference on planning new science facilities to inform themselves of changes in science teaching and science facilities.

Architectural plans and specifications for the expansion of the 24/7 Library Café were completed in 2003-2004. After securing the President’s approval, the project also was approved by the University’s Board of Trustees. Construction is scheduled to begin in summer 2004, with a completion date sometime in 2004-2005.

The Model Citizen

For Brooklyn College, the goal of becoming a “model citizen” applies as much to the borough of Brooklyn as to the campus itself. The commitment to providing service, offering educational opportunities, and, not least, creating an atmosphere of civility and respect is all-encompassing.

Following a series of recommendations in consultant Judy McGaughey’s report of June 2002, the Office of Continuing Education implemented a number of measures. An Assistant Dean for Continuing Education was appointed to underscore the importance of continuing education to the College. Catalogue distribution has been increased from 55,000 to 115,000 per semester, and promotional information regarding continuing education has been disseminated throughout the borough. The Assistant Dean has engaged in substantial outreach to corporations, hospitals, and community organizations to increase contract training initiatives. Offsite programs have been established in the Bedford-Stuyvesant neighborhood. To meet workplace demands, additional programs are being offered in the healthcare and information technology areas.

The development of contract training initiatives remains a priority for continuing education. For FY03, new and existing contracts yielded income of approximately \$200,000 through partnerships with the Brooklyn Public Library, Chase/J.P. Morgan, Kings County Hospital, Woodhull Hospital, Xaverian High School, Kingsboro Psychiatric Center, and Downstate Medical Center (credit and non-credit programs). The collaboration between continuing education and adult literacy on implementation of the EDGE XI grant is helping to meet the specified goals.

To attract young adults to the college, test preparation workshops and summer academies have been expanded, with more specialized programs available and increased course offerings. Grant opportunities are being explored and pursued, and the EDGE XI collaboration with adult literacy is working quite well. To address the financial challenges, the assistant dean is working closely with budget and planning administrators to transform continuing education into a larger, profit-making entity.

The Director of Adult Degree Program (ADP) has been in contact with some 30 borough-based corporations, 11 hospitals, and 21 proprietary business and technical schools. ADP is exploring the possibility of joining the Consortium of Higher Education, which facilitates meetings of college recruiters and corporate employees interested in pursuing college degrees. ADP is also reaching out to New York City unions (police, fire, District Council 37, and the Department of Education) and many public and non-profit community groups. The College is prepared to offer onsite courses for corporate employees and union members if they garner sufficient enrollments.

In a separate initiative, the College has worked to create an environment where employees feel valued. In response to the Noel-Levitz survey and consonant with the Strategic Plan, the Office of Human Resource Services provides professional development for all members of our staff. There are Management Development Workshops, Customer Service Seminars, and Supervisory Training. The Reward and Recognition Committee was formed to affirm our appreciation of the staff. The programs in place include an Employee of the Month Program, Staff Appreciation Day (Brooklyn College Day), and various opportunities for entertainment and recreation.

Chapter IV

Five-Year Enrollment and Fiscal Data: Retrospective and Prospective

Enrollment Management

The enrollment outlook for Brooklyn College remains strong. With growing admissions (coupled with an increase in high school preparedness measures) and improved retention, the College continues to meet University targets. Increases in graduation rates validate the improved academic standards that have been adopted over the past few years and initiatives such as The On Course Advantage, designed to facilitate student progress toward the degree. The CUNY-wide tuition increase in Fall 2003 presented new challenges, but the development of a comprehensive enrollment management strategy has prepared the College to deal with this effectively.

Under the Provost's leadership, the College has developed an enrollment management plan that is updated annually to reflect environmental changes. The acquisition of Recruitment Plus, a full-featured admissions information system, has enabled the admissions staff to automate many key functions and implement a sophisticated, data-informed approach to planning and decision-making. This also gives them more time to conduct personal outreach to the many prospective applicants who exhibit a strong interest in Brooklyn College.

Using information from Recruitment Plus, the College's institutional data, and external market trends, the College is now poised to adapt to positive and negative conditions while working in a very competitive market. An aggressive, yet targeted, recruitment program is used to insure a market share that includes the best students available.

Overall, total enrollment has grown from Fall 1999 to Fall 2003. Undergraduate enrollment has grown from 10,183 to 10,962, an 8% increase. Graduate enrollment has decreased from 4,874 to 4,554, a 7% decrease. The graduate decrease is attributable to a reduction of programs funded by the New York City Department of Education for teachers taking graduate-level courses. Total FTEs have increased by 7% during this period.

Enrollment Trends

As illustrated in Table 4.1, below, undergraduate enrollment has increased by 7.6% since Fall 1999. This increase is attributed to several strategic initiatives that focus on different aspects of undergraduate recruitment and retention. Highlights are described below:

- The acquisition of a prospect management software solution in 2001 and the establishment of a strong institutional research function has enabled enrollment management to effectively use data in developing a more focused approach to recruitment and conversion. In the two years since the prospect management system has been operational, freshmen admissions have increased 24.9% and transfer admissions have increased 35.7%. These numbers are all the more impressive given the 25% tuition increase that was implemented in Fall 2003.

- Freshmen admissions benefited greatly from having the information necessary to implement a more targeted recruitment approach. The College not only upped the percentage of traditional age number in the borough by 17% but also increased freshmen enrollment by expanding efforts to Manhattan, Queens, and Staten Island.
- Given the national trend toward a growth in student transfer patterns, the College has aggressively expanded its recruitment in this market. The development of stronger relations with the main feeder colleges in the borough, combined with other efforts, has contributed to the large increase in this area.
- Improved undergraduate retention efforts have also contributed to the undergraduate enrollment increase. Results from the Noel-Levitz Student Satisfaction Inventory and other campus-based surveys allowed the College to determine areas for improvement and establish baselines. A Task Force led by the Provost examined this issue and implemented numerous recommendations.
- The College continues to improve its award-winning freshman year programs. In 2003, it was selected as one of twelve public colleges in the country to be a founding institution in the Foundations of Excellence in the First College Year program.
- To insure progress beyond the first year, initiatives such as the Sophomore Academic Progress Alert (SAPA), the Gateway Tutoring Program, The Orientation Project (TOP), and Students Engaged in Responsible Volunteer Action (SERVA) have been implemented as additional ways to assist students and bond them to the institution.
- A new class pattern grid was implemented in Spring 2003 to respond to documented instances of problems students encountered in registering for courses. The increase in Fall 2003 FTE enrollment compared to headcount enrollment demonstrated that average credit load has increased.

Overall graduate division enrollment has declined by 7% since 1999. Enrollment for degree-seeking graduate students has increased by 9.8%, while enrollment for non-degree graduate students has decreased by 41.4%.

- Graduate division admissions also benefited from the implementation of the prospect management system.
- Enrollment in programs offered by the School of Education has increased over the five-year period. Of note is the Teaching Fellows program where qualified individuals interested in changing careers receive the fast-track education leading to alternative certification that will enable them to be well-prepared teachers.
- Graduate division degree enrollment has been affected by a decline in the number of students seeking degrees in computer-related fields (which enrolled approximately 75 fewer majors in 2003 than in 2001).

- The graduate division has also implemented numerous retention strategies that have yielded improvements and helped to maintain enrollment.
- The decline in non-degree enrollment is primarily attributed to the reduction in the number of tuition waivers funded by the United Federation of Teachers (UFT). These waivers were available to teachers to take credit-bearing courses in order to receive salary increases.

In the next five years, the College is anticipating enrollment growth in all segments. Successful programs will be continued and expanded where appropriate. New markets will be explored and new strategies will be developed to continue growth in existing markets. It is projected that for Fall 2004, a 4.2% enrollment increase will occur based on strategies currently underway. This increase is consistent with the budget projections (see below). In subsequent years, enrollment growth is expected to continue, albeit at a slower rate. Given the size of the campus, in 2008 space utilization will be at close to capacity.

Strategies of note include:

- Increased recruitment of qualified non-traditional students. Given census projections that indicate declines in traditional age students in the area beginning in 2010, the College will begin to broaden its adult market base.
- Continued aggressive recruiting of transfer students. An additional transfer admissions counselor will allow for increased contact with potential students as the College continues to tap into this growing market.
- Further detailed analysis of prospect management data will streamline conversion efforts with the goal of increasing the yield by several percentage points over the next couple of years.
- Fundraising efforts will continue to prioritize scholarships as a way to attract more qualified students to the institution.
- The creation of a new Bachelor of Business Administration (BBA) degree program in Business Administration with five areas of concentration will further expand the enrollment of the Business Division of the Economics Department.
- The Department of Computer and Information Science has proposed a new B.S. degree program in Multimedia Computing, an emerging field where there is both strong internal student demand and the prospect of attracting 70-80 new students to the College.
- A new transfer evaluation system will expedite the calculation of transfer credits. This will enhance both the admissions of new students and the retention of existing students.
- The implementation of DegreeWorks, an online degree audit system, will expand the suite of software that assists students. Besides helping students plan their programs of study, the

software will free up counselors and advisors from calculating requirements so they can spend more time mentoring students.

- The College will be reviewing prospective new graduate programs (e.g., in Mental Health Counseling) based on new licensing requirements authorized by the Board of Regents. New requirements for accountants may provide a market for new graduate-level accounting programs. Lastly, an analysis of market demands may lead to the creation of masters level programs in human resource management and development.

Overall, the College believes that its research and planning will lead to enrollment growth over the next five years.

Enrollment and Graduation Trend Data and Projections

Tables 4.1 to 4.4, below, present five-year enrollment, retention, and graduation trend data. Enrollment is based on Fall figures and is generated from frozen files created after the third week of classes of each semester. Tables 4.5 to 4.8 present five-year enrollment and graduation rate projections.

Table 4.1: Headcount Enrollment – Five Year Trend

Status	1999	2000	2001	2002	2003
<i>Undergraduates:</i>					
Freshmen	3,089	3,086	3,156	3,229	3,131
Sophomores	2,210	2,110	2,109	2,412	2,378
Juniors	2,375	2,420	2,393	2,567	2,910
Seniors	2,194	2,133	2,086	2,072	2,144
Nondegree	315	345	368	487	397
<i>Total Undergraduates</i>	<i>10,183</i>	<i>10,094</i>	<i>10,112</i>	<i>10,767</i>	<i>10,960</i>
<i>Graduate Students:</i>					
Degree	3,316	3,218	3,423	3,380	3,640
Nondegree	1,558	1,727	1,602	1,488	913
<i>Total Grad Student:</i>	<i>4,874</i>	<i>4,945</i>	<i>5,025</i>	<i>4,868</i>	<i>4,553</i>
<i>Overall Total</i>	<i>15,057</i>	<i>15,039</i>	<i>15,137</i>	<i>15,635</i>	<i>15,513</i>

Table 4.2: Admissions Headcount Enrollment – Five Year Trend

Status	1999	2000	2001	2002	2003
Freshmen	1,057	1,286	1,080	1,224	1,349
Transfer Students	1,038	1,078	1,090	1,248	1,479
Graduate Students	822	716	765	732	1,132

Table 4.3: FTE Enrollment – Five Year Trend

Status	1999	2000	2001	2002	2003
Undergraduates	7,882	7,717	7,694	8,287	8,483
Graduate Students	2,176	2,152	2,209	2,242	2,285
Overall Total	10,058	9,869	9,903	10,529	10,768

Table 4.4: Graduation Rates – Five Year Trend

Status	1999	2000	2001	2002	2003
Freshmen (6 yr)	n/a	35.4%	36.0%	37.6%	36.5%
Trans Students (6 yr)	n/a	40.3%	40.2%	42.5%	44.1%
Grad Students (4 yr)	61.0%	57.6%	53.3%	58.0%	59.4%

Table 4.5: Headcount Enrollment – Five Year Projections

Status	2004	2005	2006	2007	2008
<i>Undergraduates:</i>					
Freshmen	3,194	3,226	3,242	3,258	3,275
Sophomores	2,449	2,522	2,573	2,599	2,651
Juniors	3,026	3,117	3,179	3,275	3,340
Seniors	2,208	2,274	2,342	2,412	2,461
Nondegree	410	416	423	425	428
<i>Total Undergraduates</i>	<i>11,287</i>	<i>11,555</i>	<i>11,759</i>	<i>11,969</i>	<i>12,155</i>
<i>Graduate Students:</i>					
Degree	3,786	3,974	4,054	4,135	4,176
Nondegree	1,106	1,187	1,192	1,210	1,227
<i>Total Grad Student:</i>	<i>4,892</i>	<i>5,161</i>	<i>5,246</i>	<i>5,345</i>	<i>5,403</i>
Overall Total	16,179	16,716	17,005	17,314	17,558

Table 4.6: Admissions Headcount Enrollment – Five Year Projections

Status	2004	2005	2006	2007	2008
Freshmen	1,350	1,363	1,377	1,391	1,404
Transfer Students	1,538	1,568	1,600	1,616	1,633
Graduate Students	1,139	1,148	1,204	1,210	1,286

Table 4.7: FTE Enrollment – Five Year Projections

Status	2004	2005	2006	2007	2008
Undergraduates	8,653	8,782	8,870	8,959	9,049
Graduate Students	2,365	2,412	2,448	2,473	2,498
Overall Total	11,018	11,194	11,318	11,432	11,547

Table 4.8: Graduation Rates – Five Year Projections

Status	2004	2005	2006	2007	2008
Freshmen (6 yr)	37.5%	39.0%	39.5%	40.0%	40.5%
Trans Students (6 yr)	44.6%	44.9%	45.3%	45.5%	45.7%
Grad Students (4 yr)	59.8%	60.2%	60.5%	60.7%	60.9%

Fiscal Trends and Projections

Brooklyn College's operating budget, as that of all CUNY senior colleges, is comprised of an allocation from the State and tuition revenues. The last five years have been marked by a change in this distribution from about 50% state support in FY2000 to about 30% state support in FY2004. Given economic and political realities, this trend is likely to continue. Projected revenue assumes either increased enrollment or increased tuition rates that are greater than reductions in state support.

Since the College is not independent but a unit within the CUNY system, it cannot exercise complete control over budgets. Some costs such as fringe benefits, rent, utilities and some other services are paid from the CUNY Central Office budget. The increases in FY2001 and FY2002 are due to retroactive salary increases as part of collective bargaining agreements from different bargaining units. The FY2002 budget of over \$77 million reflects retroactivity from FY2000.

Given the climate in which Brooklyn College operates, it is difficult to project future budgets. There is an expectation that the College will need to increase enrollment to compensate for state aid reductions. The enrollment plan takes this into account, as the College aggressively seeks to improve recruitment and retention. The College also anticipates that future tuition increases may be imposed and will work to insure that students have adequate financial aid packages. Overall, minimal operating budget increases are projected.

The College, however, does have access to other funds to supplement this budget. One funding source, instituted in FY2004 by the University (described in Chapter II, above), is a "technology fee" charged to students each semester. This fee yields some \$1.5 million each year and has enabled increased investments in technology-related acquisitions.

The capital budget is administered by the CUNY Central Office. During this five-year period, that budget funded the renovation and expansion of the Brooklyn College Library, which is the technology hub of the institution. Work has begun on the West Quad project, which will further enhance the campus and allow for all student services units to be in one location. Planning has also begun for the Roosevelt Hall project, which will lead to the creation of a modern science building.

Like other public colleges, Brooklyn College too has stepped up its fundraising efforts. Funds have been raised for such things as a new performing arts center, the Magner Center for Career Development and Internships, and the first endowed chair at the College. Substantial funding has also been generated for student scholarships. The College anticipates a successful campaign both for endowed gifts and for unrestricted funds.

Funds are available also from grants and contracts and from auxiliary enterprises. Most of these funds are restricted in nature, but there are some unrestricted funds that support campus activities. During the next five years, it is expected that funds from grants and contracts will increase but that funds from auxiliary enterprises will remain constant.

Tables 4.9 and 4.10, below, present the Brooklyn College operating budget for the last 5 years and projections for the next five years.

Table 4.9: Operating Budget – Five Year Trend (in \$000)

Description	FY2000	FY2001	FY2002	FY2003	FY2004
Operating Budget	\$72,486	\$75,953	\$77,622	\$75,293	\$75,540

Table 4.10: Operating Budget – Five Year Projections (in \$000)

Description	FY2005	FY2006	FY2007	FY2008	FY2009
Operating Budget	\$76,500	\$76,700	\$76,900	\$77,100	\$77,300

Chapter V

Brooklyn College: Going Forward

Brooklyn College faces the next quinquennium and the next decennial Institutional Self-Study, CHE Accreditation Site Visit, and Evaluation Report in 2009 on firm ground and with bright hopes for sustaining and enhancing its honored mission. As indicated in Chapter II, Part A, the College has begun what will be a year-long process to produce its next *Strategic Plan, 2005-2010*, that will be modeled, *mutatis mutandis*, on the current *Strategic Plan, 2000-2005*.

President Kimmich distributed in mid-April 2004 a document, *The Strategic Plan: A Mid-Course Report 2000-2003*, taking stock of where the College has come in the last 3 years and what remains to be done through 2005. This document is not intended to be exhaustive but it is useful here to recapitulate the various desiderata under the three major goals of the Strategic Plan.

First, under “Strengthening the Academic Enterprise,” still to be done are the following:

- Recruit a major scholar to the Zicklin Chair, an endowed professorship in the Brooklyn College Honors Academy.
- Formulate a vision that will guide the development of a state-of-the-art facility for the natural sciences.
- Continue to give more attention inside and outside the classroom to students who are not living up to their potential and cull those who fail to improve.
- Expand and improve our Adult Degree and Continuing Education Programs.
- Mount a campaign to raise matching funds for the \$10 million pledged toward a new performing arts center by Leonard Tow, '50, and Claire Tow, '52.
- Refurbish faculty and administrative offices.

Second, under “Assuring a Student-Oriented Campus,” still to be done are the following:

- Continue working on the process for evaluating transfer credits of the growing number of transfer students we are attracting.
- Implement *DegreeWorks* – a Web-based service that allows students to audit their progress toward meeting degree requirements. ITS and the Registrar are working closely with faculty to add this service to the College Web site by fall 2004.
- Redesign and reorganize our Web site to make it more effective: unify all Web efforts and improve the way we communicate through the Web.
- Improve the mechanics of our technological resources for research.
- Enlarge our base of student e-mail addresses.
- Rehabilitate science lecture halls in Ingersoll Hall.
- Complete and begin implementation of a five-year (2004-2009) plan that will make the Student Center the hub of student life.
- Upgrade the Student Center’s technical facilities and capabilities to make it an effective conference center for the campus and the wider community.

- Review the effectiveness of the modified schedule of classes.
- Implement a five-year plan for upgrading department offices.
- Repave some of our parking facilities.

Third, under “Becoming a ‘Model Citizen’ in the Borough of Brooklyn,” still to be done are the following:

- Compile an inventory of community-based organizations.
- Establish a Web site for community relations.
- Establish the Center for Brooklyn Studies.
- Extend collaboration with the Brooklyn Academy of Music, the Brooklyn Philharmonic Orchestra, the Brooklyn Museum of Art and the Children’s Museum, and the New York City Aquarium.

Work on these various short-range objectives is underway. And work has begun on where the College will go over the longer term.

Planning for 2005-2010

The current Strategic Plan ends in 2005, and the College has begun to conceive the framework for the next *Strategic Plan, 2005-2010* (see Chapter II, Part A).

Senior administrators (President, Provost, Vice Presidents, Deans, Assistant Vice Presidents and their senior staffs) devoted the spring semester 2004 to monthly meetings to discuss the three broad goals that guide the current Strategic Plan (Academic Excellence, Student-Oriented Campus, and Model Citizen). We also spent a meeting discussing how our goals align with national trends in higher education, a desideratum we also ask departments to consider when they compose their self-studies. May and June 2004 are being spent outlining steps in the process for developing and writing the next Strategic Plan.

We have also begun to engage the entire College community in the formation of the next Strategic Plan. The Provost organized three dinners with faculty and professional administrative staff this spring to discuss each of the major goals. The Dean for Student Life is organizing forums with various groups of students, and the Vice President for Finance and Administration will organize a group comprised of support staff and facilities personnel to discuss issues relating to their areas.

Next fall, we plan to convene a new Planning Council and anticipate following a similar process for developing and writing the next plan as the *Brooklyn College Strategic Plan 2000-2005*.

Relationship Between Planning and Budgeting

To cope with steady budgetary erosions, the College more than ever seeks to link resource allocations with institutional plans so as to maximize resource utilization. Historically, the College’s budget model took an incremental approach where any extra funding was allocated in addition to the prior year budget. There was very little attempt to reallocate budgets based on the

institution's Strategic Plan. Since 2000, the College has moved in that direction. However, the overall budget is not completely linked to the Strategic Plan of the College. As the all-funds budget information becomes more complete and the College begins its next strategic planning process, further progress will be made in this area.

Complicating the budget-planning nexus is of course the fact that the College does not have complete discretion in managing its budget. There is little flexibility in full time salary expenditures (the largest expense category) since most employees have union affiliations, and various expense and budgetary categories are handled centrally by the University.

There are, however, numerous examples of how planning and assessment have led to budget reallocations.

- Faculty line requests from departments each year must indicate how each line relates to the Strategic Plan. Positions are allocated based on current enrollment and future enrollment goals and on programmatic priorities. Of the over one hundred positions allocated over the last five years (made possible to a considerable extent by the University's Early Retirement Initiative and by regular retirements) many were reallocated based on new institutional needs. High growth academic departments, such as Economics and Education, have received instructional lines they may not have received under the old model.
- Results from institutional analyses have influenced decision-making and budget allocations. After reviewing the data from the Noel-Levitz Student Satisfaction Inventory, it was clear that the availability of services to evening students was lacking and that this was impacting satisfaction and retention. The plans for the West Quad building include a one-stop student services center that is still several years away. To provide interim relief (and serve as a pilot for the West Quad building) the "Yes to Evening Students Services" (YESS) Center was constructed in the student cafeteria and staffed.
- In order to achieve the goals of the Strategic Plan, the College has also allocated additional positions for academic support services, student services, institutional research, and publications.

Relationship to the CUNY Master Plan, 2004-2008

Beyond 2005, there are many agenda items for the next College Strategic Plan and for the annual Performance Goals and Targets that are addressed in detail in the *CUNY Master Plan, 2004-2008*, primarily in the chapter, "Vision for the Future," which builds on the University's achievements in the period of the last Master Plan (2000-2004). That chapter identifies some nineteen priority areas or topics the University wants to emphasize, some of which embrace numerous components.

Brooklyn College will be involved in some of the principal areas including the continued creation of a flagship environment through the cluster hiring initiatives in digital media, photonics, biosciences, art, and the urban environment. Other areas that will be relevant are a United States history initiative, fostering a research environment, infrastructure improvement and

development, and, especially, the CUNY Honors College, which most effectively demonstrates the University's transformation over the last four years and its elevating effect on raising standards and quality. We have already seen this at Brooklyn College in the symbiosis between the CUNY Honors College and Brooklyn College's Honors Academy with its many constituent programs.

In developing the coming Strategic Plan, the College will review and react also to other areas adumbrated in the CUNY Master Plan - "Student Services," "*College Now* and Collaborative Programs," "Adult and Continuing Education," "Workforce and Economic Development," "Classroom Instructional Technology," "Enrollment Management," and "Performance Management," among others. Clearly, much lies ahead for Brooklyn College to meet the demands of the University, the enduring goals of its own mission, and the standards for accreditation of the Middle State Commission on Higher Education as presented so forcefully in *Characteristics of Excellence in Higher Education*.

America's Best Value Colleges

In conclusion, we are pleased to cite a recent – and nationally recognized – acclamation of our academic standing. In the 2005 edition of *America's Best Value Colleges* (see brochure, Appendix A), the widely read guidebook published by the Princeton Review, Brooklyn College was ranked third among the country's "best value" undergraduate colleges -- the only school in New York to be listed among the top ten. The seventy-seven colleges included in the guide were chosen for their outstanding academic programs and teaching, low-to-moderate tuition and fees, and generous scholarship and financial aid packages. The Princeton Review ranking is based on its analysis of quantitative and qualitative data the company obtained from administrators at over 500 colleges and from surveys of students attending them.

"We identified over 30 factors by which we rated the colleges in three categories: Academics, Tuition, and Tuition GPA: the sticker price minus average amount students receive in gift aid scholarships and grants," said Robert Franek, Assistant Vice President of Admissions Services for The Princeton Review. "The schools we chose for this book may not be the least costly colleges in America, but they are all great education deals. We highly recommend them to students and parents seeking the best academic bang for their buck."

"As high school students and their parents consider college choices, this new guide singles out a Brooklyn College education as among the best academic values in the country," said President Kimmich. "This latest recognition only reinforces what Brooklyn College and our alumni have known all along - that we provide our students with an outstanding academic experience, taught by a top-notch faculty on a beautiful campus."

The challenge for the Brooklyn College community and academic enterprise going forward is to continue to justify such high praise and expectations.