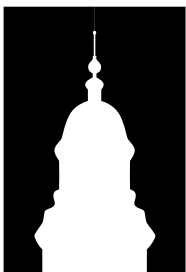


Brooklyn College

The Strategic Plan

2005 – 2010





## LOOKING AHEAD

The strategic plan charts the course Brooklyn College will follow in 2005–2010. It reflects the ideals and intentions of an institution that has undergone significant change over the last five years.

The new strategic plan resembles the plan that shaped developments at the College in 2000–2005 in purpose and ambition. The new plan is different in that it proceeds from a sense of accomplishment: a rejuvenated core curriculum, an influx of new faculty, gains in the quality of students, revitalized and new student services, an expanding electronic campus, new construction, and an improved physical plant. It recognizes the priorities laid out in the University's master plan for 2004–2008 and the ever-evolving performance goals the University sets for the College. It is therefore more specific in its objectives, drawing on new-found capacities in academic programs, a student-centered environment, and an acknowledged role as a model citizen.

The new strategic plan aligns our immediate goals to our mission, directs our resources, harnesses our energies, and enables us to assess and judge our performance. It takes into account not only external but also internal realities, from governance and established practice to facilities and technological infrastructure, and is intended to function as a living document open to fresh ideas and unforeseen possibilities.

The strategic plan is, finally, a call to action. We must be enterprising, seize opportunities, identify new challenges. That calls for imagination and, in keeping with the College's motto, hard work.

We acknowledge with thanks the contributions of all who participated in the planning process. This document is testimony to their clearheaded ability to understand the present and envision the future.

Christoph M. Kimmich  
President

## ■ CONTENTS

Guiding Principles .....	4
Mission Statement .....	5
Vision for the Future .....	5
Major Institutional Goals, 2005–2010 .....	6
I. Academic Quality .....	7
II. A Student-Centered Campus .....	11
III. A Model Citizen .....	15
Institutional Support: Aligning Resources and Priorities .....	17
Advancing the Goals of the Strategic Plan .....	20
Ensuring Excellence: Measuring and Sustaining Success .....	22
Ensuring Implementation .....	23
Appendix	
I. The Making of the Strategic Plan .....	24
II. The Planning Council and Its Subcommittees .....	25

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## ■ THE STRATEGIC PLAN: GUIDING PRINCIPLES

The strategic plan affirms the values that distinguish Brooklyn College and translates them into action:

- **STUDENTS COME FIRST.** The College must enable students to reach their full potential: to expand and enrich the intellectual, social, and ethical qualities that define them.
- **THE CENTRALITY OF THE LIBERAL ARTS.** The College is committed to the liberal arts as the best foundation for an enlightened, responsible, and productive life.
- **THE COMMITMENT TO HIGH STANDARDS.** The College strives for excellence in every aspect of campus life—inspired teaching; the creation and transmission of knowledge through research and scholarship; service to the College community and beyond.
- **THE INTEGRATION OF TEACHING, LEARNING, AND SCHOLARSHIP.** The College believes that teaching and learning are enhanced by the pursuit of original research and by creativity in the arts.
- **THE IMPORTANCE OF DIVERSITY.** The College holds that diversity, in all its forms, is a strength.
- **QUALITY OF LIFE.** The College adheres to high standards of civility, mutual respect, and concern for the well-being of its members and guests.
- **PUBLIC SERVICE.** Brooklyn College is Brooklyn's college. It serves the borough as it serves the country and the world.
- **ACCOUNTABILITY.** The College is accountable for how it conducts itself and how it carries out its mission.

## ■ MISSION STATEMENT

Brooklyn College's mission statement embodies the College's values, mirrors its characteristics, and affirms its basic purposes:

Brooklyn College provides a superior education in the arts and sciences. Its students will become independent and critical thinkers, skilled communicators, culturally and scientifically literate, and oriented to innovation. Its graduates will be marked by a sense of personal and social responsibility, the knowledge and talents to live in a globally interdependent world, and the confidence to assume leadership roles.

Brooklyn College encourages and supports its faculty to thrive as high-achieving teacher-scholars, as proficient in their research as in their mentorship of students. It esteems the loyalty and commitment of its staff.

Together, the Brooklyn College faculty, students, and staff reach out to, work with, and serve their communities.

## ■ VISION FOR THE FUTURE

Brooklyn College is recognized as a leading public liberal arts college, confident of its quality and its standards. Strong and focused, rooted in the basic tenets of its history and mission, it is proud of its ability to change and renew itself.

The College is distinguished by a rigorous core curriculum, undergraduate programs responsive to changing interests and circumstances, and graduate programs aligned to new career opportunities. It glories in a faculty composed of dynamic teacher-scholars, diverse in composition and orientation, committed to teaching, research, and service. It is selective in whom it admits while guarding its demographic balance, and it is effective in retaining and in graduating students. It is entrepreneurial in seeking resources to achieve its goals and give students a competitive edge. It plays a significant role in the borough, improving the educational attainments of its residents and contributing to the vitality of the local community. It is welcoming and hospitable as a place to study and work. In sum, the College is an institution in which all can become their best selves.

## ■ MAJOR INSTITUTIONAL GOALS, 2005–2010

To attain this vision, Brooklyn College draws inspiration from the three primary institutional goals that challenged and guided it in 2000–2005 and that were consciously chosen to be at the center of the successor plan.

- To maintain and enhance academic quality by setting and meeting the highest possible standards.
- To ensure a student oriented campus by making academic and personal achievement the guiding principle of all College programs, services, and activities.
- To be a model citizen in the borough of Brooklyn, alive to its civic responsibilities and unwavering in its educational leadership.

## **I. Academic Quality**

Academic quality is anchored in a commitment to the highest standards in teaching and learning, in the creative arts, in research and scholarship. It thrives in an environment that honors academic integrity and that values the free and open exchange of ideas. It is nourished and sustained by a faculty deeply engaged with students in promoting intellectual mastery and cultivating lifelong learning. It is inspired by academic programs of rigor and depth, programs infused with knowledge drawn both from individual disciplines and from across disciplines.

To ensure academic quality, the College will:

### **I.1 Seek National Distinction as a Campus that Supports Outstanding Teaching**

Brooklyn College has a reputation for good teaching and is known for innovative pedagogy—collaborative learning, writing across the curriculum, paired courses, team teaching, and Web-based technology in instruction. Consonant with that tradition, it will foster an institutional culture dedicated to improving and strengthening teaching.

- Build a support system for faculty, especially new faculty, who want to refine their teaching skills and enlarge their repertoire of effective teaching strategies.
- Transform the Center for Teaching into a proactive resource on current scholarship in teaching and learning; to introduce new pedagogies and technologies, to offer guidance on how to engage students actively in learning, and to integrate into teaching new knowledge about how students learn and how to address different learning styles.
- Expand opportunities for faculty to employ technology to rethink how they teach and how to organize academic knowledge. Support faculty wishing to convert traditional for-credit and non-credit programs into online programs directed at new student populations.

### **I.2 Promote Research and Scholarship as a Defining Quality of the Brooklyn College Experience**

Research and scholarship are key elements of the academic enterprise. They inform teaching, engage students in hands-on learning, advance the boundaries of knowledge, and contribute to growth and development in the larger world. They generate external funding and, in doing so, attest to the College's standing in the highly competitive world of grantsmanship.

- Provide the support necessary for new faculty to launch their research careers. Review and refine College processes for allocating and expending start-up costs and for the timely renovation of office and laboratory facilities. Mentor new faculty and enable them to meet the College's expectations in research productivity and grantsmanship.
- Raise the quality and productivity of faculty scholarship and grantsmanship. Enlarge options for reassigned time; secure external funding for research equipment; ensure access to print and electronic research materials; devise incentives to stimulate sponsored research and grant proposals.

- Identify, support, and provide major research equipment for faculty whose research interests overlap; develop focused research networks to introduce new forms of collaboration and new strands of interdisciplinary investigation.
- Sustain and expand research opportunities for undergraduate and graduate students. Create a reward structure for student research at all levels; encourage students to present research at professional conferences; afford students opportunities to secure research grants and stipends.

### **I.3 Reconceptualize and Align Academic Programs with Changes in Campus Facilities and Accreditation**

The physical transformation of the campus and the conferral of professional accreditation open new doors to programmatic initiatives. New facilities are being planned for the natural sciences and the performing arts. The School of Education has undertaken to strengthen programs and practices validated by its national accreditation.

- In science, seize upon the transformative possibilities inherent in the planning and construction of a new science complex designed to support cutting-edge research and teaching. Break new ground in programs, interdisciplinary approaches, and quantitative methodologies to reflect twenty-first-century science and science education.
- In the performing arts, coordinate academic programs and artistic events to make best use of the new performing arts building. Reconceive existing programs, create teaching and learning avenues leading to employment, and enhance the cultural life of the borough.
- In education, ensure that NCATE and other professional accreditation standards are respected and maintained. Build collaborations with the arts and sciences and expand those that already exist.

### **I.4 Enrich the Undergraduate Experience**

The Brooklyn College curriculum offers integrative learning experiences, study in and across disciplines, and the benefits of sustained review and self-assessment. It recognizes and reflects faculty strengths, student interests, and national trends—and remains enduringly vibrant.

- Draw on the periodic external evaluations to single out for special support programs that are attractive to academically well prepared and diverse students. For programs that would profit from extramural connections, appoint advisory councils to provide counsel and support.

- Conduct an evaluation of the Honors Academy: assess the advantages of shared courses and shared premises; assay the academic benefits of a service role on campus and outside; define the common experience and outcomes expected of honors students. Explore the potential for an honors program for students in the performing arts and for students engaged in research with faculty mentors.
- Expand programs that provide twenty-first-century science education and research opportunities for undergraduates through federally- and state-funded projects and new external funding.
- Encourage and institutionalize collaboration among programs to forge interdisciplinary links and enable students to design interdisciplinary majors. Explore and shape programs suggested by interdisciplinary upper-tier core courses.
- Develop a mentor program that connects students with alumni who can serve as role models, provide career guidance, and assist with research projects, internships, and job openings.

#### **I.5 Plan, Develop, and Institute Graduate Programs that Meet Student Interests**

Graduate programs attract students interested in new careers and career advancement. Programs in the "practical" liberal arts find favor with a growing cohort of job-oriented students though a market still exists for vigorous, promising programs in traditional fields.

- Commission an environmental scan to assess markets for new and existing graduate programs.
- Develop master's and advanced certificate programs that, while rooted in the disciplines, offer an "applied" slant related directly to job trends and the marketplace.
- Broaden participation in the University's doctoral programs by pursuing the programmatic priorities and the plans for support set out in the *Report on Doctoral Education in the Sciences at Brooklyn College* (fall 2005).

#### **I.6 Recruit, Retain, and Support a Distinguished Faculty**

A strong faculty is the cornerstone of the College's academic quality and its institutional reputation. To build and retain such a faculty calls for an environment in which professional development and high standards of teaching, scholarship, and service are assigned top priority. Senior faculty bear a special responsibility for new faculty—as mentors and counselors, completely professional in their role as evaluators, open to scholarly and research collaboration, a bridge to the College and the community.

- Promote a climate characterized by clear and transparent institutional expectations, membership in professional and social campus networks, due recognition of accomplishments, and policies that allow for varied career paths.

- Ensure that standards and criteria for reappointment, tenure, and promotion are stated and applied clearly and unambiguously in each division and are consonant with and support the University's and the College's goals for teaching, scholarship, and service.
- Reinforce and refine efforts to bolster the presence of underrepresented groups on the faculty, pursuant to the recommendations of College committees and to contractual and University policies.
- Improve the quality of faculty work life, with particular emphasis on the refurbishment of faculty offices, and address issues identified by faculty as critical elements in quality of work life, such as child care.
- Devise multi-year hiring plans congruent with strategic-plan priorities in anticipation of the retirement of large numbers of senior faculty in the coming decade.

## II. A Student-Centered Campus

Brooklyn College measures its success to no small extent by its ability to attract and retain top-quality students and, in due course, launch them confidently into the future. Students stay and graduate if they study in settings that are welcoming and hospitable, and that help them become part of the College community through the interaction with their instructors, their advisers, and their peers. Services and activities that accommodate students from first contact, through enrollment and a course of study, and into their new role as alumni are most effective if they are suitably calibrated and coordinated.

To ensure a student-centered campus, the College will:

### II.1 Help Students Reach Their Full Potential

To prepare them for the changing conditions and circumstances of a lifetime, undergraduates must engage in learning that links traditional, foundational knowledge with new emerging knowledge and with practical skills and insights. Graduate students looking ahead to their professional futures must be assured suitable training and faculty role models. All will thrive in an environment that develops the intellect, challenges assumptions and beliefs, and supports aspirations.

- Orient first-year undergraduate students to the functions and benefits of college—what is expected of them, what constitutes a suitable major (or minor), what is gained from cocurricular opportunities, where will they find advice on postgraduate study and careers.
- Coordinate and enrich instructional and cocurricular activities that build on activities in the freshman-year Foundations of Excellence and draw on services delineated in CUNY’s Campaign for Success and the Coordinated Undergraduate Education (CUE) Program.
- Cement ties between students and faculty as key elements of success—through mentoring and counseling, inspirational teaching, participation in research, and ready availability of faculty outside of class and during office hours.
- Prepare students for postgraduate life, whether in the workforce or in advanced study. Demystify the relationship between liberal arts and career preparation, and encourage students to think broadly about options and opportunities.

### II.2 Foster Student Development by Creating Intentional Links between Curricular and Cocurricular Activities

Activities outside the classroom validate and reinforce the academic enterprise. Students who are fully engaged in campus life, able to forge links between academic and social realms, will create for themselves a fully integrated learning experience. It has the benefits not only of academic study but also of perspectives that prepare them for life in all its variety. They learn to think, write, and calculate but also to make friends, take part in civic and volunteer activities, peer tutoring and peer mentoring, recreational and interest groups.

- Increase student participation in campus life and governance. Offer programs in civic affairs that complement academic studies; develop leadership skills, self-awareness, and ethical responsibility through both academic and student-life experiences.
- Create learning communities that cut across traditional academic boundaries to embrace cocurricular and community activities.
- Review and, if appropriate, restructure student-funded services to ensure that student funds are used to enhance the academic and civic life of the College and to promote programs that reinforce the relationship between academic and personal achievement.

### **II.3 Develop a Coordinated, Comprehensive Institutional Approach to Academic Advising**

The more students feel valued and nurtured by the College, the better their chances of succeeding academically. The work of professional advisers must be complemented and enhanced by faculty and staff who, as part of their responsibilities to students, offer formal and informal advice, suitable to the occasion, accurate, and timely. The goal is to establish a culture of advisement on campus—coordinated, user friendly, and service oriented.

- Streamline the advising process for first- and second-year undergraduates and make it more effective: track performance in immersion programs and in freshman-year and gateway courses and apply appropriate intervention as necessary; devise advising and retention mechanisms for students in the critical second year, especially for the “unaffiliated student.”
- Foster links between professional advisers and faculty advisers through a dean’s advisory council. Institute advising procedures that enable undergraduates to make the transition to the major and the major adviser without interruption.
- Improve advising services (both academic and professional) available to graduate students.

### **II.4 Frame and Refine Student Services for Optimal Effectiveness**

Students are entitled to guidance and assistance in their efforts to abide by College rules and regulations, their use of such student fee-funded services as health programs and veterans affairs, their quest for admission to graduate and professional schools, and their decisions on suitable employment. The West Quad complex will bring together and consolidate many student services, which in anticipation of that event must be reviewed, assessed, and shaped to meet the purpose most effectively.

- Renew and strengthen the commitment to “customer service”—prompt and helpful answers, information readily available, access to faculty and staff, class schedules driven by student need. Improve the flow of communications to students; ensure responsiveness and sensitivity in addressing student concerns; survey student opinion on service and services. Strive to have students regard the College with pride and leave it with a sense of affection and accomplishment.

- Treat the Enrollment Services Center as a pilot for the West Quad complex: track staff coordination, survey student satisfaction, evaluate both internal and reporting structures, and modify as necessary.
- Marshal the resources of the Scholarship Office and the Office of the Dean of Undergraduate Studies to inform students from the very start about postgraduate opportunities and to develop a system for identifying and preparing students able to compete for national awards.
- Expand the programs and services of the Magner Center for Career Development and Internships and appoint an external advisory council to guide its development. Enlarge students' horizons about life choices by encouraging them to study or work abroad, take up internships, and pursue off-campus research projects and summer fieldwork.
- Strengthen preprofessional services to counsel students about appropriate medical, law, and other professional schools and to assist them with their applications.
- Assess the effectiveness of services available to adult and returning students—the Enrollment Services Center, academic advising, the library, career counseling, the Learning Center, health and childcare services—and modify as required.
- Continue implementing the multi-year plan for transforming the Student Center into a student-activities hub; promote a unified, cohesive student support system anchored by the West Quad and the Student Center.

## **II.5 Recruit and Retain Outstanding Undergraduate and Graduate Students**

Enrollment is a measure of the respect a college commands in the wider community. High or low, it reflects an institution's reputation for academic prowess, the quality of life on campus, the access to student services and activities, and the worldly success enjoyed by its graduates. The better the reputation, the bigger the pool of applicants, especially of those with strong academic credentials, and the more likely that these applicants will enroll and stay.

- Reorganize recruitment and enrollment services to attract high-achieving students, undergraduate as well as graduate. Coordinate and integrate the delivery of enrollment services to prospective students. Earn a reputation for customer-oriented service.
- Apply technologies to stay in touch with applicants from first contact through enrollment. Construct and maintain an informative and up-to-date Web site.
- Devise and implement marketing strategies, coordinated with the Office of Communications, to meet the College's enrollment targets—marketing materials (print and electronic); a well-planned series of open houses, campus and high school visits, and other outreach activities; the strategic allocation of scholarship funds to help shape the incoming class.

- Review admissions criteria annually, responding to College goals for the incoming class and to CUNY performance targets. Maintain the diversity of the student body.
- Review and simplify current practices and procedures for informing students of available financial aid and delivering financial aid packages.
- Rebuild graduate enrollment: attract new applicants and retain continuing students. Improve marketing, recruitment, management, and planning; develop programs to meet student interest in professional advancement or career opportunities; explore potential new markets by expanding distance learning programs (both hybrid and asynchronous). Coordinate and streamline recruitment mechanisms handled by Admissions and academic departments; implement strategies and procedures for converting top applicants into registered master's students.
- Explore options for providing off-campus housing (residence halls) for students, undergraduate as well as graduate (and, possibly, for new faculty).

### **III. A Model Citizen**

Brooklyn College is respected as an educational and cultural resource, a source of continuing education programs on and off campus, a partner in community development, and an exemplar of service and volunteer activities. It conducts policy and planning studies through the Center for the Study of Brooklyn, launched in 2005, the only academic research center in the borough dedicated exclusively to this purpose. And it plays a vital role in borough schools—training teachers, offering professional development to in-service teachers, supporting K–12 school and after-school programs, and helping organize and develop local high schools.

To ensure and expand its role as a model citizen, the College will:

#### **III.1. Become a Model Community in Order to Become a Model Citizen**

As a model citizen, the College exemplifies interpersonal relationships marked by civility, tolerance, and respect, and adheres to policies and practices grounded in ethics and an appreciation of the common good.

- Foster Collegewide consciousness of the responsibilities of the Brooklyn College citizen as a citizen of the borough: encourage volunteer projects, service learning programs, and activities in community districts and senior-citizen centers.
- Reinvigorate the Civility Campaign: promote a climate of mutual respect through professional development activities; provide diversity training to enhance communication among employees; promote respect for differences with programs that focus on citizenship, community service, and civility.
- Nurture a culture of appreciation for faculty and staff: acknowledge the accomplishments of those who excel in their commitment and contributions to the College; invite staff to design and participate in workshops that address issues they deem important; institute health and exercise programs for employees.

#### **III.2 Extend College Partnerships with the Brooklyn Community and Beyond**

The College is a trusted partner for the community. Its voice is heard in community councils, it participates in planning and renewal projects, and, as a good neighbor, it invites the local community to avail itself of facilities and programs on campus.

- Inventory and coordinate all community oriented activity on campus for greater effectiveness; seek funding to expand programs that address quality-of-life concerns in the borough.
- Under the Brooklyn Meets Brooklyn umbrella, expand and promote community outreach (multilingual programming, off-campus educational programs, a Web site).

- Realize the full potential of the Center for the Study of Brooklyn—as source of information, clearinghouse for data, producer and coordinator of research, and key player in the partnership with the borough. Secure support and funding by engaging elected officials and leaders of business, health, cultural, and educational organizations on issues that affect the borough and policies relating to it.
- Assume a leadership role in the Flatbush Nostrand Junction Business Improvement District (BID) project and among groups promoting the economic revitalization of the Flatbush Nostrand neighborhood. Enhance opportunities to serve the communities of central and southern Brooklyn through the Brooklyn Center for the Performing Arts at Brooklyn College.
- Aggressively market the new conference facilities in the Student Center for gatherings and events by community groups.
- Feature the West Quad complex as the gateway to the College and make use of its fitness and student services functions to introduce the local community to College facilities, programs, and resources.

### **III.3 Deepen College Ties to Brooklyn’s Diverse Communities by Meeting Their Educational Needs**

Brooklyn College serves the community by offering off-campus and satellite programs—to professionals seeking career advancement, to adults returning to college, to all looking for high-quality education. It is the destination of choice for community-college students wishing to transfer to a senior college through articulated programs. It is active in local schools and builds collaborations with the borough’s artistic and cultural institutions.

- Develop the new Professional Advancement and Continuing Education (PACE) Program into a flexible and responsive entity that, in conjunction with academic departments, offers credit and noncredit courses and programs to nontraditional students and that, in due course, becomes self-sustaining and a source of revenue to support other areas of the College.
- Explore the potential for nontraditional graduate programs to meet the particular needs of local business, health, and professional communities (at off-campus locations and with new formats and time frames).
- Coordinate, under the Braiding Resources Initiative, and enrich services to the College’s various educational outreach programs in local schools. Refine the collaboration between the arts and science faculty and the Brooklyn College/STAR early college high school, and that between the School of Education and the Brooklyn College Academy aimed at creating a Professional Development School.
- Expand the Borough as Classroom Program to connect the College yet deeper with the borough’s cultural institutions.
- Collaborate with local CUNY colleges on jointly conceived, closely articulated programs and promote greater interaction through shared activities and projects.

## ■ INSTITUTIONAL SUPPORT: ALIGNING RESOURCES AND PRIORITIES

The College's ability to reach its strategic goals rests not least on its success in aligning aspirations and resources. In the last five years, the College has invested heavily in its physical plant, technological infrastructure and services, and financial planning and management processes. That investment is a solid foundation for advancing the strategic plan.

### I. Initiate and Complete Construction Projects to Modernize the Campus

In the next five years, the College will see construction that leads to:

- a. a new building on the West Quad, a complex that will house physical education programs and athletics as well as modern, one-stop student services;
- b. the renovation of the upper floors of the Student Center as modern meeting and conference facilities;
- c. a new performing arts center, a state-of-the-art facility for the College's performing arts departments and for arts programs for the community; and
- d. the completion of the Science Complex, Phase I (the renovation of Roosevelt Hall) and of a feasibility study for Phase II (the renovation of Ingersoll Hall and Ingersoll Hall Extension).

These projects require vigilant monitoring and supervision:

- Coordinate with New York State, CUNY, and the respective construction companies to ensure that the West Quad and the Student Center are completed on time and on budget.
- Track and coordinate programming and design for the Science Complex, Phase I, and the performing arts center. Two working committees, composed of faculty and staff, will work closely with project architects to ensure that College requirements are met.
- Update the College's Capital Master Plan (1995) to take account of recent and ongoing construction and define future capital needs. Engage consultants to advise on the use of space made available in campus buildings when programs and offices are relocated to the West Quad building.
- Explore the feasibility of building an on-campus book store and parking garage at the east end of the campus.

### II. Ensure a Well-maintained Campus Environment and Modernize Instructional Space and Offices

Teaching and learning flourish best on a well-functioning and attractive campus. Many campus buildings show signs of hard wear and the vexing consequences of obsolete infrastructure; new pedagogies and research techniques call for renovations and improvements. Pending new construction projected in the College's Capital Master Plan, the Office of Facilities will invest in upgrades and refurbishment, improve environmental conditions and technical facilities, and ensure compliance with federal, state, and municipal regulations.

- Reorganize planning and work processes for routine campus maintenance and for the management of daily operations. Hire and appoint a senior manager to oversee maintenance.
- Install a functioning work order system that can be relied on to respond to requests and provide unambiguous indications of work priorities (including emergency repairs).
- Set and follow annual schedules for repairs, renovation, and painting campuswide. Set and follow annual schedules for the renovation of department and faculty offices.
- Strengthen oversight of custodial operations to ensure that both facilities and open spaces are kept clean and neat.
- Allocate and assign space in keeping with the newly adopted space plan, and follow the procedures laid out in that plan.
- Endow the campus with recognizable features—furnishings, decor, signage—that identify all its areas as part of the same institution.

### **III. Develop and Apply Technology Initiatives that Respond to the College's Needs and Aspirations**

The College's investment in information technology puts it in the University's front ranks. The College will be involved in building and implementing CUNYwide systems and applications, but its priority is the campus—secure access to content and services for instruction, information delivery, online services, and public access computing infrastructure. College policies governing the uses of information technology are made by the Teaching and Learning Technology Roundtable (TLTR), an all-College clearinghouse responsible for coordination among Information Technology Services (ITS), Academic Information Technology (AIT), academic departments, and faculty.

- Charge TLTR to devise and monitor a Collegewide technology plan, with measurable outcomes, that sets campus priorities and establishes comprehensive, shared practices.
- Ensure that technology related programs and services are coordinated across campus and that realistic timelines are established for their implementation.
- Invest in infrastructure and tools—"smart" lecture halls and flexible classrooms, portable video presentation carts, portable laptop labs—required by faculty who use technology in instruction.
- Complete the migration from an all in one College Web site to (a) an external Web page with content designed to introduce the College and its programs to the wider world and (b) an information-and-services portal (BC WebCentral) attentive to the everyday needs of the College community.

#### **IV. Promote the Further Development of Instructional Technology Programs and the Infrastructure That Supports It**

The annual student technology fee has accelerated the use of technology in the classroom and supplied students with the means to profit from it. New departures and activities are developed by ITS, AIT, and the Center for Teaching in response to surveys that elicited campus interest in new information technology and gauged degrees of satisfaction with existing services and support. An advisory committee reviews and offers advice on ways to ensure the security of the campus computer network without compromising the academic mission.

- Encourage and support faculty in evaluating, adopting, and implementing new technologies that enhance learning.
- Expand electronic library services to the extent possible: enlarge online interactive reference service; strengthen the collection of digital resources; implement electronic course reserves; provide off campus access, robust and easy to use, to electronic resources.
- Expand information technology operations staffing to assure better administrative and technical support to the College's evening and weekend operations and to cope with the demands presented by online learning.
- Adopt and follow a schedule for replacing computers for faculty and staff offices, and update hardware and networks.
- Upgrade Internet connectivity to meet accelerating demand for Internet bandwidth; upgrade and expand public-access, instructional, office, and research computer systems; expand the network of secure wireless networking and classroom connectivity.

#### **V. Expand Efforts to Increase Effectiveness, Control Costs, and Introduce Greater Accountability and Multi-year Planning**

Working within prescribed University parameters, the College must adapt its financial planning and management processes to provide greater flexibility for the kind of budgeting required by the strategic plan. That requires a shared understanding of how the operating budget is allocated and spent, and of the constraints imposed by budget realities.

- Enhance the budget submission process to take into account savings generated by cost control, identifiable programmatic outcomes, and activity and expense projections over a period of years. Allocations cannot exceed a balanced budget.
- Optimize revenue collection to increase support for College needs. Streamline procurement and accounts-payable processes so as to generate better pricing and increase spending power.
- Incorporate sunset reviews into multi-year planning processes; reorient or phase out programs or practices that do not serve College priorities.
- Consolidate information from different accounting systems to produce an all-funds budgeting approach that ensures that strategic investments come from all income sources.

## ■ ADVANCING THE GOALS OF THE STRATEGIC PLAN

The strategic plan sets ambitious goals. To reach these goals requires a common effort. The College community—faculty and students, administrators and staff—must work together, diligently and productively, using the College’s time-honored governance processes and maintaining open channels of communication. It also requires additional funding, from public as well as private sources, and the smart strategies that will secure it.

### I. Invigorate and Streamline Communications

Communication is essential. The campus community will build a shared sense of purpose only if it is kept apprised of plans and developments. The message to outside constituencies must be stable and consistent, aimed at generating a positive view of the College and its mission. The College’s communications approach, devised with the help of an advisory council, must be conceptually integrated and aligned with strategic-plan goals.

- Consolidate Public Relations and College Information and Publications into a single Office of Communications to achieve and maintain effectiveness, efficiency, and consistency.
- Explore new avenues (e-mail or Web sites) to facilitate the flow of news and information among faculty, administration, and students.
- Devise more effective multi-purpose and integrated means of collecting accurate and timely information about faculty and staff, campus events, programs and activities.
- Implement a newly designed Web site and portals, accessible to internal and to external audiences, with information that is accurate, current, and visually and textually compelling.
- Use the public Web site to market the College, its mission, and its achievements. Fashion a look that will be identified with Brooklyn College and institute a uniform format to the extent possible. Review, rethink and revise the content of the College Web site and assist departments and faculty members in creating Web sites.
- Keep the professional media informed about the values of the College, its priorities, its unique status among its peers. Showcase faculty and College initiatives. Celebrate student and alumni accomplishments to convey the value and impact of a Brooklyn College education.
- Devise communications strategies suitable for discrete outside constituencies: alumni, donors, elected officials, community agencies, prospective students, parents, prospective hires, media, and the general public.

## II. Create New Sources of Revenue to Fund the Goals of the Strategic Plan

The College is supported by tax-levy budgets, private funds from individuals and foundations, student tuition, and grant overhead returns. To achieve the goals of the strategic plan, new funds will have to be raised and existing funds may have to be reallocated.

- Increase enrollment to generate additional tuition revenue through the implementation of a new marketing and recruitment plan (see above, II.5).
- Pursue all available opportunities in sponsored research, contract recoveries, government funding, and entrepreneurial activities (see above, I.2, III.2, and III.3).
- Use the Funding Council to facilitate and shape fundraising proposals for new or enhanced programmatic initiatives—from federal, state, city, and borough sources, and from private or corporate foundations.
- Expand the College's fundraising efforts:
  - a. establish annual targets for unrestricted and restricted funds (scholarships, professorships, programmatic support, endowment, construction) and for annual giving campaigns;
  - b. strengthen ties with alumni by expanding their contact with students, faculty, and programs, and heighten their responsiveness to requests for support from the College; and
  - c. complete the current capital campaign, celebrate its conclusion and achievements, and plan and inaugurate a successor campaign; market construction projects with naming opportunities (West Quad; performing arts center).

## ■ ENSURING EXCELLENCE: MEASURING AND SUSTAINING SUCCESS

The strategic plan is driven by a commitment to excellence. To sustain that commitment, Brooklyn College has established an assessment framework that enables it to measure its progress, allow for corrections, and shape future directions.

Following the most recent accreditation review by the Middle States Commission on Higher Education, the College initiated a broadly conceived process of defining and measuring institutional effectiveness and, more particularly, learning outcomes among students. In preparation for the next review (in 2008–2009), academic departments and administrative offices must institute outcomes assessment processes.

To that end, the College will:

- Promote the understanding and use of outcomes assessment and institutional effectiveness data. Expand existing training programs and distribute relevant data widely.
- Use assessment to focus on College priorities: examine assumptions, evaluate performance to determine whether it matches expectations and standards, and use results to make necessary adjustments.
- Promote a culture of evidence that embraces and uses what is learned to provide students with an educational experience that is rich, layered, nuanced, and comprehensive.
- Improve student learning by articulating course objectives for student achievement, clarifying connections between course assignments and objectives, and measuring whether courses are realizing programmatic goals.
- Assist academic departments, administrative offices, and other units in articulating goals that cascade from the strategic plan and comport with its direction.

## ■ ENSURING IMPLEMENTATION

The strategic plan will be implemented in 2005–2010 through a series of Strategic Action Plans that specify and refine individual objectives for each year, make assignments, and set performance targets. Chief responsibility for implementation rests, as with the first strategic plan, with the president and, more directly, with the provost and members of the administration, who rely on the expertise and work of staff. It rests not least, however, with the College community, most particularly with the faculty.

Offices and units that bear responsibility for implementing particular objectives already exist and will assume such responsibility. The provost will work with the Council on Administrative Policy and with Faculty Council to determine which elements of the strategic plan fit into the charge of either of these bodies or their respective committees.

The president will conduct periodic reviews to determine how effectively the strategic plan is being implemented and will report findings to the Stated Meeting of the Faculty.

## ■ APPENDIX

### I. The Making of the Strategic Plan

The strategic plan emerged from campuswide consultation and with broad participation by the College community. A series of planning dinners and forums in spring 2004 fueled the deliberations of a Strategic Planning Council, appointed in January 2005 and chaired by the provost, and its eighteen subcommittees. The process involved faculty, campus staff, graduate and undergraduate students—in town-hall meetings, department meetings, and on the Web. Comments, solicited and unsolicited, led to modifications and refinements and, by spring 2006, to a detailed draft.

The planning committees were aware that a strategic plan would have to operate within the context of policies set by The City University and, more specifically, the priorities of the CUNY Master Plan (2004–2008), the "performance goals" set annually for each of the University's constituent colleges, and the regulations of the New York State Education Department, most pertinently its new standards for teacher certification. The committees discussed the changing landscape of higher education (shifting enrollment patterns, new methods and modalities of teaching), innovations in the traditional disciplines, and changing technologies and information management systems.

The planning committees were also aware that, in preparing a new strategic plan, they were laying the foundations for an institutional self-study required for the College's ten-year reaccreditation review by the Middle States Commission on Higher Education, scheduled for 2008–2009. Reaccreditation is granted by satisfying specific criteria along a broad spectrum, with institutional planning at the very core.

In its deliberations, the planning committees identified some significant challenges in the years ahead. The themes of the strategic plan and its specific priorities were shaped by the committees' imaginative response to these challenges. Among the most important were:

- how to maintain momentum in developing academic programs that provide students with the education and skills needed for today's world;
- how to lock in and build on the advances the College has made in recruiting and retaining high-quality faculty, staff, and students;
- how to stimulate new directions of scholarly inquiry, both in the traditional disciplines and in new interdisciplinary areas, while sustaining the quality of current work;
- how to ensure high standards of teaching and learning, making sure that what is taught is also learned;
- how to achieve enrollment growth of students who meet the College's high expectations, whether in the classroom or in new markets opened by distance learning;
- how to model and instill qualities of leadership, civic responsibility, and active engagement in students; and

- how to sustain and expand the gains that have been made in diversity and access.

The strategic plan for 2005–2010 represents the outcome of much thinking and reflection. It incorporates, often in altered or modified language, the ideas and suggestions that surfaced in the course of the planning process. These are recorded in detailed form in a “working version” that puts the strategic plan objectives into forms suitable for annual operational plans. Copies of the “working version” are available on the Brooklyn College Web site and, together with copies of the various subcommittee reports, in the College library.

## II. The Planning Council and Its Subcommittees

The strategic plan reflects the wisdom, insight, and hard work of the following members of the College community.

### Planning Council

Roberta S. Matthews, Chair (Provost)  
 Noel Anderson (Political Science)  
 Ellen Belton (Dean, Undergraduate Studies)  
 Alan Gilbert (Assistant Vice-President, Finance, Budget, and Planning/Comptroller)  
 Timothy Gura (Chair, Speech Communication Arts and Sciences)  
 Louise Hainline (Dean, Research and Graduate Studies)  
 Jonathan Judge (Undergraduate Student)  
 Myra Kogen (Learning Center)  
 Steve G. Little (Vice-President, Finance and Administration)  
 Richard Magliozzo (Chemistry)  
 Ryan Merola (Undergraduate Student)  
 Jerrold Mirotznik (Assistant Provost)  
 Milga Morales (Dean of Student Affairs)  
 Kathleen Napoli (Television and Radio)  
 Jennifer S. Rubain (Director, Affirmation Action, Compliance, and Diversity)  
 Deborah A. Shanley (Dean, School of Education)  
 Charles Tobey (Chair, Physical Education and Exercise Science)  
 Colette A. Wagner (Assistant Dean, Office of the Provost)  
 Donna Wilson (Acting Dean, Undergraduate Studies)

### Subcommittees

#### Academic Quality: Faculty Development and Retention

Jerrold Mirotznik, Chair (Assistant Provost)  
 George P. Cunningham (Africana Studies)  
 Geraldine DeLuca (English)  
 Kathleen McSorley (Assistant Dean, School of Education)  
 Martha J. Nadell (English)  
 Sally Robles (Psychology)  
 Elisabeth Weis (Film)  
 Vanessa Yingling (Physical Education and Exercise Science)

**Faculty: Engaged Intellectual Community**

Charles Tobey, Chair (Chair, Physical Education and Exercise Science)  
H. Arthur Bankoff (Chair, Anthropology and Archaeology)  
John Blamire (Chair, Biology)  
Michele B. Emmer (Speech Communication Arts and Sciences)  
Joseph Entin (English)  
Leonard Fox (English)  
Dan Gurskis (Chair, Film)  
Nancy Hager (Director, Conservatory of Music)  
Janet E. Johnson (Political Science)  
Mitchell Langbert (Economics)  
Samuel L. Leiter (Chair, Theater)  
Linda Louis (Education)  
Matthew Moore (Philosophy)  
William Sherzer (Chair, Modern Languages and Literatures)  
John Van Sickle (Classics)  
Robert J. Viscusi (Executive Officer, Wolfe Institute for the Humanities)  
Paula Whitlock (Computer and Information Science)

**Faculty: Scholarship, Research, and Artistic Achievement**

Louise Hainline, Chair (Dean, Research and Graduate Studies)

**A. Arts and Humanities Working Group**

Moustafa Bayoumi (English)  
Annette Danto (Film)  
Archie Rand (Art)  
Judylee Vivier (Theater)  
Amnon Wolman (Music)

**B. Social Sciences Working Group**

David Balk (Health and Nutrition Sciences)  
Edwin Burrows (History)  
Hervé J. Queneau (Economics)

**C. Sciences Working Group**

Ray H. Gavin (Biology)  
Richard Magliozzo (Chemistry)  
Simon Parsons (Computer and Information Science)  
Lori Scarlatos (Computer and Information Science)  
Irwin Weintraub (Library)

**Faculty: Teaching**

Timothy Gura, Chair (Chair, Speech Communication Arts and Sciences)  
Laurel Cooley (Mathematics)  
Fabio Girelli-Carasi (Modern Languages and Literatures)  
Todd Holden (Physics)  
Aaron Kozbelt (Psychology)  
Robert Lurz (Philosophy)

Roni Natov (English)  
Vinit Parmar (Film)  
Sylvie Richards (Library)  
Robert Shapiro (Judaic Studies)  
Eugene Shenderov (Undergraduate Student)  
Jocelyn Wills (History)  
Howard Zeng (Physical Education and Exercise Science)

**Graduate Studies: Advisement and Student Support/Services**

Anselma Rodriguez, Cochair (Office of the Dean of Research and Graduate Studies)  
Paul Shelden, Cochair (Assistant Dean, Research and Graduate Studies)  
Kathleen Axen (Health and Nutrition Sciences)  
Nikolay Azar (Graduate Student, Chemistry)  
Shlomit Azimov (Graduate Student, Speech Communication Arts and Sciences)  
Melanie Bush (Education)  
Neesha Davy (Graduate Student, English)  
Barbara Fudge (Office of the Dean of Research and Graduate Studies)  
Annamae Lyons (Office of the Dean of Research and Graduate Studies)  
Bruce MacIntyre (Music)  
Erika Morales-Montalvo (Graduate Student, Modern Languages and Literatures)  
Mojúbàolú Olúfúnké Okome (Political Science)  
Mark Patkowski (English)  
Cecelia Schneider (Office of the Registrar)  
Deborah A. Shanley (Dean, School of Education)  
Tobie Stein (Theater)  
Jon Taylor (Graduate Student, Education)  
Dean Walcott (Graduate Student, Geology)

**Graduate Studies: New Program Development and Recruitment**

Philip F. Gallagher, Chair (History)  
Joshua Fogel (Economics)  
Hershey Friedman (Economics)  
John Jannone (Television and Radio/PIMA)  
Betty Levin (Health and Nutrition Sciences)  
Michael Lovaglio (Office of Admissions)  
Lillian O'Reilly (Assistant Dean, Continuing Education)  
Stacey Paris (Graduate Student, English)  
Paul Shelden (Assistant Dean, Research and Graduate Studies)  
Shaneen M. Singh (Biology)  
Fred Stopsky (Education)  
Aaron Tenenbaum (Chair, Computer and Information Science)

**Undergraduate Studies: Academic Advisement**

Ellen Belton, Chair (Dean, Undergraduate Studies)  
Roberta Adelman (Center for Student Disability Services)  
Yasmin Ali (Institutional Research)

Samuel Aya (Undergraduate Student)  
Jennifer L. Ball (Art)  
Sally Bermanzohn (Chair, Political Science)  
Evelyn Guzman (Director, Office of Scholarships)  
Steven Jervis (English)  
Yedidiah Langsam (Computer and Information Science)  
Jason Linetsky (Undergraduate Student)  
Joseph Logalbo (Alumnus)  
Ryan Merola (Undergraduate Student)  
Freddy Mezzich (Undergraduate Student)  
William Pelto (Office of the President)  
Cory Provost (Undergraduate Student)  
Wayne Reed (Education)  
Tracy Rodgers (Office of Academic Advisement)  
Alma Rubal-Lopez (Education)  
Robert Scott (Honors Academy)  
Dexter Stroude (Undergraduate Student)  
Christina Waszak (Undergraduate Student/Office of Student Affairs)  
Peter Weston (Psychology)

**Undergraduate Studies: Academic Majors and Minors**

Ellen Temper, Chair (Chair, English)  
Ray Allen (Music/American Studies)  
Noel Anderson (Political Science)  
Nehru Cherukupalli (Geology)  
Clifton Clarke (Economics)  
Lynda Day (Chair, Africana Studies)  
Gertrud Lenzer (Sociology/Children's Studies)  
Jürgen Polle (Biology)  
Alfred Rosenberger (Anthropology and Archaeology)  
Anthony Stevens-Arroyo (Puerto Rican and Latino Studies/Center for  
the Study of Religion in Society and Culture)

**Undergraduate Studies: Educational Foundations**

Kathleen Gover, Chair (Associate Dean, Undergraduate Studies)  
Martha Bell (Chair, SEEK)  
Pamela Brown (Magner Center for Career Development and Internships)  
Alberto Bursztyn (Education)  
Faith D'Alessandro (RISE Program)  
Nicole Declé (Office of the Dean of Undergraduate Studies)  
Bonnie Gustav (Anthropology and Archaeology)  
Meryl Hirsch (Office of the Bursar)  
Mark Kobrak (Chemistry)  
Mariana Regalado (Library)

**Undergraduate Studies: General Education**

Mervin Verbit, Chair (Sociology)  
William Childers (Modern Languages and Literatures)  
Beth Evans (Library)  
Keith Harrow (Computer and Information Science)  
Jonathan Judge (Undergraduate Student)  
Antonio Nadal (Puerto Rican and Latino Studies)  
Priya Parmar (Education)  
Roberto Sanchez-Delgado (Chemistry)  
Micha Tomkiewicz (Physics/Environmental Studies)

**Undergraduate Studies: Research and Mentoring**

Myra Kogen, Chair (Learning Center)  
Kenneth A. Bruffee (English/Honors Academy)  
Samir Chopra (Computer and Information Science)  
Florence Kempner (Minority Access to Research Careers)  
Ryan Merola (Undergraduate Student)  
Eleanor Miele (Education)  
Gunja SenGupta (History)  
Merih Uctum (Economics)

**Model Citizen and Civility**

Jennifer S. Rubain, Cochair (Director, Affirmative Action, Compliance, and Diversity)  
Robert Oliva, Cochair (Director, Magner Center for Career Development and Internships)  
Bijou Abiola (Undergraduate Student)  
Linda Askenazi (Director, Tanger Hillel at Brooklyn College)  
Sau-fong Au (Director, Women's Center)  
Dale Byam (Theater)  
Madonna Charles-Johnson (Auxiliary Services)  
Robert Cohen (Theater)  
Tibbi Duboys (Education)  
Hollyce Giles (Education)  
Tanni Haas (Speech Communication Arts and Sciences)  
Jane Herbert (Executive Assistant to the President)  
Nicole Hosten (Director, College and Community Relations)  
Bonnie Impagliazzo (Director, Government and External Affairs)  
Pat Johnson (Brooklyn Center for the Performing Arts)  
Melissa Joseph (Undergraduate Student)  
Jonathan Judge (Undergraduate Student)  
Haroon Kharem (Education)  
Therese Marrocco (Office of Human Resource Services/Employee Relations and Recruitment)  
Catherine McEntee (Biology)  
Maryann McKenzie (Education)  
Michael Menser (Philosophy)  
Paul Moses (English/Journalism Program)  
Kathleen Napoli (Television and Radio)

Maria Pérez y Gonzáles (Chair, Puerto Rican and Latino Studies)  
Pieranna Pieroni (College Now)  
Wayne Reed (Education)  
Nancy Romer (Psychology)  
Dacota Stewart-Dick (STAR High School)  
Harriet Weinrieb (Chemistry)  
Raymond Weston (Health and Nutrition Sciences)

**Student-Centered Campus: Intra- and Intergroup Relations**

Milga Morales, Chair (Dean, Student Affairs)  
Joseph Wilson, Subcommittee Chair (Political Science)  
Marwa Amer (Undergraduate Student)  
Taiwo Amoo (Economics)  
Joseph Awadjie (Undergraduate Student)  
Elaine Brooks (English/ESL)  
Moraima Burgos (Office of Student Affairs/Student Communications, Outreach, and Development)  
Anthony Cucchiara (Library)  
David Forbes (Education)  
Dorothy Kehl (English/ESL)  
Justin Lucchese (Undergraduate Student)  
Grace Mercurius (Undergraduate Student)  
Freddy Mezzich (Undergraduate Student)  
Elizabeth Rohan (Undergraduate Student)  
Stephanie Rosario (Undergraduate Student)  
Adrienne Rubinstein (Speech Communication Arts and Sciences)  
Vanessa Taylor (Undergraduate Student)  
Jack Ucciardino (Graduate Student, English)  
Geraldine Wichy (Learning Center)

**Student-Centered Campus: Student Governance**

Jeanne Theoharis, Chair (Political Science)  
Zunaria Ashraf (Undergraduate Student)  
Samuel Aya (Undergraduate Student)  
Jillian Cavanaugh (Anthropology and Archaeology)  
Loretta Chin (Office of Student Affairs)  
Sherley Desjardins (Undergraduate Student)  
Vanessa Ford-Williams (Undergraduate Student)  
Javier Genao (Undergraduate Student)  
Vannessa Green (Assistant Dean, Student Affairs)  
Daniel Kopec (Computer and Information Science)  
Ruvim Levavi (Undergraduate Student)  
William Pelto (Office of the President)  
Pamela Pollack (Director, Office of Legal Services)  
Maria Rubio (Undergraduate Student)  
Leah Silber (Undergraduate Student)  
Jeffrey Severe (Undergraduate Student)

Carla Sterling (NYPIRG)  
Daniel Tauber (Undergraduate Student)  
Yesenia Torres (Undergraduate Student)  
Christina Wazsak (Undergraduate Student/Office of Student Affairs)

**Student-Centered Campus: Student Life and Learning Goals**

Miriam Deutch, Chair (Library)  
Sandy Chung (Undergraduate Student)  
Margaret Cox (Graduate Student)  
Scott Dexter (Computer and Information Science)  
Tim Dun (Speech Communication Arts and Sciences)  
Bruce Filosa (Office of Student Affairs/Athletics)  
R. Glen Hass (Chair, Psychology)  
Alicia Knight (Undergraduate Student)  
Lena Lopez (Office of Student Affairs)  
Wendy Hall Maloney (SEEK)  
Wilfredo Morales (Undergraduate Student)  
Carolina Bank Muñoz (Sociology)  
George Rodman (Chair, Television and Radio)  
Jason Siegler (Physical Education and Exercise Science)  
Peter Taubman (Education)  
Jacqueline Williams (Assistant Dean, Student Affairs)  
Eldad Yaron (Undergraduate Student)

**Student-Centered Campus: Student Life Leadership**

George Shapiro, Chair (Chair, Mathematics)  
Joan Antonicelli (Registrar)  
Heshla Ash (Office of Student Affairs)  
Joseph Benedict (Office of Student Affairs/Student Center)  
Anthony Caines (Undergraduate Student)  
Veronica Feliciano (Graduate Student)  
William Gargan (Library)  
Millicent Grant (Office of Financial Aid)  
Natalia Guarin-Klein (Magner Center for Career Development and Internships)  
Tomas López-Pumarejo (Economics)  
Cory D. Merritt (Undergraduate Student)  
Leah Silber (Undergraduate Student)  
Mynique Wright (Graduate Student)

**Student-Centered Campus: Student Fee–Funded Services**

Martha Corpus, Chair (Library)  
Cindy Basantes (Undergraduate Student)  
Dolores Bashinsky (Central Depository)  
Dave Bryan (Office of Student Affairs)  
Brian J. Burstin (Office of Student Affairs/Lay Advocate Program)  
Mario Cabrera (Security)

Hanzel Friday (Undergraduate Student)  
Caroline Gee (Graduate Student)  
Kiola George (Undergraduate Student)  
Josephine Gregorio (Office of Student Affairs/Student Center)  
Claudette Guinn (Office of Student Affairs/Veterans Affairs)  
Yehuda Katz (Undergraduate Student)  
Carol Korn-Bursztyn (Education)  
Gregory Kuhlman (Director, Personal Counseling)  
Alex Lang (Office of Student Affairs/Athletics)  
Karen Nieves (Office of Student Affairs)  
Jean Patterson (Office of Student Affairs/Health Programs)  
Rochelle M. Shapiro (Magner Center for Career Development and Internships)

**Student-Centered Campus**

Kathleen Napoli, Chair (Television and Radio)  
Joseph Awadjie (Undergraduate Student)  
Kiev Davis (Undergraduate Student)  
Jonathan Judge (Undergraduate Student)  
Aryeh Hersh (Undergraduate Student)  
Jerrold Mirotznik (Assistant Provost)  
Mark Schwartz (Undergraduate Student)  
Elisheva (Eli) Rison (Undergraduate Student)

BROOKLYN



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