

Brooklyn College

The
Strategic
Plan

2000–2005



A Message from the President

The Strategic Plan sets goals that will guide our steps at Brooklyn College for the next five years.

The Plan grew out of a careful assessment of where we are today, where we want to be, and what it will take to get there. It reflects a sense of our traditional strengths and values and of new-found opportunities. It proceeds from a commitment to build an institution that is at the forefront of higher education, sharply focused, intellectually rigorous, and vibrant. It is driven by our determination to be the best.

The Strategic Plan commits the College to three overarching goals:

To maintain and enhance academic quality by setting and meeting the highest possible standards.

To assure a student-oriented campus by creating an environment that puts student needs and interests at the heart of our concerns and activities.

To become a “model citizen” in the borough of Brooklyn by deepening our engagement with the surrounding neighborhood, the borough’s many rich and varied communities, and the borough at large.

The Strategic Plan is a road map. It describes these goals in some detail and lists the institutional measures we must take to attain them. Our progress will be measured by how well we follow the directions we have set for ourselves.

Responsibility for implementing the Plan rests with the president and, more directly, with the provost and the administration but also, importantly, with the college community, especially the faculty.

As we move forward, we must respond to change and to changing circumstances. We must take advantage of opportunities, build on success, and adjust priorities as necessary. Not least, we must assess and evaluate our progress, understand what we have accomplished, and draw guidance from that understanding.

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Introduction

Over the last seventy years, Brooklyn College has established itself as a widely respected institution of higher learning. Founded as a traditional liberal arts college, it has grown into a broadly comprehensive institution noted for its mandated core curriculum, the quality of its faculty and programs, a commitment to students, and its successful alumni. In recent years, it has responded to emerging needs by developing such support structures such as a learning center and a freshman year college, by investing in computer technology and promoting Web-based instruction, and by launching major construction and rehabilitation projects on campus. And over the last two decades, the College has made significant progress in raising private funds.

The Strategic Plan for 2000-2005 draws on that record to guide our steps for the foreseeable future. It sustains and supports the College's fundamental commitment to the liberal arts as the essential principle of undergraduate education and to professional and graduate programs as opportunities both for further study and for career-oriented training. It honors and supports the faculty in its pursuit of teaching, mentoring, and research and the production of knowledge.

The strategic planning process was initiated in spring 2000. A Planning Council composed of members of the faculty, the administration, and the student body, chaired by the acting provost and assisted by a strategic planning consultant, canvassed the issues facing the College, drawing on earlier planning and evaluation documents (such as the College's Self-Study prepared for the Middle States Commission on Higher Education reaccreditation visit in April 1999 and the response and recommendations by the Middle States evaluation teams). It identified broad areas for further review and assigned these areas to a dozen "theme teams," again drawn from the faculty, the administration, and the student body, each charged with preparing a report that would set forth goals and objectives and make recommendations on how these might be attained. These reports were reviewed by the Planning Council at a retreat in June and provided the basis for a preliminary draft prepared by Professor of English, Wendy Fairey.

A short version of the draft plan was distributed to the College community and to members of the Alumni Association and the Brooklyn College Foundation. Interested parties were encouraged to comment by e-mail or letter and invited to join in discussions on a special campus Web site. The Faculty Council Committee on Master Planning, Educational Policy, and Budget was consulted. Academic departments considered the draft at their regular meetings, as did student organizations. Two well-attended open hearings, cosponsored by Faculty Council and the Student Advisory Committee, were held by the Planning Council in early November. Comments made there were recorded and transcribed.

At the end of the discussion period, the Planning Council reviewed and considered all reports and comments and produced a final version of the Strategic Plan. "Action plans" to achieve specific goals will be derived from this document.

The planning process and the strategic plan that emerged from that process imply several fundamental assumptions:

(1) A strategic plan for Brooklyn College must take cognizance of policies set by the University and, more immediately, of the University's Master Plan (2000-2004) and its priorities. It must also take into account the "performance goals" that the chancellor establishes annually for each of University's constituent colleges. It must work within regulations established by the State Education Department and, more pertinently, recently adopted state regulations for teacher certification. It must respond to changes in higher education in recent years, such as new methods and modalities of teaching, innovations in the disciplines, and ever-changing technologies and information management systems. Finally, it must respond to the public, which may reasonably expect a publicly funded institution to educate and prepare its sons and daughters for a productive and satisfying life in the twenty-first century.

(2) A strategic plan for Brooklyn College must embrace a commitment to diversity, long one of the College's basic tenets. The diversity of our student body is one of our strengths, situating us uniquely to educate students to function effectively in an increasingly culturally diverse world. The faculty's role in guiding the institution and educating its students obliges us to give unflinching attention to increasing the diversity of the faculty.

(3) A strategic plan for Brooklyn College must proceed from a clear understanding that basic maintenance of the campus is essential and must be routine. We intend to assure well-maintained and efficient facilities, to review operations and streamline procedures, to apply modern methods of business, and to do so in an atmosphere that cultivates pride and respect among members of the college community and those who visit us. A long-term plan to assure upkeep and maintenance will be prepared independently of the strategic plan.

Mission Statement

The College's mission statement, which expresses the essential purposes, values, and characteristics of the College, informs the strategic plan.

Brooklyn College is a comprehensive, state-funded institution of higher learning in the Borough of Brooklyn, a culturally and ethnically diverse community of two-and-one-half million people. As one of the eleven senior colleges of The City University of New York, it 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 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.

Distinctive in this liberal arts education is the Core Curriculum, 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. Core courses are designed to expose students to the principal branches of learning — humanities, social sciences, natural sciences, and fine arts — and to provide a rigorous foundation for study in a major field.

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

The overarching goal of the educational experience at Brooklyn College is to provide students with the knowledge and skills to live and serve in a globally interdependent world and to offer them the support services that will 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 interests and activities. As an urban institution, it draws upon the myriad resources of the city to enrich its educational offering.

The College extends its educational offering to graduate students in the advanced programs of the Division of Graduate Studies, which participates in the College's tradition of excellence in the arts and sciences and in teacher education programs. To serve the growing number of adults who seek to continue their intellectual pursuits and broaden their professional goals, the division also offers studies in specialized areas. The College has also developed new interdisciplinary degree and certificate programs and new concentrations of courses in existing programs in order to meet the changing needs of society. It participates in a full range of doctoral programs offered by the Graduate Center of The City University of New York, including campus-based programs in the sciences.

A Vision for the Future

The strategic plan is informed by the expectation that Brooklyn College will achieve prominence as a public, urban liberal arts college of great distinction, assume leadership in public urban education, and become a model of its kind for The City University, the region, and the nation over the next five years.

Major Goals, 2000-2005

To realize that expectation, the strategic plan sets three major goals for the College: to maintain and enhance academic quality, to assure a student-oriented campus, and to become a “model citizen” in the Borough of Brooklyn.

I. To maintain and enhance academic quality

Brooklyn College is committed to first-rate academic programs taught by a distinguished faculty to an academically able student body. It attaches great value to teaching, research, and scholarship, recognizes and rewards faculty accomplishments, and creates an atmosphere conducive to learning.

It is in these terms that we define academic quality. To assure academic quality, the College must vigilantly hold the different elements of its academic enterprise to the highest standards and take bold initiatives to secure and expand that enterprise.

To assure academic quality, the College will:

(1) Define programmatic goals and refine assessment and evaluation procedures.

Programs of quality are coherent, focused, and demonstrably effective. We intend to integrate into a coherent system the programmatic goal-setting and evaluation and review procedures already in place at Brooklyn College. A policy that programmatic priorities depend upon programmatic evaluation is essential to maintaining high academic quality. We will:

- prepare and submit to the Middle States Association a report documenting the development and implementation of a comprehensive outcomes assessment plan for the College;
- develop criteria for programmatic evaluation that will enable us both to demonstrate excellence and to show that we support programs that meet their goals and that we attend to the problems of those that do not.

(2) Identify programs of established and potential national distinction and build such programs.

Brooklyn College must identify programs of realized and potential national distinction on both the undergraduate and the graduate levels and follow the CUNY model of committing multiyear resources to their development. Underwriting our strongest and most promising undergraduate and graduate programs and broadening our participation in University-wide doctoral programs will benefit our entire academic enterprise. We will give priority to programs and departments that:

- already enjoy national prominence or programs that, with one or two well chosen appointments, can attain national prominence;
- take maximum advantage of our location in the Borough of Brooklyn and the City of New York and of the resources and requirements of borough and city;
- can establish scholarly preeminence in specific areas either independently or as part of a consortium;
- will contribute to the Brooklyn College Honors Academy with its federated programs and support the CUNY Honors College initiative;
- can break new ground by creating productive relationships between graduate and undergraduate levels of instruction or by participating significantly in doctoral training.

The College will give special consideration to:

a. the Core Curriculum, where we will assess current effectiveness, with particular attention to courses whose constituent disciplines have undergone major change since the Core was established.

In committing itself to sustain the quality of its Core Curriculum, the College seizes the opportunity to support an essential element of the excellent liberal arts education of its students, to occupy a position of leadership within CUNY, and to enhance the institution's national reputation. The Core's central place at the College and its role in defining the liberal arts for all students warrants a thorough evaluation of its effectiveness. Unless we can demonstrate a program's effectiveness, we cannot assume its quality.

The Core Curriculum has long been the engine driving programmatic initiatives throughout the College. Renewal and reinvigoration of the curriculum has been a constant in the history of the College, and we need to learn more about its effectiveness today, to evaluate the relative success of its courses, and to assess its general functioning. We also need to move forward in developing the Virtual Core, which has the possibility not only of expanding pedagogy and learning but also of serving students, locally and beyond, whom we would otherwise not reach. The relevant section in the Middle States Self-Study provides a start to the process.

b. teacher education, where we will develop new initiatives, with particular attention to language and literacy, integrating the arts into the education curriculum, and expanding the uses of educational and assistive technology.

Brooklyn College makes a major contribution to the University's undertaking to improve teacher education and to ensure that teacher education programs remain at the forefront of educational innovation. The School of Education, in collaboration with other departments of the College, with the New York City Board of Education, and with the Brooklyn school system, is revising its programs to meet new SED regulations and developing new strategies and initiatives. We are giving particular attention to developing language and literacy programs, both monolingual and bilingual, to creating social studies programs with a global perspective, to expanding the application of educational and assistive technology, to integrating the arts into the education curriculum, and to preparing early childhood special education teachers.

To enlarge the School of Education's contribution to renewal of New York City's school system, the College seeks to establish an elementary school that will serve as a professional development school and complement existing campus schools, forming an educational park and a model for K-16 education.

c. emerging fields of knowledge, with particular attention to areas where our faculty is strong (such as communications and digital multimedia computing) and to multidisciplinary or consortial programs (ethnic and area studies).

Building on our established practice of curriculum review and renewal, Brooklyn College will explore curricular areas of new interest and reshape its curriculum to accommodate these areas both within traditional majors and in new degree programs. The College believes that the soundest basis for our students' future professional lives is a strong liberal arts education that develops powers of expression and analysis and the ability to grow. We must accommodate the contemporary trend toward professional or preprofessional education by linking this training, mentorship, and experiential learning to a liberal arts curriculum and its particular enrichment of the mind. Some initiatives we might explore are new degrees in communications and in social work; executive weekend programs in accounting or business; joint degree programs in engineering; courses in e-commerce and Web site management. We should also explore other emerging areas, such as digital multimedia computing and new approaches to multidisciplinary programs, for example, in Asian/Asian-American studies.

d. areas that will cut across and contribute to the entire undergraduate curriculum.

A program in Writing Across the Curriculum, which will take the form of writing-intensive courses in a variety of disciplines, will begin in fall 2001. The program intends to guarantee that writing skills acquired in English Composition will continue to develop by being exercised throughout the curriculum.

A task force has begun to consider whether quantitative reasoning, which has not been sufficiently promoted in the undergraduate curriculum, should be the subject of an initiative similar to Writing Across the Curriculum.

e. distance and distributed learning, where we will build on the Virtual Core and launch pilot projects in other virtual or partially virtual formats.

The College has responded to the opportunity in distributed learning by developing the Virtual Core project, encouraging other pilot projects and experiments that rely on partially virtual or virtual formats and, in general, endorsing faculty initiatives in distributed learning. It encourages faculty to develop their technological interests and expertise and shape new curricula. Exactly how distance or distributed learning should be pursued at Brooklyn College as a broader and more concerted initiative and where and to what extent it is appropriate may be determined when the Faculty Task Force on Use of Distance Learning submits its report in the spring of 2001 and Faculty Council has had an opportunity to discuss that report.

(3) Continue to build a faculty that will assure the College's rank among the best liberal arts institutions.

The College must recruit faculty strategically. It must support their work, foster their professional development, encourage their participation in doctoral programs, and retain those of greatest promise. It must set and honor rigorous standards for tenure and promotion.

The faculty is responsible for the college's academic programs and is the moving force in advancing the College's undertaking to maintain and enhance academic quality. Strategic recruitment of new faculty is therefore urgently necessary.

To address that necessity, the College will develop a long-range hiring plan designed to meet significant programmatic needs, attract strong research scholars, develop academic distinction, restore balance to the professorial ranks, and ensure faculty leadership.

New faculty members will be recruited in keeping with nationally recognized standards that stress research, scholarship, and creative work as well as teaching and service. Resources must be appropriated for professional searches and competitive offers. We must build new programs to support new faculty and the academic community.

The College must recognize academic excellence and achievement in teaching and research. Funds should be sought to enlarge the number of named professorships and other awards for academic excellence; to support course reductions for research, especially for young faculty members, and for grants to support research and research-related travel; and to maintain current faculty development, such as the Core Curriculum seminars, the Freshman Year College, the Center for Teaching, and the Library's technology programs.

(4) Recruit promising and well-prepared students of diverse ethnic and cultural backgrounds and retain them.

The College will maintain its policy of raising admissions standards. It will develop a comprehensive enrollment management plan composed of a well-defined marketing and recruitment strategy, a complementary set of preparatory programs with our main feeder schools, and a comparable plan for outreach to community colleges. It will give special attention to retaining students and promoting their progress. It will address the differing needs of undergraduate and graduate, traditional and nontraditional, new and transfer students, both in our geographic community and beyond. The College's honors programs and the new CUNY Honors College are invaluable assets in recruiting well-prepared and talented students to Brooklyn College. Strong graduate programs also attract students with excellent undergraduate credentials from public and private universities.

II. To assure a student-oriented campus

Brooklyn College is about students, in the classroom and out of it. Having recruited them, we must provide them with a collegiate setting that enables them to attain their educational goals, encourages them to complete their studies at the College, and bonds them to the institution and to one another. Their needs and interests must be at the center of our concerns and activity.

To assure a student-oriented campus, the College will:

- (1) Provide enough sections of required courses to enable students to satisfy their degree requirements at their desired pace.

Students must gain timely admission to required general education courses and to entry-level courses in the major. Required courses of various majors must be offered with sufficient frequency. The needs of special student cohorts, e.g., transfer, evening, and weekend students, must be given special consideration.

The College must extend itself to improve service to transfer, evening, and weekend students who, together, represent nearly fifty percent of the undergraduate student body. Early credit evaluation, predictable articulation of courses, flexibility in the selection of courses, and regular availability of required courses are among the minimal goals the College must reach.

For students who find a four-year course of study feasible, a pilot program called The On-Course Advantage (TOCA) is being launched in spring 2001. Academically talented students will be given special assistance to complete their studies in four years (or in two if they are community college transfer students). If the pilot proves effective, TOCA can become a permanent feature of the undergraduate experience.

- (2) Provide a full complement of academic and student support services, expand current counseling efforts, and establish a coordinated academic support system.

The College must provide the academic and student support programs that will help students succeed. Academic support services already in place — the Library's research services, the Computer Center, the Learning Center, Peer Tutoring, the Freshman Year College, and the Library Café — must be strengthened, particularly technology. The Library Café will be enlarged to nearly double its present capacity; SUBO will be supported and upgraded. Student services must also be supported for their critical contribution to student success.

The College will design summer bridge programs, intersession workshops, and additional tutoring programs to assist students who do not perform satisfactorily in gateway courses, particularly in the sciences.

The College has developed effective programs for integrating incoming students into the academic community — the Freshman Year College and a series of orientation programs — and for counseling departmental majors. No comparable program is in place for sophomore students, who, left on their own, often drift. The College must create a bridge between the freshman year and the major, building on our own experience and on that of comparable institutions. Preprofessional advising, particularly for students interested in the health professions or in law, must be strengthened.

(3) Foster an academic community.

A strong sense of Brooklyn College as an encompassing community will contribute substantially to our students' sense of security and belonging. The College must create a friendly, easily negotiated, and safe environment in which to learn. It will consolidate student services (admissions, financial aid, registration, counseling, and tutoring), provide information through Web technology, and streamline internal procedures. It will regularly solicit student opinion of how well we are meeting their needs.

Students should have access to financial aid when they need help for tuition, books, and related educational expenses. They should have access to a rich mix of personal counseling, career planning, and placement services. They should have access to information on jobs, academic internships, and community service, study abroad, housing, health, child care, legal, and other support services. Personal and psychological counseling must be adequately staffed and funded. It is particularly important that the College find means to expand child care and education programs for the children of those students who are parents. The Early Childhood Center is crucial here.

(4) Support student development beyond the classroom.

Recognizing that much of value to the college experience occurs outside the formal classroom setting, the College will give students larger opportunities to develop organizational skills, leadership, and civic responsibility. It will support student organizations engaged in community service and provide internships, paid and unpaid, in fields that support academic and professional training. Internship programs, such as the "Cornerstone Project," will be consolidated and expanded. The College's goal is to assure internships for all qualified students who desire them.

The West Quad building will provide suitable modern space for physical education and recreational activities; varsity athletics will continue at the Division III level.

III. To become a "model citizen" in the borough of Brooklyn

As a public institution, Brooklyn College has large public responsibilities. It offers its resources to the immediate neighborhood and is known and active in the community at large. It serves the public as a first-rate liberal arts college of national reputation; it also serves more locally to educate and train the residents of Brooklyn. At the same time, the College makes the borough a subject of study and uses it as a laboratory and as a field of practice for internships, training programs, and fieldwork. It contributes to the growth of the borough as a dynamic center of culture and the arts and as a hub for economic development.

As a "model citizen," the College will broaden its engagement with the surrounding neighborhood, the borough's communities, and its organizations. It will become an effective force in the reform and renewal of the local school system, fostering such innovative collaboration as the Brooklyn College Academy, the College Now program, and the proposed K-16 educational park. Its arts departments will reach out to gifted high school students in the borough; it will continue to

mentor promising science students. It will contribute to the community's economic development, maintain productive relationships with local officials, and participate in advocacy for the borough on city, state, and national levels.

To strengthen its presence in the community, the College will:

(1) Expand continuing education programs.

Continuing Education serves a highly diverse student body, opens wider access to degree programs, and generates revenue for the College. Continuing Education will address the needs of specific groups through certificate programs or programmatic concentrations, attract nontraditional students into degree programs, and offer noncredit skills and ESL courses.

Continuing Education can provide solutions to problems that arise from new skills assessment tests, changes in remedial education at the senior colleges, and other restrictions that narrow access to degree programs. Continuing Education will explore offering noncredit basic skills or developmental courses or basic-level ESL courses. It will explore offering inexpensive noncredit tutoring or test preparation courses for matriculated students.

(2) Expand our "strengthening community" programs with active efforts to attract external funding.

Community-based learning, research, and practice, in which students and faculty collaborate with community groups to solve the pressing problems of the day, transform the ways students learn and faculty teach. For students, community-based service is an opportunity to function as Brooklyn College ambassadors, to serve as role models for the young, and to improve the academic skills of students heading for college. Programs currently in place reflect a high level of student interest. Relying on the initiatives of various college departments and programs, the College will seek funding for curricular-based projects that engage students in community outreach and service, engage faculty in community-based research and curriculum development, and promote community leadership.

(3) Improve service to members of the college community and to visitors.

The College must make greater efforts to be seen as hospitable and safe. We will follow a "customer service model," make our entry points more accessible and welcoming, train our staff, prepare information materials and maps, and establish a campus visitors center that offers information and guidance not only about the College but also about other cultural and artistic institutions in the borough.

- (4) Expand collaboration with other CUNY colleges.

Collaboration with Kingsborough, Medgar Evers, and New York City Technical College in the form of jointly registered and carefully articulated programs and projects has strengthened the College. Already under way in collaboration with Kingsborough is Project Preview, which counsels prospective transfer students on-line and gives Kingsborough students on-line access to the Learning Center. Brooklyn College will take the lead in forging closer alliances with these other colleges.

Institutional Support

The College's academic and administrative support system will address itself first and foremost to attaining the goals set forth in the strategic plan. In fall 2000, an external management review examined whether and to what extent our administrative divisions of finance and administration and of institutional advancement are organized, staffed, and equipped to help us achieve our strategic goals. Further such reviews, extending to academic affairs and to student life, will be conducted in the near future.

In pursuit of its strategic goals, the College will develop, strengthen, and draw on three major areas of resource:

I. Campus Planning, Construction, and Maintenance

The College intends to cultivate a campus, both actual and virtual, that is built, shaped, and maintained to conduce to teaching, learning, and research. To this end, the College will:

- (1) Complete the building projects described in the campus Master Plan and identify other long-term building projects.

The Campus Master Plan (1995) is informed by several undertakings: to expand and upgrade the existing plant to serve projected needs; to relocate poorly situated departments and functions by reorganizing space in all buildings to group similar departments together; to replace obsolete infrastructure; and to construct building extensions to improve and extend the useful life of existing structures. The library project, well on its way to completion, will provide much-needed additional space and state-of-the-art technology. The West Quad construction (including the Roosevelt extension), slated to begin in 2001, will house recreation and athletic facilities as well as student services. The College will seek capital funding for the next phases of the Master Plan (Ingersoll Hall, Whitehead Hall, and the Whitman-Gershwin complex) — and to keep the plan current.

- (2) Explore construction possibilities outside the Master Plan, e.g., an elementary school and a performing arts center.

To promote the development and emerging prominence of the School of Education, the College will explore building (or leasing space for) an elementary school on or close to campus as a unit of an educational park. In keeping with the College's intent to create a flagship environment

for the study of the arts, it plans to construct a media and performing arts center that will bring together the various programs on campus and support a new collaborative Performance and Interactive Media Arts initiative. Funds for these projects will have to be raised by the College from outside (non-tax levy) sources. The College will also explore the possibility of providing student housing, particularly for the growing number of students from abroad.

(3) Pursue other campus development strategies that promote a sense of community.

Public spaces promote community. The College will identify space for and construct a Faculty Lounge to replace the old lounge in La Guardia Hall. It will identify space for and construct an art gallery to replace the gallery in La Guardia Hall. It will expand the Library Café, a project for which the City Council has appropriated funds.

A project to refine and expand signage across the campus is under way — color-coordinated, easily legible signs will distinguish classrooms, administrative offices, and department offices.

New maps will be drawn and distributed and posted at the main entrances to the campus. The College will design and install effective directories in each building and on each floor. All offices will post their hours, telephone numbers, and e-mail addresses.

The College recognizes the staff's crucial contribution to a sense of community and the success of our students. It intends to build stronger institutional support for the staff and to offer new employees orientation and training in customer service and diversity sensitivity.

II. Technological Infrastructure and Support

To develop the technological infrastructure necessary to achieve the goals of the strategic plan the College will:

(1) Upgrade the technological infrastructure, devise a broad-based, coherent technology plan, and construct and maintain “smart” classrooms and other high-tech research and performance facilities.

To encourage the development and use of educational technologies (ranging from traditional presentation media, such as overhead slides and videotapes, to class Web pages and on-line discussions and laboratories), the College will implement the technology infrastructure upgrade described in the College's Self-Study (1999). As part of that process, it will also develop a broadly conceived and coherent technology plan and consider how best to integrate academic and administrative computing. We should consider a facility that, like our present “Atrium” computer lab, centralizes a large number of computers or computer classrooms and offers economies of scale.

The introduction and upgrade of technology infrastructure at the College will extend to conduits for telecommunications routing, fast local area networks, large Internet bandwidth across the campus, redundant fail-safe servers, and servers that allow faculty to develop server-side resources (e.g., on-line quizzes, class databases, student group accounts). Classrooms and labs must

be furnished with the necessary connections and equipment to enable faculty to use instructional technology. The first “smart classroom” initiative in Ingersoll Hall will be followed by similar conversions in other campus buildings. Pilot projects with wireless technology were begun in fall 2000 and will be expanded if they prove useful.

High technology needs constant maintenance. Users of technology frequently need help, which should be available twenty-four hours a day and seven days a week. The College must also ensure the maintenance and operation of its high-tech research and performance facilities by College Laboratory Technicians, machine and electronics shops, and service contracts. Technological support for the sciences will assume increasing importance as the College participates in the University’s initiatives for “cluster hires” in photonics and the biological sciences. Sufficient electronic support is hard to find nationwide and, as a consequence, is expensive — a problem we must solve.

- (2) Ensure that the new library meets foreseeable standards of evolving digital technology, expanding off-campus services to its users and enlarging access to electronic information resources.

The new library, planned as a state-of-the-art facility, must meet foreseeable standards for the digital revolution. Its Web site must be readily accessible for on-line use and fully integrated into the College Web site to support a variety of search functions. It should continue and expand its services, especially off-campus services, to students, facilitating access to electronic information resources. It should work toward installing future digital services.

- (3) Promote faculty development in educational technology and support faculty projects in distance learning and other technology-based educational ventures.

Through the Virtual Core and programs run by the Library’s Academic Computing Center, the College has done much to promote faculty development in educational technology. It will continue to help faculty acquire and improve basic skills, and it will support faculty projects that explore distributed learning and other technology-based educational projects.

An electronic information system will be made generally and readily accessible across the campus. The College will explore installing electronic billboards with up-to-date video displays at information kiosks and in the cafeteria, mail box centers, department offices, and other gathering places on campus.

III. Financial Health and Good Management

The College intends to build sound financial conditions that will make it a competitive cutting-edge academic enterprise that provides high-quality education at reasonable cost and attains the goals of the strategic plan. To this end, the College will:

- (1) Build an endowment consistent with the College’s long-term goals and designed to

achieve these goals.

The College's current tax levy budget has changed little over the past few years. It is not sufficient to enable us to achieve our goals or, even while it may increase, to reach the level of resources necessary to fund the vision of the strategic plan. The College must raise funds from sources other than the traditional tax levy budget. These efforts must extend to faculty and students as well as alumni.

With the help of an outside consulting firm, the Brooklyn College Foundation has developed an ambitious multiyear capital campaign, which was launched in fall 2000. Responding to an intensive survey of donors and potential donors, the campaign will raise funds for faculty recruitment and support, academic programs, student scholarships and awards, and the physical plant and technological infrastructure. Early responses to this campaign are cause for optimism. The College will recruit a new vice president for institutional advancement who will also function as the managing director of the Brooklyn College Foundation and who will hire and supervise staff to pursue both a capital campaign and an annual campaign.

As part of the new campaign, the College will strengthen and expand relations with its alumni. The College has contact with some 85,000 of the more than 140,000 students who have graduated since its founding — a loyal and potentially generous group of supporters. The College will need to strengthen its alumni staff to maintain effective outreach and contact with this group.

- (2) Expand the budget planning process to multiyear planning and develop strategies for investing the College's resources wisely and allocating them strategically.

Budget planning has traditionally been short-term, in keeping with New York State's annual budget allocation process. To develop a budget planning process that serves us better in attaining our institutional goals and long-term academic objectives, the College will move to multiyear planning. Funds will be allocated strategically in support of initiatives and projects that advance the strategic plan.

- (3) Encourage and support entrepreneurial activities and create in-house matching grants for research and institutional grants.

Entrepreneurial activities often raise revenue while rendering valuable service to the community and society in general. The College will support and strengthen areas engaged in enterprise and, aided by the Office of Research and Program Development, will promote faculty research with patent or licensing potential. The College will also explore sponsoring incubator or start-up ventures related to its mission.

The College will assist faculty seeking grants from funding agencies and will support research that may attract outside funding by offering travel fellowships, summer funding, and the like.

Orchestrating and Facilitating Achievement of Strategic Goals

Achieving the College's major goals depends to no small extent on effective college communications that both advance the College's substantive plans and establish its image in the world at large. To this end, the College will undertake to:

(1) Establish effective communications and publicity.

In both internal and external communications, the message must be clear, tailored to its intended audience, readily available (and on multiple platforms), well written, informative, and helpful. It must promote Brooklyn College first and foremost. The College will engage a management firm to help devise appropriate strategies and organizational structures for public relations and publications.

In an increasingly "e" world, the Web site functions as our front door. That door must be open to potential applicants, prospective faculty, alumni, and donors. The College will devote particular attention to making its Web site lively, information-rich, and user-friendly. Its content should be useful both to outsiders and to insiders, enabling them to access up-to-date data and information and to link to related Web sites throughout the College.

(2) Ensure high-quality data management and institutional research.

Decision-making must be informed by data. Within the administration, student information, personnel, and financial accounting systems must be expanded and brought together. The College will add services to the Web site, such as automated scholarship match-up, inventory tracking, workload reporting, registration, grade submission, and other data sources and services.

To capture the benefit of an integrated management system, the College will develop a Web interface that allows users (faculty, students, and staff) to acquire and manage information from the College's various databases. It will inventory and sort its research database, assuring that it is comprehensive, integrated, up to date, and accessible.

(3) Set performance indicators and ensure accountability.

The strategic plan is predicated on a commitment to assessment and evaluation. Its goals and objectives must be subject to evaluation as they are attained and implemented. Offices and departments must account for how they discharge their responsibilities under the strategic plan.

Responding to an injunction by the Middle States evaluation team, the College has begun to develop performance measures and outcomes assessment. It will extend that process to cover the entire strategic plan.

Outlook

Effective strategic planning depends on a clear assessment of the institution's strengths and weaknesses and of the opportunities and challenges it will meet. Brooklyn College enjoys significant strengths that bring its goal — to be the best of its kind — within its reach. Our strategic plan is a road map to that goal. It calls on us to be innovative, alive to opportunity and change, steadfast in our commitment. It also obliges us to make choices, a difficulty not unknown to us. Proud of our past, we are confident of our future.

Appendix

The Planning Council and Its Subcommittees

Planning Council

Laura Kitch, Chair

Osmond Allen (Student)

Ellen C. Belton (Dean of Undergraduate Studies)

Wendy W. Fairey (English)

Nancy Hager (Director, Conservatory of Music)

Steve G. Little (Acting Vice President, Finance and Administration)

Milga Morales (Dean for Student Life)

Richard Pizer (Dean of Graduate Studies and Research)

Deborah A. Shanley (Dean, School of Education)

Charles Tobey (Chair, Physical Education and Exercise Science)

Maurice Callahan (Executive Assistant to the Provost), Staff

Alice Newcomb-Doyle (Assistant Director, Public Relations), Staff

Planning Council Subcommittees

Academic Quality: Faculty

Eric Steinberg (Assistant Provost), Chair

Malgorzata Ciszowska (Chemistry)

Margaret L. King (History)

Betty W. Levin (Health and Nutrition Sciences)

Mariana Regalado (Library)

Nelson Santos (Student)

Academic Quality: Programs

Philip F. Gallagher (Chair, History), Chair

Karen Boothe (Student)

Myra Kogen (Director, Learning Center)

Peter M. S. Lesser (Chair, Physics)

Abigail Rosenthal (Philosophy)

Rosamond Welchman (School of Education)

Academic Quality: Students

Kathleen V. Axen (Health and Nutrition Sciences), Chair

Alberto M. Bursztyn (Assistant Dean, School of Education)

Mundeep Kainth (Student)

Stephen J. Lepore (Psychology)

Maria Perez y Gonzalez (Puerto Rican and Latino Studies)

William M. Sherzer (Chair, Modern Languages and Literatures)

Community Outreach

Jerome Krase (Chair, Sociology), Chair

Esther Polanco (Student)

Nancy B. Romer (Psychology)

Anthony M. Stevens-Arroyo (Puerto Rican and Latino Studies)

Donald A. Wenz (Director, Campus Security and Public Safety)

Helen Wussow (Assistant Dean, Adult Degree Programs and Continuing Education)

Educational Technology

J. Roger Dunkle (Chair, Classics), Chair

Moraima Burgos (Student)

George Brunner, III (Conservatory of Music)

Nicholas Irons (Academic Computing Center)

Lilia Melani (English)

Wayne G. Powell (Geology)

Lori L. Scarlatos (Computer and Information Science)

External Scan

Richard Pizer (Dean, Graduate Studies), Chair

Ellen Belton (Dean, Undergraduate Studies)

Sally Bermanzohn (Political Science)

Maurice Callahan (Provost's Office)

Bonnie Impagliazzo (Institutional Advancement)

Lincoln Sessoms (Assistant Vice President, Enrollment Services)

Financial Health and Effective Resource Management

Mervin F. Verbit (Sociology), Chair
Shara Berkowitz (Student)
David C. Bloomfield (School of Education)
Kathleen A. Gover (Associate Dean, Undergraduate Studies)
Mereese Ladson (Business Manager and Comptroller)
Edward Leight (Research and Program Development)
Diane Oquendo (Budget)

Integrated Management Information Systems

Timothy Shortell (Sociology), Chair
Joan Antonicelli (Registrar)
Alan Evelyn (Research and Program Development)
Barbra B. Higginbotham (Chief Librarian)
Bruce MacIntyre (Conservatory of Music)
Howard Spivak (Library)
Denisa Superville (Student)
Scott Yates (Information Technology Services)

Internal and External Communications

Timothy J. Gura (Chair, Speech Communication Arts and Sciences), Chair
Connie Di Geronimo (Institutional Advancement)
Tanni Haas (Speech Communication Arts and Sciences)
Vicki Irgang (Center for Educational Change)
Barbara Jo Lewis (Television and Radio)
Susan J. Vaughn (Library)

Modern Facilities

Hal Himmelstein (Chair, Television and Radio), Chair
Antony Arcadi (Chair, Economics)
Steve G. Czirak (Assistant Vice President, Facilities Planning and Operations)
Miriam Deutch (Library)
Scott Kuperberg (Student)
Richard S. Magliozzo (Chemistry)

Stephen Margolies (Art)

Performance Assessment

Steve G. Little (Acting Vice President, Finance and Administration), Chair

Aaron M. Tenenbaum (Chair, Computer and Information Science)

Kathleen A. Gover (Associate Dean, Undergraduate Studies)

R. Glen Hass (Chair, Psychology)

H. Andrew Riew (Institutional Research)

Student-Centered Programs and Policies

Mark Patkowski (English as a Second Language), Chair

Melanie Bush (Student Life)

Carol A. Korn (School of Education)

Gregory A. Kuhlman (Director, Personal Counseling and Career Services)

Robert Ramos (Student)