

BROOKLYN



COLLEGE

21 September 2000

To the Brooklyn College Community:

The Planning Council, which I appointed last spring and charged with developing a strategic plan for Brooklyn College, discussed current issues at the College and identified broad institutional goals. A dozen sub-committees, drawn from the faculty, the administration, and the student body, refined these goals and reported strategies for attaining them. These reports provided the basis for a draft strategic plan prepared by Professor Wendy Fairey. The attached document is a shortened version of that draft. The full draft is available on the College Web site. The present version, to be distributed to the College community and to members of the Alumni Association and the Brooklyn College Foundation, may serve as a basis for discussions to take place over the eight weeks between mid-September and mid-November, leading to recommendations for revision and implementation of the plan. The Planning Council suggests that our discussions proceed in two stages:

- at the October department meetings, staff meetings of the administrative divisions, and meetings of the Student Advisory Committee, and
- in open hearings cosponsored by Faculty Council and the Student Advisory Committee and scheduled for late October and early November.

The discussion leaders at the meetings in departments, administrative units, and the Student Advisory Committee should prepare reports and send them to the Planning Council in care of the President's Office. The Planning Council, which will conduct the open hearings, will keep notes on the presentations and discussion and collect written submissions. At the end of the discussion period, the Planning Council will review all reports and produce a final version of the strategic plan. From that document, we will devise "action plans" to govern our pursuit of specific goals. The strategic plan will establish institutional priorities in keeping with our mission and will allocate our resources so that we may achieve our goals. It is subject to revision as we learn more about our goals and our means of reaching them. I thank the members of the Planning Council and of the twelve subcommittees for their long, hard work. I urge you as members of the Brooklyn College community to contribute to our discussion of our strategic plan.

A handwritten signature in black ink, appearing to read "C. Kimmich".

Christoph M. Kimmich

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Introduction

Over the last seventy years, Brooklyn College has established itself as a highly-respected institution of higher learning. Founded as a traditional liberal arts college, it has grown into a broadly comprehensive institution. It is noted for its mandated core curriculum, the quality of its programs and faculty, a commitment to students, and the success of its alumni. In recent years, it has responded to emerging needs by developing 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, it has made significant progress in raising private funds.

The Strategic Plan for 2000-2005 will draw on that record and guide our steps for the foreseeable future. It will sustain and support the College's fundamental commitments—to the liberal arts as the essential principle of undergraduate education, to professional and graduate programs as opportunities both for further study and for professional training. It will honor and support the faculty in the pursuit of its activities—teaching and mentoring, pursuing research and the production of knowledge, contributing to public discourse and enlightenment. Its priorities, therefore, relate to matters whose development will enhance and strengthen the College.

The planning process was initiated last semester. It was in the hands of 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. In the course of the spring, the Planning Council canvassed the issues facing the College at this point and delineated areas in which long-term goals and objectives needed to be formed. It assigned these areas to a dozen "theme teams," each charged with preparing reports that would define more precisely such goals and objectives and make recommendations on how these might be implemented. The reports were reviewed by the Planning Council at a retreat in June. This draft is a result of all those deliberations.

The draft strategic plan builds on these reports as well as on earlier planning and evaluation documents, such as the College's Self-Study prepared for the Middle States Association reaccreditation visit (April 1999) and the response by the Middle States teams. It has therefore benefited from a great deal of earlier campus discussion.

Both the planning process and the strategic plan that emerged from that process reflect several fundamental

assumptions:

(1) A strategic plan for Brooklyn College must take cognizance of the broader framework in which the College is situated. It must work within the policies set by the University and, more directly, within the University's Master Plan (2000-2004) and its priorities. It must take account of the "performance goals" the Chancellor establishes annually for each of the University's constituent colleges. More broadly, it must work within regulations established by the State Education Department and, more especially, recently-adopted state stipulations for teacher education. Broader still, it must be sensitive to the changes that have overtaken higher education in recent years, whether in the methods and modalities of teaching, new directions and innovations in the disciplines, and the impact of ever-changing technologies and information management systems. Not least, it must be responsive to the expectations of the public, which has a reasonable claim on a publicly-funded institution to educate and prepare its children for a satisfying, productive life in the 21st century.

(2) A strategic plan for Brooklyn College must embrace in all its components a commitment to diversity, long one of the College's basic tenets. The diversity of our student body is one of our strengths: a unique opportunity to educate students to function effectively in an increasingly culturally diverse world. Given the role of faculty in guiding the institution and educating its students, the College must give unflinching support to increasing diversity within the faculty's ranks.

(3) A strategic plan for Brooklyn College must proceed from a clear understanding that the basic upkeep and maintenance of the campus are both essential and routine. To assure well-maintained and efficient facilities, to review operations and streamline procedures, to apply modern methods of business, and, above all, to do so in an atmosphere that nurtures a culture of pride and respect for the members of the college community and all those who visit us, must be a basic commitment independent of grander plans.

Mission Statement

The College's mission statement encapsulates essential purposes, values, and characteristics. It is therefore indispensable to all future planning. While the strategic plan will set out goals and strategies to realize a clear vision for the institution, it will and can do so only in keeping with the ideals expressed in the Brooklyn College mission statement:

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 liberal arts and sciences. The College offers a wide variety of programs, both in the liberal arts and in professional and career-oriented areas, leading to the baccalaureate and master's degrees and to undergraduate and advanced certificates.

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. The Core Studies courses are designed to expose students to the principal branches of learning—the arts, humanities, social sciences, and sciences—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 in a globally interdependent world and the support services to help them succeed. The College also seeks to develop a sense of personal and social responsibility by encouraging involvement in community and public service. It fosters a campus environment hospitable to multicultural interests and activities. Moreover, as an urban institution, it is able to draw upon the myriad resources of the city to enhance its educational mission.

The College seeks to extend its educational mission to graduate students through advanced programs offered by the Division of Graduate Studies. The academic goals of the division build on the college's tradition of academic excellence in the liberal arts and sciences and in teacher education programs. The division offers studies in specialized areas to serve the growing number of adults who seek to continue their intellectual pursuits and broaden their professional goals. In addition, in order to meet the changing needs of society, the College has developed new interdisciplinary degree and certificate programs as well as new concentrations of courses in existing programs. The College participates in a 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 governed by an overarching vision: in the course of the next five years, Brooklyn College, grounded in its history and equipped with its unique strengths, will assume its rightful place as a public urban liberal arts college of distinction, take leadership in public urban education, and stand as a model of its kind for The City University, the region, and the nation.

Major Goals, 2000-2005

To realize that vision, the strategic plan sets out three major goals:

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 be vigilant in holding the different facets of its academic enterprise to the highest standards and take bold initiatives to expand and secure the vitality of that enterprise.

II. To assure a student-oriented campus.

Brooklyn College is about students, in the classroom and out of it. Having recruited them to the College, we must provide them with a collegiate setting that enables them to meet their educational goals, gives them a college experience that 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.

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

As a public institution, Brooklyn College has public obligations. It educates and trains students, most of whom reside in Brooklyn. It plays a role in the immediate neighborhood and is known and active in the community at large. It looks to the borough as a subject of study, as a laboratory, as a setting for practical involvement through internships, training programs, and fieldwork. It depends on the community for financial and political support. The College has been and can be enormously enriched by interaction with the community, and it can play an important leadership role in its affairs.

I. To maintain and enhance academic quality.

The College's academic programs enjoy a reputation for quality and integrity. That reputation must be maintained. Doing so means: being open and hospitable to change, being vigilant in assessing effectiveness, and being innovative in using new technologies to enhance both teaching and learning. Doing so also means: giving top priority to appointing and retaining a faculty that excels in teaching, research, scholarship, artistic and creative endeavors.

To assure academic quality, the College will:

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

Programs of quality are focused, coherent, and able to demonstrate that they are effective. While programmatic goal setting and evaluation and review procedures already exist at Brooklyn College, they need to be integrated into a cohesive system. By October 2001 a report will be submitted to the Middle States Association documenting the development and implementation of a comprehensive outcomes assessment plan for the College. Faculty responsible for every academic program will be asked to articulate that program's goals and objectives and to find ways to evaluate its relative successes and failures.

We must be accountable to ourselves and to the public that supports us. It is imperative for Brooklyn College not only to develop criteria for programmatic evaluation that will enable us both to claim and demonstrate excellence but also to show that programs that meet their goals are supported and that the problems of those that do not are not ignored. A commitment to a policy whereby programmatic evaluation helps set programmatic priorities, whereby departments and programs are held accountable for meeting their goals, is a key strategy to support academic quality.

(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 graduate level and follow the CUNY model of committing multi-year resources to their development. The enhancement of our strongest and most promising programs will benefit the entire academic enterprise.

Priority consideration will be given to programs:

- that already enjoy national prominence, whether through teaching, scholarship, or research, or which, with one or two more strategic appointments, put national prominence within our reach;

- that capitalize on our location in the Borough of Brooklyn and the City of New York and on the resources and needs of borough and city;
- that can leverage faculty potential in research by building a critical mass within specific areas or by promoting consortial approaches; and
- that will strengthen the Brooklyn College Honors Academy and contribute to CUNY's honors college initiative.

Foremost among the College's priorities in this respect are:

a. To review and strengthen the Core Curriculum.

In committing itself to sustain the quality of its Core Curriculum, Brooklyn College has the opportunity to sustain 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 in professional and pre-professional programs warrants a thorough evaluation of its effectiveness. Unless we can demonstrate a program's effectiveness, we cannot assume its quality.

The Core Curriculum has been the engine driving programmatic initiatives throughout. While renewal and reinvigoration of the curriculum has been a constant in its history, there is need to conduct a thoroughgoing review, to learn more about its actual contemporary effectiveness, and to evaluate the relative success or failure of the Core's courses and of its general functioning and impact. There is need also to move forward in the development of the Virtual Core, which has the prospect not only of expanding pedagogy and learning but also of reaching students, locally and beyond, we might otherwise not reach. The discussion of this issue in the Middle States Self-Study provides a start to the process.

b. To improve teacher education.

Brooklyn College plays a major role in the University's commitment to improve teacher education and to ensure that teacher education programs remain at the forefront of educational innovation. The School of Education, working 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 as well as developing innovative new strategies and initiatives.

Particular emphasis goes to the development of language and literacy programs, both monolingual and bilingual, to enlarging social studies programs with a global perspective, to expanding the uses of educational and assistive technology, to integrating the arts into the education curriculum, and to refining early childhood special education.

To strengthen the School of Education as a force in the renewal of the City's school system, the College will seek to establish an elementary school to serve as a professional-development school and to complement existing campus schools to form an educational park designed to serve as a model for K-16 education.

c. To explore programmatic areas for which there is new interest.

Curricular innovation is central to the academic enterprise. Building on our traditions of curriculum review and renewal, the College must explore curricular areas for which there is new interest, reshaping the curriculum to accommodate such areas both within traditional majors and in the creation of new degree programs. Brooklyn College remains committed to the belief that a strong liberal arts education, developing skills of expression and analysis and the ability to grow, to adjust and to re-educate oneself through life, is the soundest basis for students' future professional lives. But given contemporary trends toward professional or pre-professional education, we must encourage initiatives that link that kind of training with liberal arts methodologies and content. Examples of 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.

d. To build on initiatives in distributed learning.

Distributed learning is an important new educational arena and an area for potential growth. The College has responded 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. New faculty arrive with wide-ranging technological interests and expertise, and the College should take advantage of their creativity in shaping new curricula. Exactly how distance or distributed learning should be pursued at Brooklyn College as a broader and more concerted initiative cannot be determined until the Faculty Task Force on Use of Distance Learning submits its report in the spring of 2001 and Faculty Council has had a chance to discuss this 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 and nurture them, foster their professional development (including participation in doctoral programs), and retain them. It must set and maintain rigorous standards for tenure and promotion.

The faculty is responsible for the college's academic programs and must be the key agent in advancing the College's goal to maintain and enhance academic quality. The strategic recruitment of new faculty, one of the most important functions of any academic institution, becomes Brooklyn College's urgent necessity.

To address that necessity, the College will develop a long-range hiring plan premised on meeting significant programmatic needs, attracting strong research and scholarship, developing flagship distinction, increasing faculty diversity, restoring balance in the professorial ranks, and ensuring future faculty leadership.

Recruitment of new faculty must be carried out in line with nationally recognized standards. Appropriate resources must be provided to conduct professional searches. Resources must be made available also to enable us to make competitive offers to the best candidates.

As the College rebuilds its faculty ranks, it is critically important that rigorous standards be applied in decisions of tenure and promotion, both at the departmental and the college levels. Tenure and promotion guidelines and procedures must be reviewed and, if justified, revised to ensure decisions reflecting the most rigorous standards of excellence.

Not least, the commitment to high-quality faculty requires a reward system that recognizes academic excellence and demonstrated faculty achievement in teaching and research. Resources must be found to maintain current faculty development activities (as with the Core Curriculum seminars, the Freshman Year College, the Center for Teaching, and the Library's technology programs). Resources must be found to maintain and increase course reductions available to faculty, especially in their first year, grants to support faculty research and research-related travel, and, not least, the number of named professorships for distinguished members of the faculty and of awards that recognize excellence.

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

Over the last five years, Brooklyn College has steadily raised admissions standards, believing this to be a judicious long-term policy. Raising admissions standards (as mandated by the University) requires the College to engage in ever more rigorous recruitment efforts to attract the students who will thrive in an environment of increasing academic quality. The College faces an increasingly competitive environment, both within CUNY and outside, and must devise appropriate enrollment strategies that adapt the enrollment management tools and processes in place at private institutions.

A comprehensive enrollment management plan for the College is 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, and a well-functioning system of retention. It will target undergraduate and graduate, traditional and nontraditional, new and transfer students, both in our geographic community and beyond. The College's honors programs are an invaluable asset in recruiting well-prepared and talented students to Brooklyn College.

II. To assure a student-oriented campus

Student success—at the College and upon graduation—is the best measure of our efforts. Students thrive in a community dedicated to learning, a setting that values high standards and achievement, and an atmosphere of civility and respect. They want ranges and options in class patterns that promote rather than inhibit attendance. They want a college experience to be free of bureaucratic obstacles and impediments from admission through graduation.

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

(1) Provide required course work for students to complete their degree requirements at their desired pace.

Students must be given the opportunity to gain timely admission to required general education courses and to entry-level courses in the major. Courses required to fulfill the 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.

For students for whom a four-year course of study is optimal and feasible, a pilot program called The On-Course Advantage (TOCA) will be 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.

The College must extend itself to improve service to transfer, evening, and weekend students who, together, represent nearly 50% 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 requirements the College must offer.

(2) Provide a rich array of academic support services, expand current counseling efforts, and establish a coordinated academic support system.

The College must provide the academic support programs that will help students succeed in their studies. Academic support services in place—the Library, the Computer Center, the Learning Center, Peer Tutoring, the Freshman Year College, and the Library Café—are crucial to student success. Their effectiveness must be strengthened, drawing on the advantages, in particular, of technology. The Library Café will be enlarged to nearly double its present capacity. Internship programs will be consolidated and expanded.

The Core Curriculum represents a useful arena also for building skills. A writing-intensive initiative, growing out of an Interdisciplinary Faculty Seminar in 1999-2000, is focused on the Core and designed to reinforce our commitment to “writing-across-the-curriculum.”

Summer bridge programs and additional tutoring programs will be designed to assist students who do not perform satisfactorily in gateway courses in the sciences (even when they performed well in high school preparatory programs).

Academic counseling must be a vital part of the college experience. Considerable efforts are devoted to integrate incoming students into the College through the Freshman Year College and a series of orientation programs, and much effort is devoted to counseling majors. There is no comparable effort at advisement for sophomore students; they are on their own and often adrift. The College must create a bridge between the freshman year and the major, building both on our experience and that at other institutions. Here, too, technology can be a useful asset.

(3) Foster community on campus and provide tangible forms of campus involvement.

A strong sense of Brooklyn College as an encompassing community will substantially contribute to the sense of support and belonging students need to be successful. The College must find mechanisms designed to create a more effective sense of community.

Central is the reassurance of a friendly, easily negotiated, and secure environment in which to learn. Faculty must be encouraged to participate regularly in such student-focused activities as commencement, convocation, orientation, advisement, and mentoring. Students must have access to a wide variety of organizations and clubs designed to further their personal, professional, and social development; they must be encouraged to become involved in campus cultural and performing arts events, in varsity and intramural athletics.

Students should have access to financial aid when help is needed 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, study abroad opportunities, financial aid, housing, health, child care, legal, and other support services.

When it opens in 2005, the West Quad building will serve as a hub of student services. Until then, the College must consolidate such functions as admissions, financial aid, registration, and various forms of counseling and tutoring so as to minimize frustration and offer simple physical access to applicants and students. Access should also be provided virtually, through an enhanced Web-based system that focuses on student-relevant information, counseling, college requirements, career options, and the like.

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

Opportunities for collaborating with the people and institutions of the borough, drawing on community resources and serving community needs, are endless.

As a “model citizen,” the College will intensify its engagement with the surrounding neighborhood, the borough’s communities, and its organizations. It will seek to extend its cultural, artistic, and educational resources to involve the borough and to benefit from its resources. It will become an effective force in the reform and renewal of the local school system, 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 succeed, the College must be engaged and involved, active on various levels, welcoming and hospitable to the community. The College will:

(1) Expand continuing education programs.

Continuing Education offers a valuable means to serve a highly diverse student body, to facilitate wider access to degree programs, and to generate revenue for the college. More can be done to maximize the program’s potential:

Continuing Education must target and address the needs of specific groups within the community through certificate programs or simply clusters of courses for working professionals (such as in-service teacher in mathematics and science) or programs for employees in businesses and members of community groups.

Continuing Education can serve larger purposes by attracting and recruiting students of nontraditional backgrounds into degree programs. It will explore the possibility of noncredit/credit certificate programs to enroll students as nonmatriculants in order to complete a mix of credit and noncredit 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 hinder access to degree programs. Continuing Education will explore offering 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 secure external funding.

Community-based learning, research, and practice, in which students and faculty work collaboratively with community groups to solve the pressing problems of the day, transform the ways students learn and faculty teach. For students, community-based service provides an opportunity to function as Brooklyn College ambassadors, to serve as role models for the young, and to strengthen the academic skills of students heading for college. Programs currently in place show a high rate of student interest.

Drawing on the initiatives by various college departments and programs, the College will seek new 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 the quality of service to members of the College community and to visitors.

The College must devote even greater efforts to be seen as welcoming and safe. It must overcome its reputation as a “closed campus,” isolated from the community, and of being indifferent to all those who work, study, and visit here. The Office of Campus Security and Public Safety will develop a “customer service model” to address these shortcomings. Our physical entry-points will become more accessible and customer-friendly, as will our responses to inquiries, whether direct or by telephone. We will implement training programs for staff, prepare information material and maps, update and maintain bulletin board directories. And we will establish a Campus Visitors Center that offers information and guidance not only about the College but about other cultural and artistic institutions in the borough as well.

(4) Expand collaboration with other CUNY colleges.

Brooklyn College holds a lead position among the CUNY colleges in the borough. It offers a wider range of educational opportunities than any of the others and has broader contacts and potential. Collaboration with Kingsborough, Medgar Evers, and New York City Tech has strengthened the College through jointly registered and carefully articulated programs and projects. The College will take the lead in forging closer alliances with these colleges.

Institutional Support

The goals set forth in the strategic plan have first claim on the College's academic and administrative support system. They will serve as a yardstick for an external management review, scheduled for fall 2000, whose purpose will be to determine whether the College is organized, staffed, and equipped with the necessary competencies to achieve the goals.

The intention is to have the College's administrative divisions provide the necessary support of the goals set forth in the strategic plan. Thus, the future development of these divisions, the goals and objectives they will pursue, independently and collectively, are cast in the context of this support function.

These supporting functions are subsumed under three large headings:

A. Campus Planning, Construction, and Maintenance

The intent is to have a campus, both actual and virtual, that is built, shaped, and maintained to achieve our overall goals and is conducive to teaching, learning, and research. To realize this intent, the College will:

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

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

(2) Explore construction possibilities outside the Master Plan—an elementary school and a performing arts center.

To promote the development and potential prominence of the School of Education, the College will explore the possibility of building (or leasing space for) an elementary school on or close to campus as part of the educational park. Another possibility, part of the College's intent to create a flagship environment for the study of the arts, is the construction of a performing arts center that will bring together and house the various performing arts programs on campus. Funds for these projects would have to be raised by the College from outside (non-tax levy) sources.

(3) Pursue 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 its former room in La Guardia Hall. It will identify space and construct an art gallery to replace the former gallery in La Guardia Hall. It will expand the Library Café, for which funds have been appropriated by the City Council.

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

New maps will be designed, for distribution and for posting at the main entrances to the campus. The College will explore effective directories in each building and on each floor. All offices will post their hours, telephone numbers, and e-mail addresses.

B. Technological Infrastructure and Support

The intent is to devote the necessary resources to developing the twenty-first-century means of supporting our overall goals. To realize that intent, the College will:

(1) Develop the necessary infrastructure and technology-enhanced educational settings to create a campus that meets the technological requirements of the next three decades.

To encourage the development and use of educational technologies (ranging from traditional presentation media such as overhead slides and videotapes to PowerPoint presentations, Web pages and on-line discussions, even on-line lab assignments) 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, in that connection, consider how best to coordinate academic and administrative computing.

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 campus (T1 or higher), redundant fail-safe servers, and servers that allow faculty to develop server-side resources such as on-line quizzes, class databases, and student group accounts. Classrooms and labs must be supplied 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. And pilot projects with wireless technology are scheduled for fall 2000 and will, if they prove useful, be expanded.

Technology is in constant need of maintenance. Users of technology frequently need help, which ideally should be available twenty-four hours a day and seven days a week. Sufficient technology support is hard to find nationwide and, as a consequence, is expensive. But the College cannot do without.

(2) Ensure that the new library meets foreseeable standards for the digital revolution.

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

(3) Promote faculty development in educational technology and establish an on-campus electronic information system.

Through the Virtual Core and through 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 assist faculty in acquiring and expanding basic skills but also support faculty projects exploring the cutting edge of distributed learning and other technology-based educational projects

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

C. Financial Health and Good Management

The intent is to ensure sound financial conditions that will allow the College to be strongly competitive, to function at the cutting-edge of academic enterprise, to provide high-quality education at a reasonable cost, and to realize the goals of the strategic plan. To realize that intent, the College will:

(1) Build an endowment consistent with the College's long-term goals and designed to realize these goals.

The College's current tax levy budget (\$75 million) has changed little over the past few years. It is not enough to achieve our goals and, while it may increase, it will not reach the levels required to fund the vision of the strategic plan. The College must raise funds from sources other than the traditional tax levy budget.

With the help of an outside consulting firm, the Brooklyn College Foundation has developed an ambitious multi-year capital campaign, which is being launched in fall 2000. Based on an extensive survey of donors and potential donors, the campaign will concentrate on raising funds for faculty recruitment and support, academic programs, student scholarships and awards, and the physical plant and technological infrastructure. 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. Of the more than 140,000 students who have graduated from the College since its founding, the College has contact with some 85,000. They

represent a loyal and potentially generous group of supporters. The College will need to strengthen its alumni staff to establish effective outreach and contact.

(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, determined by New York State's annual budget allocation process. So as to have the budget planning process better serve our institutional goals and long-term academic objectives, the College will move to multi-year planning. Funds will be allocated strategically in keeping with the goals and priorities established by the strategic plan. The purpose is to support projects and initiatives that advance the strategic plan and bring it to life.

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

Entrepreneurial activities often combine revenue-raising potential with valuable service to the community and society in general. The College will seek to expand the activities of areas that engage in such activities and, coordinated by the Office of Research and Program Development, will promote promising faculty research with patent or licensing potential. The College will also explore the possibility of hosting incubator or start-up business ventures related to its mission.

To encourage faculty to seek grants from corporate and government agencies, the College will seek funds to support research that may lead to outside funding.

Orchestrating and Facilitating the Achievement of Strategic Goals

The achievement of the College's major goals will depend to no small extent on the effectiveness of college communications, both to advance the College's substantive plans and to establish its image in the world at large. To succeed in this, the College will:

(1) Establish effective communications and publicity.

Both internal and external communications must be effective. The message must be clear, tailored to its intended audience, be 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-commerce" 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 of use to outsiders and to insiders, to enable users 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 administrative systems, student information, personnel, and financial accounting systems must be expanded and brought together. Building on existing systems, the College will add additional services to the Web site, including automated scholarship match-up, inventory tracking, workload reporting, registration, and other popular data sources and services.

As a result of the explosive growth of the Internet, the Web has become the common interface for access to and management of the various forms of information associated with modern life. For the College this means that, in order to function effectively and efficiently, users need access to all the vital sources of information through a single common interface. For the College, the top priority for integrated management systems will be to develop a Web interface that will allow users (faculty, students, and administrators) to acquire and manage information from the College's various databases.

The institutional research database available for on-line reporting and query must be comprehensive, integrated, interactive, and up to date. Complete and up-to-date data and information will enable administrators and faculty to be effective managers. A data warehouse will allow individual management systems to export data to it and will facilitate the linking and integration of the data so that it can be used in decision making.

(3) Set performance indicators and ensure accountability.

Throughout the strategic plan, explicitly and implicitly, there is a commitment to assessment and evaluation procedures. All of its goals and objectives must be subject to evaluation as they are implemented and completed. Offices and departments will be held accountable for how they carry out their responsibilities under the strategic plan. The College has begun, following up on an injunction of the Middle States reaccreditation team, to develop performance measures and outcomes assessment. It will now enlarge that process to cover the strategic plan in its entirety.

Outlook

Effective strategic planning is based on a clear assessment of the strengths and weaknesses of an institution, the opportunities and challenges it confronts. An effective strategic plan works within that context and brings an institution into sharp focus.

Brooklyn College has inherent strengths that offer enormous promise for the future. The vision we have set for ourselves—to be the best of its kind—is within our reach. Our strategic plan, to be scrutinized, discussed, debated, and improved, will be the road map to that goal. It will call on us to be innovative, alive to change and opportunity, steadfast in our commitment. It will oblige us to make choices, some no doubt difficult. All that is consistent with what we have done in the past; it is part of our tradition. We can be confident in reaching our destination.

Appendix:

The Planning Council and its Subcommittees

Planning Council

Laura Kitch, Chair
Osmond Allen (Student)
Ellen Belton (Dean/Undergraduate Studies)
Wendy Fairey (Professor/English)
Nancy Hager (Professor/Director of Conservatory of Music)
Steve Little (Acting Vice-President/Finance and Administration)
Milga Morales (Dean for Student Life)
Richard Pizer (Dean/Graduate Studies and Research)
Deborah A. Shanley (Dean/School of Education)
Charles Tobey (Chair of Physical Education and Exercise Science)
Maurie Callahan (Executive Assistant to the Provost/Staff)
Alice Newcomb-Doyle (Assistant Director of Public Relations/Staff)

Planning Council Subcommittees

Academic Quality: Faculty

Eric Steinberg (Assistant Provost), Chair
Malgorzata Ciszewska (Chemistry)
Margaret King (History)
Betty Levin (Health and Nutrition Sciences)
Mariana Regalado (Library)
Nelson Santos (Student)

Academic Quality: Programs

Philip Gallagher (History), Chair
Karen Boothe (Student)
Myra Kogen (Learning Center)
Peter Lesser (Physics)
Abigail Rosenthal (Philosophy)
Rosamond Welchman (School of Education)

Academic Quality: Students

Kathleen Axen (Health and Nutrition Sciences), Chair
Alberto Bursztyn (School of Education)
Mundeep Kainth (Student)
Stephen Lepore (Psychology)

Maria Perez y Gonzalez (Puerto Rican and Latino Studies)
William Sherzer (Modern Languages and Literatures)

Community Outreach

Jerome Krase (Sociology), Chair
Esther Polanco (Student)
Nancy Romer (Psychology)
Anthony Stevens-Arroyo (Puerto Rican and Latino Studies)
Donald Wenz (Campus Security and Public Safety)
Helen Wussow (Continuing Education)

Educational Technology

Roger Dunkle (Classics), Chair
Moraima Burgos (Student)
George Brunner (Conservatory of Music)
Nick Irons (Academic Computing Center)
Lilia Melani (English)
Wayne Powell (Geology)
Lori Scarlatos (Computer and Information Science)

External Scan

Richard Pizer (Graduate Studies), Chair
Ellen Belton (Undergraduate Studies)
Sally Bermanzohn (Political Science)
Maurie Callahan (Provost's Office)
Bonnie Impagliazzo (Institutional Advancement)
Lincoln Sessoms (Enrollment Services)

Financial Health and Effective Resource Management

Mervin Verbit (Sociology), Chair
Shara Berkowitz (Student)
David Bloomfield (School of Education)
Kathleen Gover (Undergraduate Studies)
Mereese Ladson (Comptroller and Business Services)
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 Higginbotham (Library)
Bruce MacIntyre (Conservatory of Music)
Howard Spivak (Library)
Denise Superville (Student)
Scott Yates (Information Technology Services)

Internal and External Communications

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

Modern Facilities

Hal Himmelstein (Television and Radio), Chair
Antony Arcadi (Economics)
Steve Czihak (Facilities Planning and Operations)
Miriam Deutch (Library)
Scott Kuperberg (Student)
Richard Magliozzo (Chemistry)
Stephen Margolies (Art)

Performance Assessment

Steve Little (Finance and Administration), Chair
Aaron Tenenbaum (Computer and Information Science)
Kathleen Gover (Undergraduate Studies)
Glen Hass (Psychology)
H. Andrew Riew (Institutional Research)

Student-Centered Programs and Policies

Mark Patkowski (English as a Second Language), Chair
Melanie Bush (Student Life)
Carol Korn (School of Education)
Gregory Kuhlman (Personal Counseling and Career Services)
Robert Ramos (Student)
Lincoln Sessoms (Enrollment Services)