



Self-Study Report Prepared for  
the Middle States Commission  
on Higher Education

Review Period 2009–2019



## Table of Contents

Executive Summary .....	1
INTRODUCTION .....	5
I.1 Overview of Brooklyn College.....	5
I.1.1 Trends in Enrollment .....	8
I.1.2 Faculty and Staff.....	9
I.1.3 Trends in Affordability and Student Success .....	12
I.2 Significant Changes and Challenges Since the 2009 Self-Study .....	12
I.2.1 Leadership .....	12
I.2.2 Academic Affairs Organizational Structure .....	13
I.2.3 New Strategic Plan .....	14
I.2.4 Significant Curricular Changes .....	15
I.2.5 Facilities.....	15
I.3 Brooklyn College’s Recent MSCHE History .....	16
I.4 The 2016-2019 Self-Study Process .....	17
I.5 Organization of this Report .....	18
CHAPTER 1 .....	19
1.1 Introduction.....	19
1.2 Mission.....	19
1.2.1 Mission Development: Strategic Planning Process .....	20
1.2.2 Alignment with CUNY .....	21
1.2.3 Awareness of Mission Statement.....	22
1.3 Quality of a Brooklyn College Education.....	22
1.4 Diversity of the Brooklyn College Community .....	23
1.5 Affordability of a Brooklyn College Education.....	24
1.6 Integration with Community .....	26
1.7 Supporting the Mission .....	27
1.8 Recommendations Aligned with the College’s Strategic Plan .....	27
CHAPTER 2 .....	28
2.1 Introduction.....	28

2.2 Ethical Conduct, Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property.....	28
2.3 Creating a Climate of Respect .....	29
2.4 General Policies that Govern Students, Faculty, and Staff.....	30
2.5 Policies Governing the Student Experience.....	31
2.6 Faculty Personnel Policies .....	33
2.6.1 Promotion and Tenure/Certificate of Continuous Employment (CCE).....	34
2.6.2 Professional Development .....	35
2.6.3 Faculty Complaints and Grievances Procedures.....	35
2.7 Staff Personnel Policies .....	35
2.7.1 Staff Career Advancement/Professional Development .....	36
2.7.2 Staff Complaints and Grievances.....	36
2.8 Recommendations Aligned with the College’s Strategic Plan .....	36
CHAPTER 3 .....	37
3.1 Introduction.....	37
3.2 Academic Program Offerings .....	37
3.3 Faculty.....	39
3.3.1 Faculty Qualifications and Diversity .....	40
3.3.2 Faculty Qualifications and Assessment .....	41
3.4 General Education.....	44
3.5 Graduate Education.....	48
3.6 Academic Support.....	48
3.6.1 Academic Services and Resources.....	48
3.6.2 Support for Specialized Student Groups.....	49
3.7 Recommendations Aligned with the College’s Strategic Plan .....	51
CHAPTER 4 .....	52
4.1 Introduction.....	52
4.2 Admissions, Retention and Graduation .....	52
4.2.1 Momentum.....	53
4.2.2 Retention and Graduation .....	55
4.3 Student Information and Records .....	58

4.4 Adequacy and Accessibility of Web-Based Information.....	59
4.5 Access to Face-to-Face Support.....	60
4.6 Adequacy of Co-Curricular and Extra-Curricular Activities.....	62
4.7 Adequacy of Staff in Student Support Areas.....	64
4.8 Recommendations Regarding Standard IV and Strategic Plan Alignment .....	64
CHAPTER 5 .....	65
5.1 Introduction.....	65
5.2 Current Status of Assessment at Brooklyn College: Linkages Among Educational Goals and Programs .....	65
5.2.1 Overview of Educational Goals, Interrelationships, Alignment with Mission.....	66
5.2.2 Organization of Assessment .....	66
5.2.3 Systematic Assessment, Preparation of Students, and Sustainability .....	68
5.2.4 Supporting and Sustaining Assessment and Communicating Results to Stakeholders ..	72
5.3 Using Assessment Results for the Improvement of Educational Effectiveness .....	73
5.4 Periodic Assessment of the Effectiveness of Assessment .....	80
5.5 Success of Graduates .....	80
5.6 Recommendations Aligned with the College’s Strategic Plan .....	82
CHAPTER 6 .....	83
6.1 Introduction.....	83
6.2 Linkages among Institutional Objectives, Assessment, Planning and Resource Allocation .	83
6.3 General CUNY Budget Allocation Process for Senior Colleges.....	85
6.3.1 Overview of the Brooklyn College Tax Levy Budget .....	86
6.4 The Financial Planning and Budget Process.....	87
6.4.1 Operating Budget Planning Processes .....	87
6.4.2 Capital Budget Planning .....	89
6.4.3 Technology Budget Planning.....	89
6.4.4 Fiscal and Human Resources .....	90
6.5 Alternative Sources of Funding and Revenue .....	91
6.5.1 Income Funds Reimbursable (IFR).....	91
6.5.2 Non-Tax Levy .....	92
6.5.3 Auxiliary Enterprise Corporation (AEC).....	92



6.5.4 Brooklyn College Foundation (BCF).....	92
6.5.5 CUNY Research Foundation (RF).....	92
6.6 Improvements to Administrative Processes.....	93
6.6.1 College Facilities .....	93
6.6.2 Improving the Procurement Department .....	94
6.7 Annual Audits .....	95
6.8 Recommendations Aligned with the College’s Strategic Plan .....	95
CHAPTER 7 .....	97
7.1 Introduction.....	97
7.2 Governance .....	97
7.2.1 Changes to Local Governance and Bylaws .....	99
7.3 Administration .....	99
7.3.1 Implementation of a Five-School Structure.....	100
7.3.2 Technology to Support Administration in the Delivery of Services to Students.....	102
7.3.3 Assessment of the College President, College Leadership and Administration.....	104
7.4 Recommendations Aligned with the College’s Strategic Plan .....	105
CHAPTER 8 .....	106

## List of Tables

Table I.1 Most Popular Undergraduate and Master’s Programs, Fall 2017 .....	7
Table I.2 Ethnicity of Brooklyn College Students—Undergraduate and Graduate, Fall 2017 .....	9
Table I.3 Number of full-time and part-time staff at Brooklyn College, Fall 2017 .....	10
Table I.4 Change in Faculty by Rank, 2013 - 2018 .....	10
Table I.5 Change in Ethnic and Racial Composition of the Faculty, 2013 - 2018 .....	11
Table 1.1 Alignment of CUNY Master Plan and Brooklyn College Mission Statement .....	21
Table 1.2 Comparison of tuition 2018-2019: Brooklyn College vs. Benchmarks.....	24
Table 1.3 Why do students choose Brooklyn College: Perceptions of Students, Faculty, Staff and Alumni .....	25
Table 2.1 Summary of Academic Integrity Allegations, 2013-2018.....	32
Table 3.1 New Academic Programs at Brooklyn College (since 2009) by School and Credential	37
Table 3.2 Full-Time Brooklyn College Faculty by Rank and School .....	40
Table 3.3 Results of Tenure, Promotion, and CCE Review Process .....	42
Table 3.4 What is Valued and What Should be Valued? – Faculty Responses.....	43
Table 3.5 Student Perceptions of Faculty .....	43
Table 3.6 CUNY General Education Requirements .....	45
Table 4.1 Gateway Course Completion Rates (2017-2018) .....	54
Table 4.2 Retention and Completion: Comparison across CUNY Senior Colleges, 2017-18 .....	55
Table 4.3 Inventory of Professional Academic Advising.....	56
Table 4.4 “Courses that I need are offered frequently enough.” – Student Responses .....	57
Table 4.5 Selected Student Support Offices with URLs.....	59
Table 4.6 “It is easy to find the information that I need on the Brooklyn College website.” – Student Responses .....	60
Table 4.7 Co-Curricular Programs/Offices with URLs .....	63
Table 4.8 Intercollegiate and Intermural Athletic Opportunities.....	63
Table 5.1 Status of SLO Assessment, AY 2014-2015 vs. AY 2017-2018 .....	69
Table 5.2 Status of Assessment Reports by AES .....	78
Table 6.1 Tax Levy Funding (in thousands).....	87

**List of Figures**

Figure I.1 Changes in Undergraduate and Graduate Enrollment, 2009 - 2018 .....	8
Figure I.2 First-time Freshmen Versus Transfer Enrollment, 2009 - 2018 .....	9
Figure 1.1 Student Race and Ethnicity, 2009 - 2017 .....	23
Figure 3.1 Curriculum Development Process: Course and Program .....	38
Figure 6.1 The Brooklyn Campus IEP Model .....	84



## Appendices

- I.A. Faculty Scholarly Productivity
- I.B. Full-time Faculty Coverage
- I.C. Academic Departmental Planning Template
- I.D. Staff – Race and Ethnic Diversity
- I.E. Executive Staff Resumes/CVs
- I.F. Deans’ Position Description
- I.G. Integrated Planning Overview
- I.H. Strategic Plan Report Card
- I.I. General Education Assessment Plan
- I.J. New Degree Programs
- I.K. Credit Hour Report
- I.L. Steering Committee and Working Group Membership
- 1.A. College, School and Program Mission Statement Alignment
- 1.B. Community Engagement Programs
- 1.C. Tax Levy Budget Summary
- 3.A. Opportunities for Curricular Synthesis
- 3.B. History of Pathways at Brooklyn College
- 3.C. Oral Communication and Technological Competency Courses
- 4.A. Office of Institutional Research and Data Analysis’ Chairs’ Orientation Presentation  
November 2018
- 4.B. FERPA Professional Development
- 5.A. Summaries of Recent Self Studies/Program Reviews
- 5.B. Prior General Education Assessment Samples
- 5.C. OER Report 2017-2018
- 5.D. Data on Students and Economic Mobility
- 6.A. Planning and Budgetary Alignment Template
- 6.B. Planning Template – President’s Cabinet
- 6.C. Three Year Budget Projections
- 6.D. Budget Request Template
- 6.E. CUNY Comparison – Budget Revenue
- 6.F. Tuition Revenue Summary
- 6.G. Fundraising Plan

## Executive Summary

With a new President at the helm, Brooklyn College is intentionally transforming itself to fundamentally address the challenges that confront urban, public, higher educational institutions today. The College's history of excellence inspires our community, as stated in our new Strategic Plan, to become a "world-class, distinctive engine of intellectual discourse and social mobility" as we prepare our students to shape and improve the rapidly-changing world they will inherit. These aspirations form the College's newly-adopted, 2018 [vision statement](#) (p.4), the focal point that guides our mission and planning.

Our Self-Study reports Brooklyn College's preparation for our decennial accreditation review by the Middle States Commission on Higher Education (MSCHE) within the context of these ambitions. Our self-study process not only coincided with the inauguration of our new president, Michelle J. Anderson, but also with the development of the College's 2018-2023 Strategic Plan. The exploration required for each of these rigorous institutional assessments and planning processes has helped inform the other, providing information and insights that expand our knowledge about our College and sharpen our image of its future.

Starting in 2016, the Self-Study's Steering Committee and eight working groups investigated the College's compliance with the Middle States Commission on Higher Education's Seven Standards of Accreditation and Requirements of Affiliation as described in the MSCHE's *Higher Education's Standards of Accreditation and Requirements of Affiliation*, 13<sup>th</sup> edition. The Self-Study seeks to provide evidence that demonstrates what the College believes to be its clear and strong commitment to each of the Standards and Requirements. Brooklyn College has benefitted greatly from the self-study process and is honored to provide the Commission with our 2019 Self-Study Report in preparation for our review.

### The Self-Study Process

The Self-Study was led by the Steering Committee, co-chaired by Dr. Jeremy Porter, Professor of Sociology, and by Dr. Jo-Ellen Asbury, the Associate Provost for Institutional Planning and Assessment. The Steering Committee is composed of faculty and administrators who oversaw the development of the specific research questions for each of the Standards of Accreditation. The research design was approved by the Commission. We have since augmented the design, in consultation with our MSCHE Review Committee Chair, to more fully address the criteria for each Standard.

The Steering Committee worked in collaboration with eight working groups that it established to investigate the research questions specified for each of the Standards. The eighth group verified the College's compliance with the Requirements of Affiliation. Evidence of compliance, transparency, diversity and inclusion, and information accessibility are some of the common themes that cross the research questions. The Steering Committee provided information, feedback, and guidance to the working groups. The working groups included faculty and administrators with expertise and interest in particular areas related to each Standard. The Self-Study Draft Report was circulated to

the entire Brooklyn College community for feedback; these recommendations have greatly informed the final document.

## **Overview of the Self-Study Report**

The primary goal of the Self-Study was to investigate the College's compliance with each of the Commission's Standards and to show and ensure that it has processes and systems in place to assure continuous improvement with regard to the criteria that define each Standard. The working groups collected considerable data about each Standard. Analyses of the data demonstrated compliance to the committee members, and were used to make recommendations for improvements. As the Self-Study Report indicates, the recommendations are aligned with the College's new strategic plan goals. The reports developed by the working groups were submitted to the Steering Committee and form the basis of the Self-Study Report.

An overview of the findings and recommendations for each of the seven Standards follows.

### **Standard I Mission**

The College revised its mission statement in 2018 through its strategic planning process. The new statement is similar to the one that preceded it: it addresses the quality of education at the College; the diversity of our community; the affordability of our programs; and our engagement with the larger community. New is an emphasis on intellectual freedom and on specifying the education of first-generation, immigrant students. The mission informs all aspects of planning on campus. The Working Group also found that not all members of the community were knowledgeable about the mission. The group recommended that the mission be featured more prominently on campus so that all students could be more fully oriented to it. In addition to knowledge about the mission, the Working Group investigated the extent to which the College lives the key elements of its mission. It found that the mission propels the campus's work in all of its dimensions. As enrollments shift and the demography of the borough of Brooklyn changes, it was recommended that the campus monitor our student body's diversity to ensure that the College is positioned to remain representative of our locale.

### **Standard II Ethics and Integrity**

The Working Group noted that the strength and scope of policies in place at the College and the University assure integrity and ethical behavior. The Committee found the College to be in compliance with the criteria of the Standard. A primary area of investigation was the transparency and accessibility of policies and information related to the Standard. The way in which the College operationalizes its fundamental values of diversity and inclusion was also explored. Pushing off from the success of recent implicit bias training for faculty search committee members last year, the committee recommended extending the same development opportunity to all faculty and staff. Including specific policies related to grievance procedures into the Faculty Handbook and Student Handbook was also recommended as was the development of a staff handbook.



### **Standard III: Design and Delivery of the Student Learning Experience**

The Working Group found that the strength of the student learning experience is demonstrated by the high quality of the education the College provides its students. The quality of its programs is affirmed by the extent of the external recognition the College receives, the valuation of external accrediting bodies, the scope and coherence of programming, the level of curricular assessment, the high level of its faculty preparation and full-time course section coverage, clear academic programming, and considerable support services, among other metrics. Recommendations include additional support for faculty research and mentoring and the continued comprehensive evaluation of graduate programming.

### **Standard IV**

The Working Group explored the student experience from recruitment to graduation and found the College to be in compliance with the requirements of the Standard. It found the processes to be clearly defined and aligned with the mission. Students receive appropriate services, and the institutional outcome data demonstrate the extent of their success. The Working Group recommended a thorough assessment of the Brooklyn College website's navigability for students. Improvements in advisement were also recommended, including cross-campus coordination. The College has a limited number of professional advisors to serve students early in their academic careers, and the Working Group recommended the expansion of this unit to serve sophomores. The Working Group noted that more research on sophomore attrition was needed to develop comprehensive strategies for the improved retention of the group. Enhancements to scheduling and a review of transfer credit policies, particularly related to prior learning assessment, were also proposed for consideration.

### **Standard V**

The Working Group focused on investigating the progress the College has made since 2016 in developing a culture of assessment on campus. It found that the College has made great strides over this period and that it has put in place strategies to enhance the quality of assessment. Recommendations that emerged from the Self-Study include: changes to the program review time line and scope; the continued development of a dedicated assessment document repository, and the implementation of new assessment strategies that leverage the College's new school structure and strengths in assessment. These recommendations aim to support a sustained practice of assessment throughout the institution through distributed leadership, improved information management, and closing the loop on improvements.

### **Standard VI**

The processes the College uses to guide planning, budgeting, assessment and improvements to increase effectiveness were the focus of the Working Group's effort in examining the College's compliance with the criteria of the Standard. The chapter describes the University's and the College's overall budgeting processes and shows how our processes and structures are linked to our [Strategic Plan's](#) goals. The chapter also provides examples of how we use data to allocate resources to make improvements in services and programs.

The Working Group also explored the use of assessment and evaluation to drive decision-making processes. Across units, objectives are consistent with internal goals, in alignment with the overarching goals of the College, and in compliance with CUNY policy and guidelines. The studies the Working Group undertook also show that assessment and data-driven decision-making and planning occur in multiple ways across a broad range of units to improve overall effectiveness. The Working Group found that the campus has considerable information to use to guide decision-making. The Working Group recommended that centrally-available data be routinely analyzed and presented to end-users in ways that facilitate applying the information to planning and assessment functions. Developing mechanisms to help the College prioritize data requests was also recommended.

## **Standard VII**

The Working Group focused its efforts on an examination of the College's governance, organizational structure, and staffing. The investigation verified that Brooklyn College is transparent in its governance and administrative structures and that these structures promote Brooklyn College's ability to carry out its mission and goals effectively in order to serve its students and all other stakeholders. It was recommended that the College continue to focus on developing a culture of transparency, service, and trust. It was also recommended that governance documents be revised to incorporate the responsibilities and authority of the deans, an effort that is planned to take place in spring 2019 as stated in our Strategic Plan.

An Introduction to the Self-Study follows this summary. It provides an overview of the College, outlines the structure of the Self-Study Report, and describes significant trends and challenges. Linkages between information in the Self-Study Report and the Strategic Plan are specified in parentheses, e.g. (SP Goal Number, Objective Letter) throughout. Hyperlinks to evidentiary materials are followed by (page#) throughout the body of the report as applicable.

## INTRODUCTION

Founded in 1930, Brooklyn College has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1933. This Self-Study Report demonstrates compliance with MSCHE's seven Standards, probes selected research questions related to each Standard, and specifies recommendations for the College's continued improvement.

Our Self-Study Report tells the story of an institution with an [historical identity](#) synonymous with the traditions of the liberal arts, engaged in transformation as it solidifies its position in the rapidly-shifting landscape of global higher education. Since the inauguration of Michelle J. Anderson as Brooklyn College's 10<sup>th</sup> president in August 2016, the College has examined its history and analyzed its current circumstances in order to chart a future with intention. An inclusive [strategic planning process](#), undertaken in 2017 and conducted over an 18-month period, unified stakeholders and provided the community a detailed [roadmap](#) for navigating the course of institutional improvement. This Self-Study Report process has further deepened the College's collective understanding of itself and framed a wider lens to help envision its future.

In this introduction to the Self-Study Report, we present an overview of Brooklyn College, survey trends, specify key developments, and describe the self-study process.

### I.1 Overview of Brooklyn College

Brooklyn College is one of 25 higher educational institutions of the [City University of New York \(CUNY\)](#), the largest urban University system in the nation. CUNY serves over 274,000 degree-seeking students. The CUNY system emphasizes shared resources and ease of transfer between its constituent campuses. As a premier liberal arts institution among CUNY's 11 senior colleges, and ranked by the University as among its five most selective colleges offering both bachelor's and master's degrees, Brooklyn College works closely with the University's central administration, its peer institutions, the system's seven community colleges, and the Graduate Center, which houses most of CUNY's doctoral programs. Many Brooklyn College faculty also teach at the Graduate Center, where they have the opportunity to collaborate with colleagues from across the University and to mentor and engage in research with doctoral students.

A vibrant, academic community, Brooklyn College has been shaped by centuries of immigration and the promise of social mobility expressed in its mission. It was the first public, coeducational college in New York City. Located in the borough of its namesake, the College mirrors the richness of that borough's extraordinary diversity. As of fall 2018, 18,125 students are enrolled in the College's undergraduate, graduate, master's, and certificate programs.

Brooklyn College sits on a tree-lined, 35-acre campus, nationally acclaimed for its exceptional beauty. The College has deep roots in the surrounding community, as evidenced by an active alumni association, a host of neighborhood partnerships, and specialized academic and service programming.



The College takes pride in serving its locale: 75% of our [students reside](#) in Brooklyn. Our students [hail from 139 countries](#) and speak more than 103 languages. Over a quarter of our students speak a language other than English at home. Our [83](#) undergraduate and [72](#) graduate programs have been designed to reflect students' interests, open-up new vistas of knowledge and meaning, and prepare them for the future.

Brooklyn College has been called "[the poor man's Harvard](#)." Indeed, in a *Chronicle of Higher Education* [survey of public colleges](#), Brooklyn College ranked eighth in the nation for students' socio-economic mobility, that is, the College's ability to lift low-income students into the middle class. This ranking underscores the impact of our students' attainment: our graduates are prepared for both a broad spectrum of careers and graduate schools. Recent [survey data show](#) that approximately 90% of our recent graduates are employed or pursuing further education.

Program-and school-level accreditations attest to our emphasis on academic quality through assessment and improvement. These include: the master's program in speech-language pathology, accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language Hearing Association; the master's program in school counseling, accredited by the Council for Accreditation of Counseling and Related Educational Programs; The Didactic Program in Dietetics, accredited by the Accreditation Council for Education in Nutrition and Dietetics. In addition, the School of Education is accredited by the National Council for Accreditation of Teacher Education and in the process of seeking accreditation from the Association for Advancing Quality in Educator Preparation. Finally, the Murray Koppelman School for Business is currently a candidate for accreditation from the Association to Advance Collegiate Schools of Business (AACSB). All of Brooklyn College's academic programs are registered by the New York State Education Department (NYSED).

[National rankings](#) in the past two years alone underscore the high quality of the educational experience across Brooklyn College.

- [U.S. News & World Report](#) ranked Brooklyn College as having the **#1 Most Ethnically Diverse College** among regional campuses in the North.
- [U.S. News & World Report](#) ranks Brooklyn College as the **#2 Best Value School** in the North.
- [Chronicle for Higher Education](#) ranked Brooklyn College in **#8 Best College for Students' Socio-Economic Mobility** among all public colleges in the nation.
- [U.S. News & World Report](#) ranked Brooklyn College as the **#12 Best Undergraduate Teaching** among regional colleges in the North.
- [Best Colleges](#) ranks Brooklyn College the **#14 Most Beautiful College Campus**.
- [U.S. News & World Report](#) ranked Brooklyn College as **#19 Top Public College** in the North.
- [U.S. News & World Report](#) ranked Brooklyn College as **#74 Best Regional College** in the North.
- [Money Magazine](#) ranked Brooklyn College in the **Top 20% of Best Colleges for your Money**.
- [Forbes](#) ranks Brooklyn College **#70 Best Value College** in the nation.
- [Best Value Schools](#) ranks Brooklyn College among the **Top 30 Most Beautiful Campuses, Top 30 Best Small Colleges for Aspiring Filmmakers, Top 50 Best Colleges for Teaching Degrees, and Top 100 Most Affordable Colleges in America**.

Students are drawn to Brooklyn College because of its academic excellence, [affordability](#), and the [scope of its offerings](#). Once they study here, the vast majority of students report [\(72%; Table 8, Q2\)](#) that they are satisfied or very satisfied with their academic experience.

Reflecting a trend across higher education, the academic programs with obvious career paths have become particularly popular with students. As Table I.1 shows, our largest undergraduate degree programs are Psychology (BA and BS), Computer Science (BS), Accounting (BS), and Biology (BS), which together account for about 25% of undergraduate enrollments. Our largest master's programs are all in professional study areas, including Early Childhood Teachers (MSED), Teaching Students with Disabilities (MSED), School Counseling (MSED), Business Administration Global Finance (MS), and Business Administration General Business (MS).

*Table I.1 Most Popular Undergraduate and Master's Programs, Fall 2017*

<u>Undergraduate</u>				<u>Graduate</u>			
Program	Degree	Majors	%	Program	Degree	Majors	%
Psychology	BA	978	8.2%	Early Childhood Teachers	MSED	169	8.7%
Computer Science	BS	571	4.8%	Teaching Student w/Disabilities	MSED	128	6.6%
Accounting	BS	530	4.5%	School Counseling	MSED	98	5.1%
Psychology	BS	529	4.5%	Business Administration Global Finance	MS	86	4.4%
Biology	BS	420	3.5%	Business Administration General Business	MS	83	4.3%

Source: Office of the Associate Provost for Faculty and Administration, Brooklyn College Enrollment Analysis, 11/15/18.

In addition to our remarkably diverse student body and the breadth and quality of our academic programs, Brooklyn College boasts an extraordinarily dedicated [faculty of 524 members](#) (IPEDS 2017-2018, Human Resources Component Summary) who distinguish themselves through innovative teaching, research, creativity, and service. They are [recipients](#) of numerous honors, grants, fellowships, and prizes. Many have earned the highest distinctions in their fields, including (with examples hyperlinked) the [Pulitzer Prize](#), [Academy Award](#), [Emmy Award](#), [Obie Award](#), [Peabody Award](#), [Rome Prize](#), [American Book Award](#), [National Science Foundation Award](#), [NAACP Image Award](#), and [Presidential Medal of Freedom](#). They have won fellowships and grants (with examples hyperlinked) from the [NEA](#), the [NIH](#), the [NSF](#), the [NIMH](#), the [Guggenheim Foundation](#), the [Ford Foundation](#), the [Fulbright Program](#), and the [MacArthur \("genius"\) Program](#). Over the last decade, they have contributed nearly 12,000 scholarly and creative works to their fields (Appendix I.A).

Of note, Brooklyn College and its excellent faculty have helped develop future luminaries in their fields. An [extraordinary list](#) of distinguished alumni (with examples hyperlinked) include winners of the [Nobel Prize in Medicine](#), [Pulitzer Prize](#), [Man Booker Prize](#), [Academy Award](#), [Tony Award](#),

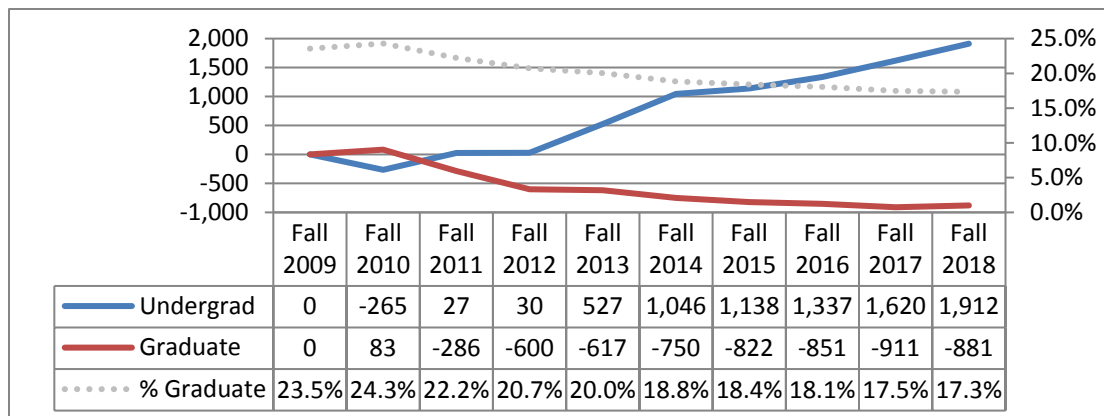
[American Academy of Poets Award](#), [Obie Award](#), [Grammy Award](#), [PEN/Laura Pels Award](#), [Whiting Award](#), [Nebula Award](#), [Peabody Award](#), [Edward R. Murrow Award](#), [O. Henry Award](#), [National Book Award](#), [MacArthur \(“genius”\) Award](#), and a rare (and funny) [EGOT](#) winner. Alumni also include two [U.S. Senators](#) and a number of [Congressmembers](#), including [Shirley Chisholm](#). These honorable graduates further distinguish the College.

Both undergraduate and graduate students, as our full-time faculty coverage data (Appendix I.B) demonstrate, have considerable opportunity to work closely with faculty in the classroom, as well as through [student clubs](#), [community service](#), [civic engagement](#), and [research](#). It is the strength of this bond that undergirds student success at the College.

### **I.1.1 Trends in Enrollment**

Over the past ten years, total enrollment at Brooklyn College has grown by 5.7%, from 17,094 in fall 2009 to 18,125 in fall 2018. As figure I.1 shows, the College has experienced both overall enrollment growth—an increase of 1,031 students—and shifts in the composition of the student body. While undergraduate enrollments have risen sharply since 2013, graduate enrollments have declined since 2012. Graduate enrollment dipped from 24% of total enrollment to 17% during the period. The absolute decline in graduate students reflects national trends for [public institutions](#) (p.16) with similar classifications; it is an enrollment trend common across the University’s senior colleges.

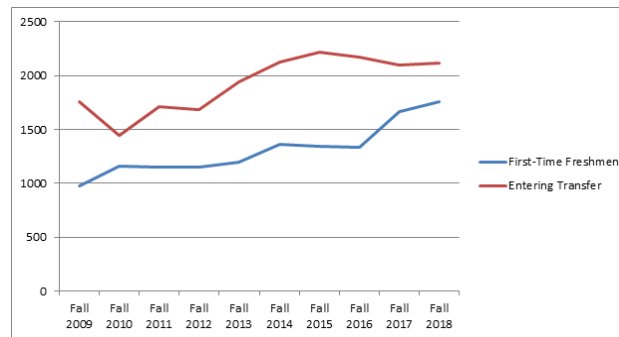
*Figure I.1 Changes in Undergraduate and Graduate Enrollment, 2009 - 2018*



Source: Office of Institutional Research; Office of the Associate Provost for Research and Administration

As the first-year class has grown at Brooklyn College, the difference between the number of entering first-year students and entering transfer students has narrowed, as Figure I.2 indicates.

*Figure I.2 First-time Freshmen Versus Transfer Enrollment, 2009 - 2018*



Source: Office of Institutional Research;  
Office of the Associate Provost for Research and Administration

These changes in enrollment patterns have implications for revenue, curriculum, and services. As discussed throughout this Self-Study Report, the College has responded to these changes by investing in strategies to improve student success, facilitate transfer and access, and update the curricula.

The [Fall 2017 enrollment snapshot](#) provides other important information about the student profile: 73% of our undergraduates study full-time, and 76% are under 25. Females comprise 60% of the student body, and 45% of our students are first-generation college students.

Table I.2 outlines the extensive ethnic diversity of our students, which is a source of considerable pride on the campus.

*Table I.2 Ethnicity of Brooklyn College Students—Undergraduate and Graduate, Fall 2017*

Ethnicity	%
American Indian or Alaskan Native	0.2%
Asian	17.1%
Black or African American	17.5%
Hispanic	20.3%
Native Hawaiian or Other Pacific Islander	0.15%
White	25.5%
Two or more races	1.5%
Missing/Unknown	17.4%

Source: Office of Institutional Planning, Research and assessment, Fall 2017,  
[http://www.brooklyn.cuny.edu/web/abo\\_misc/171120\\_Enrollment\\_Snapshot\\_Fall\\_2017.pdf](http://www.brooklyn.cuny.edu/web/abo_misc/171120_Enrollment_Snapshot_Fall_2017.pdf) p.2

The age profile of our graduate students differs from our undergraduates. The majority are older, between 25 and 40, and 80% of them study part-time.

### **I.1.2 Faculty and Staff**

The College has 1,254 full-time and 1,419 part-time employees. Table I.3 shows their distribution.

*Table I.3 Number of full-time and part-time staff at Brooklyn College, Fall 2017*

	Full-time Employees		Part-time Employees		Total
	n	%	n	%	n
Faculty (with Librarians)	538	42.90%	735	51.80%	1,273
Executive	28	2.23%	n/a	n/a	28
Professional Staff	299	23.84%	62	4.37%	361
Classified Civil Service	389	31.02%	622	43.83%	1,011
<b>Total</b>	<b>1,254</b>	<b>100%</b>	<b>1,419</b>	<b>100%</b>	<b>2,673</b>

Source: IPEDS Human Resources, Fall 2017.

From spring 2015 through fall 2018, Brooklyn College reduced administrative staffing by 44 positions, a 6% reduction. Due to budget challenges, the College cancelled 12 staff searches during spring 2015 and instituted a strategic assessment plan for future staff searches. The College has carefully streamlined its administrative operations to address budget realities and to maximize full-time faculty coverage.

Of our 524 faculty as of fall 2018, twenty-two had substitute or visiting appointments in fall 2018 and are therefore not reflected in Table I.4 below. The current non-substitute and non-visiting faculty members are distributed among the ranks as Table I.4 illustrates.

*Table I.4 Change in Faculty by Rank, 2013 - 2018*

Rank	Fall 2013	Fall 2018	%Δ	Δ
Professor/Dist Professor	205	198	- 3.4%	-7
Associate Professor	135	162	+ 20.0%	27
Assistant Professor	143	112	- 21.7%	-31
Lecturer/Instructor	39	25	- 35.9%	-14
Clinical Prof/Dist Lect	4	5	+ 25.0%	1
<b>Total</b>	<b>526</b>	<b>502</b>	<b>-4.6%</b>	<b>-24</b>

Source: Office of the Associate Provost for Faculty and Administration  
FT Faculty History Race Rank Ethnicity Over Time, Fall 2018

As the above table shows, over the past five years, we see an overall increase in more senior level faculty. Attention to rank distribution is slated to become an increasingly important part of departmental planning (Appendix I.C); a distribution of faculty across professorial ranks bolsters the work of departments and supports institutional needs for continuity and change. We are seeing



evidence of an aging faculty, with 23% of our full-time ranks above the age of 68 and numerous other faculty members approaching retirement.

As faculty lines open, the College plans to diversify the full-time faculty to reflect more fully the diversity of the student body (Table 1.2 above), and to ensure that students and faculty from underrepresented groups are more fully supported in the College community. Table I.5 shows the ethnic and racial composition of the College's full-time faculty and its change over the last five years.

*Table I.5 Change in Ethnic and Racial Composition of the Faculty, 2013 - 2018*

Ethnicity/Race	Fall 2013	Fall 2018	%Δ	Δ
White	395	360	- 8.9%	- 35
Asian	58	69	+ 19.0%	+ 11
Hispanic	33	37	+ 12.1%	+ 4
Black or African American	35	31	- 11.4%	- 4
Two or more races	3	4	+ 33.3%	+ 1
Other	2	1	- 50.0%	- 1
Total	526	502	- 4.6%	- 24

Source: Office of the Associate Provost for Faculty and Administration  
FT Faculty History Race Rank Ethnicity Over Time, Fall 2018

Since 2013, the number of white faculty has declined while the numbers of Asian and Hispanic faculty have increased by 19% and 12%, respectively. The number of Black/African American faculty has unfortunately declined by 11% during that same period. While these changes include diversity gains in the overall racial and ethnic composition of the faculty, these gains have been slow, and they exclude Black/African American faculty.

Although more diverse than faculty, full-time staff does not mirror the diversity of our student population. Diversity among staff has been relatively stable since 2009; staff is 41% white, 34% Black/African American, 14% Hispanic, and 8% Asian. Our part-time staff has diversified slowly and steadily, with a 14% decline in white part-time staff and a roughly 5% increase each in Black/African American, Asian, and Hispanic staff (Appendix I.D). African American and Hispanics are underrepresented among staff relative to the student population of Brooklyn College. There are also some disparities by gender and by job category. For example, Black/African American and Hispanic staff members are relatively over-represented among administrative assistants, accounting for approximately 46% of all administrative assistants.

During the self-study process, we asked all groups about their perceptions of diversity. Faculty, staff and students responded to the following query (Q7) in the [MSCHE Surveys](#): “Please rate the diversity of Brooklyn College in the following areas...”

Across all groups, the majority of respondents reported being ‘satisfied’ with the level of diversity of the faculty, staff and students on campus. This was particularly true regarding the diversity among students on campus. Respondents were somewhat less satisfied with the diversity among faculty and staff/administration.

To address these realities, the Brooklyn College Strategic Plan specifies activities the College is undertaking to increase and retain faculty from underrepresented groups, especially among Blacks/African Americans (SP1.B). Increased attention to diversity in hiring is also part of the College's overall recruitment strategy.

Initiatives are underway to address the disparities, including, attention to the development of ads and their internal review, specific recruitment efforts and advertising, the composition of search committees, professional development for staff, and faculty on implicit bias. The College is closely monitoring the implementation of these strategies and will be assessing the impact yearly.

### **I.1.3 Trends in Affordability and Student Success**

Brooklyn College remains unusually affordable, a key element of its access mission (SP5.B). [Tuition](#) is decidedly low relative to peer institutions. National rankings, cited in Section I.1 above, demonstrate that the College is viewed as a top value college, with low tuition and high academic return. When affordability is coupled with the College's success in retaining and graduating first-generation students, we can see the College's effectiveness in realizing core aspects of its mission.

Moreover, Brooklyn College is on an upward trajectory in improving academic momentum and its retention and graduation rates. In 2017, for instance, its six-year graduation rate rose to [58.1%](#), a 7% increase over the previous year, and the second highest rate among CUNY senior colleges. We have documented similar gains in academic momentum for both first-year students and transfer students. Retention in the second year is challenging; we have begun working to address that challenge as described in Chapter V.

## **I.2 Significant Changes and Challenges Since the 2009 Self-Study**

### **I.2.1 Leadership**

Since our last MSCHE Self-Study Report, the senior administration of the College has changed markedly. President Karen Gould stepped down after seven years of service and [Michelle J. Anderson](#), previously Dean of the CUNY School of Law, was named Brooklyn's 10<sup>th</sup> president beginning August 2016. President Anderson has brought a focus to the College on strategic planning, integrated planning and assessment, and team-building. Her emphasis on diversity and inclusion, transparency, research, and evidence-based decision-making have inspired stakeholders and provided the College with tools to advance cross-divisional work. These developments are propelling the College forward in assessment and planning and guiding its transformation as a liberal arts College with an increasing number of career and professionally-focused programs. The new Strategic Plan outlines the College's purpose, values, vision, and the step-by-step template to realize its goals.

President Anderson has invigorated senior leadership through a combination of internal promotions and external hiring. [Ronald C. Jackson](#), formerly Dean of Students, became the Vice President for Student Affairs in 2017. [Lillian O'Reilly](#), who served previously in numerous other roles, was promoted to the Vice President for Enrollment Management and Retention in 2017. [Alan Gilbert](#), who held the position of Associate Vice President for Finance and Administration,

was promoted to Senior Vice President for Finance and Administration in 2017. Finally, Chief of Staff to the President Nicole Haas is in the process of assuming the additional responsibilities of the campus [Executive Director of Government and External Affairs](#).

New cabinet-level colleagues have joined the College's senior administration in three areas. Tony Thomas was appointed Chief Diversity Officer and Special Assistant to the President in fall 2017. (He has since become General Counsel to the College.) [Todd Galitz](#) joined the College as the Vice President for Institutional Advancement in spring 2018. Finally, [Anne Lopes](#) became Provost and Senior Vice President for Academic Affairs in fall 2018 (Appendix I.E).

The President's senior leadership team is unified by a commitment to the College's mission. It is working together to deepen the culture of assessment and to drive the College's new Strategic Plan forward. New approaches to integrated planning and ongoing collaborations are in place for both day-to-day work and special initiatives; this organizational approach will enhance our institutional effectiveness.

### **I.2.2 Academic Affairs Organizational Structure**

Before 2011, some 34 department Chairs at Brooklyn College reported directly to the Provost. In addition to the Provost's many other direct reports, such a flat reporting structure had become unwieldy. As a result, Brooklyn College developed a new [five-school structure](#) in fall 2011. The School of Humanities and Social Sciences, the School of Natural and Behavioral Sciences, the School of Business, and the School of Visual, Media and Performing Arts were each created at that time, joining the already existing School of Education.

The development of four new schools in Academic Affairs necessitated the hiring of new deans, each of whom leads a school and reports directly to the Provost. Academic departments were separated into the five-school structure, and departmental chairs now report to their respective deans.

The five-school structure remained an area of concern for faculty for some time, primarily with regard to the relationship between the deans and the chairs. Since all chairs had previously reported directly to the Provost, it has taken some time to change the culture of roles and responsibilities with the introduction of deans. With a new provost in fall 2018, however, the faculty and administration have worked to complete the integration of the decanal role and use it to propel progress on the College's strategic goals (SP4.C.c). In an early step, Provost Lopes tasked the deans to work with their respective chairs to revisit and fully articulate the mission and identity of each of their schools as a basic component of short- and long-term planning and assessment for each school. Faculty and administration agree that articulating each of the school's robust and distinctive identities is also a precondition to prioritizing needs for fundraising. Additionally, deans have just begun to assume distributive leadership functions for assessment. They also will oversee the management of resources related to instruction and administration in their schools. The delegation of these responsibilities combined with other specific leadership functions stipulated in the most recent position description (Appendix I.F) and identified throughout the Strategic Plan will complete an in-depth specification of the deans' role. At the annual chair's retreat in early

February 2019 chairs and administrators agreed to work together with the Policy Council to integrate deans into the relevant governance documents this semester.

### **I.2.3 New Strategic Plan**

The 2011-2016 Brooklyn College Strategic Plan expired in fall 2016 when President Anderson assumed the presidency. President Anderson began her tenure with a [Listening Tour](#) to facilitate her understanding of issues and priorities, with input from campus constituents and strategic stakeholders. She reported back in numerous sessions to the Brooklyn College community on the results of her Listening Tour. The feedback she received served as the foundation for the development of the new strategic plan, which is discussed in detail in Chapter 1.3.3 below.

The formal strategic planning process, completed during the 2017-2018 academic year, was a collaborative and inclusive one. [The 2018-2023 Brooklyn College Strategic Plan](#) includes five major goals:

- (1) Enhance Our Academic Excellence
- (2) Increase Undergraduate, Master's, and Doctoral Students' Success
- (3) Educate Students for Fulfilling Work and Leadership in Their Communities
- (4) Develop a Nimble, Responsive and Efficient Structure to Serve Our Students and Carry Out Our Mission, and
- (5) Leverage Brooklyn College's Reputation for Academic Excellence and Upward Mobility

A living document, with clearly articulated strategic actions to realize its goals, five years of sequenced benchmarks to track and assess progress, and identified outcomes to demonstrate attainment of our goals, the Brooklyn College Strategic Plan is aligned with the [CUNY Master Plan](#), the [CUNY Strategic Framework: Connected CUNY](#), and the University's annual [performance management process](#) (PMP) through the College's own integrated planning (Appendix I.G). While Brooklyn College has been continually engaged in planning and assessment activities to further student learning and realize its mission, the depth and comprehensive nature of its new Strategic Plan allows the College to chart new ground in deeply integrating planning, assessment, and resource allocations. As described in Chapter 6, an Institutional Effectiveness Plan has been newly outlined to show the relationships between planning, assessment, budgeting and institutional improvement activities on the campus in order to document and promote Brooklyn College's continuous improvement in the service of actualizing the College's mission.

The implementation of the Brooklyn College Strategic Plan began in fall 2018. Progress and challenges are discussed regularly by individual units and assessed quarterly by the President's Cabinet. Adjustments are made as indicated based on assessment. A web-based Strategic Planning Report Card (Appendix I.H) is under development.

### **I.2.4 Significant Curricular Changes**

In 2013 CUNY implemented Pathways, a new general education curriculum intended for all of its undergraduate colleges and designed to facilitate seamless transfer among them. Pathways limited general education to 42 credits and organized requirements by thematic areas rather than liberal arts and sciences disciplines. Both the credit limitations and the change from liberal arts and sciences categories occasioned a lengthy process of debate at the College as the traditional core curriculum was reconsidered. These discussions were amplified by the faculty's questioning of the University's authority in curricular matters. In the end, litigation settled the question of authority in favor of the University.

As a result, the Brooklyn College faculty voted to adopt Pathways in spring 2017. The faculty is developing more courses and processes to support its new general education curriculum and to ensure the proper advisement of students. A new assessment plan (Appendix I.I) for the Pathways program at Brooklyn College has been implemented this year.

In addition to the new general education curriculum, the faculty has developed 23 new degree programs and 12 new certificate, advanced certificate, and diploma programs over the past ten years (SP1.A). A complete list of new degree programs is in Appendix I.J.

### **I.2.5 Facilities**

Since 2009 the College has made improvements both large and small in facilities on its [campus](#). After more than five decades of deferred maintenance, repair and maintenance have become institutional priorities. Numerous projects are underway or have been recently completed to update and improve lecture halls and other aspects of the [physical plant](#) (SP4.E).

Within the School of Visual, Media and Performing Arts, the Barry R. Feirstein Graduate School of Cinema opened in fall 2015. It is the first public film school in New York and the only one in the United States built on a working film lot with a world-class facility. Its mission is rooted in providing access to this creative and powerful medium for individuals from underrepresented groups.

Also in the School of Visual, Media and Performing Arts, Brooklyn College opened [the Leonard and Claire Tow Center for the Performing Arts](#) in fall 2018. The Tow Center includes rehearsal and performance spaces, set design and construction workshops, a double-height theater seating 200, a grand lobby and arcade, as well as classrooms, meeting and reception rooms.

The College is engaging in a series of planned capital renovations to its large lecture halls, many science labs, and largest theater. Additionally, the College is engaging in a Request for Expressions of Interest (RFEI) process to solicit a private partner to help the College build a new facility for the Murray Koppelman School of Business. Through the generosity of Brooklyn College Foundation Trustee Murray Koppelman, the College has been able to acquire adjacent land to the campus. A long-term plan to build the School upon it requires a public-private partnership to fund the construction.

### I.3 Brooklyn College's Recent MSCHE History

Brooklyn College submitted a [Periodic Review Report](#) (PRR) in 2014 as part of the regular accreditation cycle. The review of that report required an additional Monitoring Report submitted in April, 2016. As MSCHE stated:

*To accept the Periodic Review Report and to reaffirm accreditation. To request a monitoring report, due April 1, 2016, documenting further progress on the implementation of a documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services, achievement of institutional mission, goals and plans, and compliance with accreditation standards with the support and collaboration of faculty and administration in assessing student learning and responding to assessment results (Standards 7 and 14). The next evaluation visit is scheduled for 2018-2019.*

The Brooklyn College community believes that the only way an institution can accomplish its goals is through vigorous and routine assessment. Since the College submitted its Monitoring Report, it has made considerable progress on institutionalizing a culture of assessment as the discussion of Standard V will reveal.

Several years ago, the College strengthened its assessment capacity by developing the position of Associate Provost for Institutional Planning and Assessment as well as a new Assessment Manager. The College's new Strategic Plan highlights the significance of consistent reflection and adjustment, integrating assessment activities into our priorities so that the institution can learn and improve continuously (SP1.A.a).

Assessment has grown deep roots across the College. Our processes are described throughout the report and summarized in Chapter V and in our draft Institutional Effectiveness Plan. The College's commitment to assessment is demonstrated by the use of evidence and data-based decision-making in all units across the College. Assessment is systematic and comprehensive in both degree programs and administrative units. It is built into the personnel evaluation process and formal assessment plans, although the degree to which assessment is used explicitly for program improvement still varies. Increased and distributed accountability, feedback, monitoring and reporting mechanisms as described in Chapter Five have been established to strengthen assessment and to close the loop where necessary. The University builds assessment into its [performance metrics](#). Our [assessment website](#) is under development. It will unify and integrate all assessment processes, activities, findings and developments on campus.

The reviewers of the 2014 PRR also mentioned inconsistencies in our method of assigning credit hours that needed to be addressed. We have made substantial progress in this area as well (Appendix I.K).

Brooklyn College's [Monitoring Report](#) was submitted in April 2016, as requested, and it was [approved](#) with no additional follow-up required.



### I.4 The 2016-2019 Self-Study Process

This Self-Study Report has been a collaborative, intensive, multi-year effort involving the campus community through various committees, academic and administrative department meetings, public comments and updates, web updates, and communications distributed to the campus community both electronically and in print format. Draft copies of this Self-Study were placed in the Library and are available online for comment from faculty, staff, students, and administrators.

The Self-Study Report Steering Committee was led by Jo-Ellen Asbury, Associate Provost for Institutional Planning and Assessment (through January 22, 2019), and Jeremy Porter, Professor of Sociology. Additional members include:

Michael Ayers	Senior Director of Institution Planning, Research and Assessment
April Bedford	Dean, School of Education
Michael Bergen	Director, Speech-Language Hearing Center
Maria Conelli	Dean, School of Visual, Media and Performing Arts
Jane Cramer	Government Information Specialist, Library
James Eaton	Administrative Executive Officer, Academic Affairs
Beth Evans	Associate Professor, Library
Alan Gilbert	Senior Vice President for Finance and Administration
Ken Gould	Interim Dean, School of Humanities and Social Sciences
Louise Hainline	Professor, Department of Psychology
Willie Hopkins	Dean, School of Business
Patrick Kavanagh	Director of Graduate Studies
Vanessa King	Promotion, Tenure & Reappointment Coordinator
Tammy Lewis	Interim Associate Provost for Faculty and Administration (Start: July 30, 2018)
Anne Lopes	Provost & Senior Vice President for Academic Affairs (Start: August 13, 2018; Start: Co-chair January 22, 2019)
Mary Mallery	Associate Dean/Chief Librarian and Executive Director of Academic Info Technology
Catherine McEntee	Lecturer, Department of Biology
Andrew Meyer	Associate Professor, Department of History
Matthew Moore	Associate Provost for Faculty and Administration (through August 31, 2018; returned to Faculty)
John Paul	Professor, Department of Accounting
Kleanthis Psarris	Dean, School of Natural and Behavioral Sciences
Herve Queneau	Professor & Department Chair, Business Management
Lucas Rubin	Assistant Dean for Institutional and Academic Programs
William Tramontano	Provost & Senior Vice President for Academic Affairs (Through June 30, 2018)

Eight Working Groups were formed, one for each of the seven Standards, and an eighth to work on the Verification of Compliance report. The co-chairs of each Working Group were asked to recruit members (Appendix I.L) for their respective groups based upon their knowledge and experiences at Brooklyn College. Working groups designed research questions to focus their work. These

questions were incorporated into the [Design Document](#), which was approved by our MSCHE Vice Presidential Liaison at the time, Dr. Tito Guerrero, with only two additions to the proposed timeline. Brooklyn College specified the following outcomes for the self-study process:

1. To be reaccredited by the Middle States Commission on Higher Education.
2. To gather information that will result in a more complete understanding of our status relative to the mission, vision, and goals of Brooklyn College, and suggest strategies for the future that are in alignment with those goals.
3. To establish a manageable set of recommendations that will serve as the foundation for strategic action priorities in the coming years.

With a focus on their respective research questions, the Working Groups gathered and analyzed information with these three outcomes in mind.

Once the Design Document was approved, the Working Groups were encouraged to contact the appropriate campus offices and personnel to gather information that would address their research questions. A number of steps were taken to avoid duplication of efforts and “survey fatigue.” For example, the groups were asked not to create and administer individual surveys. Co-chairs were reminded to consult the [Office of Institutional Research and Data Analysis](#) website first to determine if needed information already existed before reaching out to offices across campus. Leaders of the groups also shared information at Steering Committee meetings to reduce duplication of effort and to enable the teams to place information properly across the Standards.

The Working Groups were also asked to review their individual research questions and to develop any survey questions that they would like to administer to students, faculty, staff or alumni. With support from the Office of Institutional Research and Data Analysis, one survey--the “[MSCHE Surveys](#)”--was created for each stakeholder group.

These surveys were largely parallel, allowing comparison of responses across stakeholder groups. Questions addressed proximity of residence to the Brooklyn College campus, what attracted them to Brooklyn College (as a student, faculty, or staff member), views about College goals and priorities, and how well the College prepared alumni for professional pursuits. In the end, 1,140 current students (6.4%), 313 faculty (21.4%), 503 staff (18.0%), and 1057 alumni (graduation cohorts: 1944-2017) responded to the surveys. No incentives to complete the survey were provided.

### **I.5 Organization of this Report**

Following this Introduction, a chapter is devoted to each of the seven MSCHE Standards. Each identifies the Standard’s criteria as detailed in the [Standards for Accreditation and Requirements of Affiliation](#). The chapter then discusses the evidence that supports the College’s attainment of each Standard. Specific recommendations for improvement are also identified based on analyses of the evidence. These recommendations are aligned with the goals of 2018-2023 Brooklyn College Strategic Plan.

## CHAPTER 1

### STANDARD I: MISSION AND GOALS

*The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

#### 1.1 Introduction

This chapter explores the Brooklyn College mission statement, which articulates our campus's distinct identity within the CUNY system. It also shows how our new and rigorous Strategic Plan is clearly linked to our mission. The chapter traces the development of the mission statement as it emerged from the College's recent strategic planning process. It shows how the current mission and vision animate the College's new strategic plan and are aligned with the [University's Strategic Framework](#) and with its [Performance Management Process](#) (PMP). The PMP is a University tool for annual goal setting and assessment. It establishes broad goals and metrics for the colleges based on the University's Strategic Framework. It also provides the University with information for the annual review of the institution and the evaluation of the President's leadership and administration. The extent of progress on the accomplishment of these goals helps each campus monitor its progress as a part of its assessment of effectiveness. The mission speaks to the institution's core: it helps define institutional and educational outcomes. Our mission acts as the *Prime Mover*, unifying and inspiring all while driving the work of the College forward.

To address our compliance with this Standard, work focused on four components of the statement: (1) the quality of a Brooklyn College education (SP1), (2) the diversity of our community (SP1.B, SP1.D, SP2.D), (3) the affordability of a Brooklyn College education (SP2.c, SP2.C), and (4) engagement in a larger geographic and social community (SP3.A, SP3.B, SP3.D), with a focus on positive contributions to those communities. Each of these are represented as goals, as indicated, in our College's Strategic Plan. Responses to the [original questions](#) (pp. 6-12) are integrated into our discussion below as appropriate.

#### 1.2 Mission

*Brooklyn College provides a transformative, distinctive, and affordable education to students from all backgrounds. We are proud of our history of intellectual freedom and academic excellence, as well as our location in a borough known for innovation, culture, and the arts. We have a special commitment to educate immigrants and first-generation college students from the diverse communities that make up our city and state. Our striving spirit reflects our motto: "Nothing without great effort." Through outstanding research and academic programs in the arts, business, education, humanities, and sciences, we graduate well-rounded individuals who think critically and creatively to solve problems. They become leaders who transform their fields and professions and serve our increasingly global community. Brooklyn College, [Mission Statement](#), August 1, 2018.*

Our new mission statement emerged from the College's [recent strategic planning process](#) (pp. 1-3). It is very similar to our [prior mission statement](#) (p.3) which was revised during the previous strategic planning process. The main continuities between the two include the quality of our education, the diversity of our community, the affordability of the education, and engagement in the larger community. The primary differences reflect some of the local changes that have occurred since 2009: a change in the general education program away from the former Common Core and our re-[organization](#) into schools. The new statement also echoes the current historical moment in its emphasis on the importance of intellectual freedom and by drawing attention to two specific groups—immigrants and first-generation students. Both groups are prominently represented within the College's extensive diversity. In addition, "effort," as a value, appears in the new statement and is foregrounded. These revisions update the mission—make it realistic and achievable—while improving its ability to speak to all internal and external stakeholders in today's Brooklyn College community.

### **1.2.1 Mission Development: Strategic Planning Process**

When President Anderson arrived in August, 2016, she began a comprehensive [Listening Tour](#) that enriched our understanding of Brooklyn College's identity. That process included over 50 meetings and open forums with more than 170 staff members, 150 faculty, 130 students, 100 alumni, 40 donors, 20 community leaders, and seven Brooklyn elected officials. The Listening Tour deepened our understanding of the identity and culture of Brooklyn College, the key challenges it faces, and the College's hopes for the future. It also laid the foundation for the strategic planning process from which the revised mission statement emerged.

In spring 2017, the president convened the Strategic Planning Working Committee. The committee was charged to develop the goals for the new strategic plan by using the information that had surfaced during the Listening Tour. The committee included 20 faculty members, 19 administrators and staff members, and 10 students. Professor Tammy Lewis was appointed to coordinate an iterative, inclusive, and collaborative community-wide planning process.

The strategic planning process itself was also informed by the Listening Tour. It was built upon two principles of critical importance to the community: (1) transparency, and (2) accountability. These values were operationalized by facilitating and expanding the scope of communication in every direction and by providing repeated opportunities for dialogue among all stakeholders. The process, explained in detail in the plan's opening sections ([pp. 2-3](#)) was designed to promote a collective sense of inclusion across the campus. In short, over the course of the 2017-2018 academic year, multiple town halls, work groups, discussions and feedback sessions with governance committees, faculty, students, chairs, deans, administrative units, and internal and external stakeholders were held. The plan was revised five times based on four town halls with more than 300 attendees, a focus group, a visioning session, more than 50 meetings with stakeholder groups, individual faculty contributions from every department on campus, and more than 500 online suggestions from students, staff, faculty, and alumni.

The resulting strategic planning effort is noteworthy because of the extent to which it repeatedly engaged the entire community in reflection about itself. Moreover, the process yielded a strategic

plan in which all members of the community can find themselves represented with both agency and consequence, a difference from our [previous plan](#) (p.3). In addition, eternal contexts are addressed throughout the new plan, including globalization (SP1.A, SP2.B.d), partnership development (SP1.D.f) demographic changes (SP1.B), the transformation of the faculty role nationally (SP1.B.b), the relationship between public health and higher educational opportunity, technological and scientific advancements, the shifting labor market and its impact on the academy (SP1.D.g), career entry and trajectory (SP3.A, SP3.B, SP3.C), and sustainability (Sp3.D).

The above characteristics of the plan shaped it into a finely detailed roadmap and portend its successful implementation at Brooklyn College. This year we have seen the plan's utility for integrated planning across the College. Appendix 6.B illustrates how our integrated annual planning is aligned with our Strategic Plan and how this works.

### **1.2.2 Alignment with CUNY**

As part of CUNY, our mission aligns with the University's broader mission and organizational plans. In fall 2016, CUNY released [The Connected University: The CUNY Master Plan 2016-2020](#) followed by the strategic framework [Connected CUNY](#) in early 2017. The Master Plan highlights four foci for the University: (1) Opportunity and Access, (2) Student Success, (3) Academic Excellence, and (4) Efficient Management. These are captured in Table 1.2, below, along with notations showing how the Brooklyn College Mission Statement aligns with the CUNY Master Plan.

*Table 1.1 Alignment of CUNY Master Plan and Brooklyn College Mission Statement*

<b>CUNY Master Plan (2016)</b>	<b>Aligned Text from the Brooklyn College Mission</b>
Opportunity and Access	<i>Brooklyn College provides a transformative, distinctive, and affordable education to students from all backgrounds... We have a special commitment to educate immigrants and first-generation college students from the diverse communities that make up our city and state.</i>
Student Success	<i>... we graduate well-rounded individuals who think critically and creatively to solve problems. They become leaders who transform their fields and professions and serve our increasingly global community.</i>
Academic Excellence	<i>Through outstanding research and academic programs in the arts, business, education, humanities, and sciences...</i>
Efficient Management	Addressed in the Strategic Plan 2018-2023  Goal 4: Develop a Nimble, Responsive, and Efficient Structure to Serve Our Students and Carry Out Our Mission

All elements with the exception of efficient management are addressed in the mission statement itself. Efficient management is addressed in our Strategic Plan as part of Goal 4. The College's managerial efficiencies are extremely well regarded by the University as evidenced by our history of prudent budget management, relatively high and stable full-time faculty capacity, and ability to improve student success despite budget cuts as discussed in Chapters 4, 5 and 6 of this Self-Study

Report. Additionally, members of the Central administration at CUNY and leaders at other CUNY campuses routinely ask high level administrators at Brooklyn College to teach them how to deploy best practices in finance and admissions operations.

### **1.2.3 Awareness of Mission Statement**

The College strategic planning process overlapped with the campus's Middle States Self-Study. Findings and activities of each informed the other. Discussion of the new mission was widespread as evidenced by the campus's intensive [strategic planning process](#) that included the President's emphasis on the mission. The Working Group engaged in the Self-Study simultaneously investigated the extent to which the 2010 mission statement was known to the campus. The [investigation](#) (MSCHE surveys, Q5) found that the majority of faculty and staff who responded to the MSCHE survey on the mission (faculty, 48.2%; staff, 45.6%) had a general recollection of what the Mission Statement said, while the majority of current and former students who responded (current students, 55.1%; alumni, 52.6%) stated they had never read the Mission Statement.

Though the survey did not address *why* the students and alumni were not familiar with the Mission Statement, anecdotal evidence suggests that difficulty locating the statement might be one factor. Based on this, attention has been given to the mission statement's placement on our website and to the incorporation of the mission statement into communications with students at admission, orientation, and other key events. The new statement is featured more prominently on our website, and students are now explicitly exposed to it during orientation. It is in the [Student Handbook](#) (p.9) and has been placed prominently around campus. The more the Mission Statement is featured, the more aware of that mission all members of the Brooklyn College community will become. Additional activities are underway to ensure that the mission is known by both students and alumni. The current mission statement was approved by the College's [Policy Council](#) as part of the approval of the Strategic Plan on November 28, 2018.

## **1.3 Quality of a Brooklyn College Education**

Brooklyn College has long taken pride in the quality of our faculty members, the rigor of our curriculum, and the overall quality of a Brooklyn College education. Detail is provided in Chapter III of this report, where we discuss our compliance with Standard III: Design and Delivery of the Student Learning Experience.

As an essential factor in establishing high academic quality standards, our institutional mission undergirds the academic programs in multiple ways. It guides governance structures, decision-making related to planning, resource allocations, and the definition of institutional and educational outcomes. School, departmental and program-specific mission statements are aligned with the College's (Appendix 1.A). Academic mission statements are approved by departmental faculty and feedback is provided by the Assessment Manager and the College-wide [Assessment Council](#). The statements guide planning, goal-setting, and assessment activities on departmental and school levels and serve the same function for departments and units in non-academic areas of the College. The [Institutional Assessment Committee](#) provides feedback and guidance to non-academic offices.



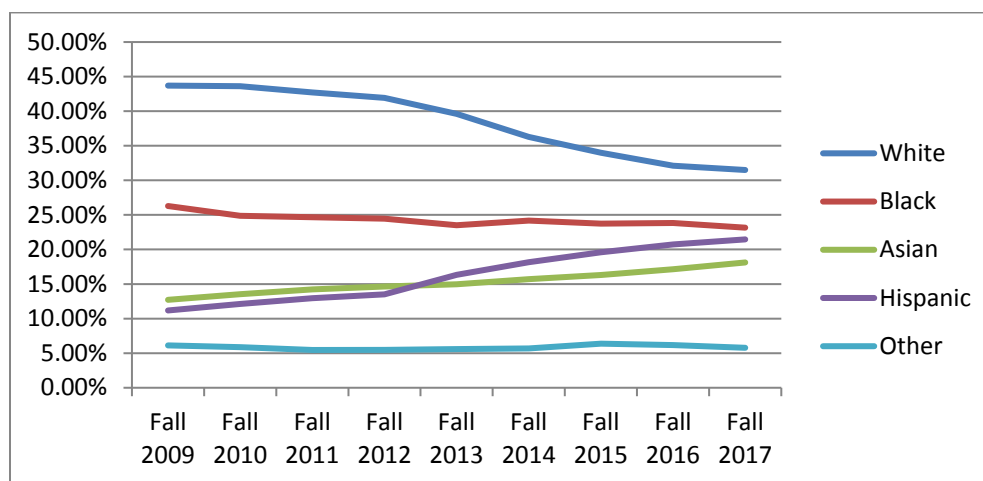
Mission statements of the schools, academic programs and administrative areas resonate the institutional mission. The following serve as examples. The Murray Koppelman School of Business, for instance, starts its mission statement by highlighting the diversity of its learners and the high quality of educational offerings the school provides its student. The School of Education emphasizes preparation for work in our locale, while the School of Natural and Behavioral Sciences underscores the advancement of knowledge and the contributions of graduates to society.

Consistent with the Brooklyn College mission statement, departments, academic majors, and graduate programs specify how the institutional mission lives among their offerings. Examples include the following. The School Psychology, Counseling and Leadership Program advocates high-quality education for all students in the city and beyond; the library offers integrated information support for research and instruction; the Center for Academic Advisement and Student Success (CAASS) helps students achieve graduation requirements; the Enrollment Services Center is committed to student success; and the Office of the Budget and Planning facilitates the academic and programmatic aspirations of the College. The [academic program review template](#) reinforces the need for departmental specification of its own mission and the importance of its alignment with the College's mission.

### 1.4 Diversity of the Brooklyn College Community

Since 2009, the composition of our highly diverse student population has shifted slightly. Figure 1.1 below provides information about changes in the distribution of our overall student population by race and ethnicity since 2009.

*Figure 1.1 Student Race and Ethnicity, 2009 - 2017*



Source: Office of Institutional Research, Enrollment Profile Data 2009-20

The proportion of white students has declined as the numbers of Hispanic and Asian students have increased. The number of Black students has decreased by over 3% during the period. The extent to which these changes mirror fluctuations in the racial and ethnic composition of the campus's surrounding neighborhoods, the impact of new recruitment strategies, or changes in the demographic characteristics of Brooklyn's public high school population has not yet been

investigated. We recommend that the campus track and monitor these shifts to ensure that its diversity is fully representative of the borough it seeks to serve, an intersectional value tied to our diversity mission.

At Brooklyn College, our understanding of diversity is multi-faceted and goes beyond both headcounts and proportional distributions. A number of initiatives across campus have been designed to foster an inclusive environment (SP3.D.b, SP5.D). A notable example is [We Stand Against Hate](#), a College initiative that reflects our ongoing commitment to elevating dialogue, enhancing understanding, promoting compassion, and celebrating the voices that make up our diverse campus community (SPD.3.e). Lectures, workshops, concerts, programs, and events to enhance our understanding and compassion for diversity are showcased.

### 1.5 Affordability of a Brooklyn College Education

To assess [our affordability](#), we compared Brooklyn College's tuition to competitor institutions. As Table 1.2 shows, Brooklyn College was more affordable than any of our non-CUNY competitor institutions.

*Table 1.2 Comparison of tuition 2018-2019: Brooklyn College vs. Benchmarks*

Institution		Undergraduate	Graduate
<b>CUNY Brooklyn College</b> Public	In-State	\$6,730 per year	\$10,770 per year
		\$295 per credit	\$455 per credit
	Out-of-State	\$600 per credit	\$830 per credit
	Student Fees	\$431 per year	\$431 per year
<b>SUNY</b> Public	In-State	\$6,870 per year	\$11,090 per year
		\$286 per credit	\$462 per credit
	Out-of-State	\$988-1,023 per credit	\$944 per credit
	Student Fees	\$2,755-3,229 per year	\$1,917-2,615 per year
<b>St. John's University</b> Private	All Students	\$40,680 per year	
		\$1,356 per credit	\$1,230 per credit
	Student Fees	\$830 per year	\$340 per year
<b>New York University</b> Private	All Students	\$49,256 per year	\$42,888 per year
		\$1,451 per credit	\$1,787 per credit
	Student Fees	\$2,572 per year	\$2,538 per year
<b>Long Island University Brooklyn</b> Private	All Students	\$35,737 per year	
		\$1,115 per credit	\$1,225 per credit
	Student Fees	\$1,876 per year	\$1,876 per year

Sources: Each institution's information is from their website. SUNY ranges include Albany, Buffalo, Binghamton, and Stony Brook.

Our tuition is contained for multiple reasons. The CUNY Board of Trustees carefully considers any petition for a tuition increase as does the State of New York, which established the tuition rate for the City University. These controls have kept tuition [well below the national average](#).

The [Excelsior](#) program, initiated in New York State in fall 2017, has also contributed to making a College education affordable for NY State residents. The program provides assistance to students who attend a CUNY or SUNY institution, whose family income is at or below \$125,000, and who complete 30 credits per calendar year. This program makes Brooklyn College, and all CUNY/SUNY schools, an even more attractive option for middle-class students whose family income is too high to qualify for most forms of needs-based financial aid from the federal government or the New York State.

The campus's recent Middle States Surveys show that affordability is a key feature of the institution. Faculty, students, staff and alumni were asked why students choose Brooklyn College. Respondents could select up to three reasons. As Table 1.3 below shows, affordability was the most common response.

*Table 1.3 Why do students choose Brooklyn College: Perceptions of Students, Faculty, Staff and Alumni*

	Students (n = 1099)	Faculty (n = 314)	Staff (n = 397)	Alumni (n = 1050)
The cost of attending is affordable	72.2%	94.3%	89.3%	92.5%
The location was convenient	67.8%	63.7%	60.7%	72.9%
I wanted a specific program or major offered by Brooklyn College	51.9%	38.2%	45.6%	27.2%
Brooklyn College has a good reputation in the community	32.8%	35.4%	31.5%	38.4%
My family or a friend recommended the College	30.5%	24.5%	31.2%	13.6%
The faculty have a good academic reputation	23.7%	29.0%	21.4%	46.7%
The student body Is diverse	20.8%	15.0%	25.7%	9.1%

Source: MSCHE Surveys, 2018

We believe that the actual tuition rate, the tuition containment mechanisms, and the community's perception support the claim that Brooklyn College lives its mission of affordability and that it is well understood across all levels of the institution.

## 1.6 Integration with Community

Brooklyn College has forged uncommonly strong links to the surrounding community since its inception (SP5.C). The relationship is best evidenced in curriculum and special programs that leverage faculty expertise and student learning to provide on-going services in a broad number of areas. Among the many noteworthy programs is the [Diana Rogovin Davidow Speech-Language Hearing Center](#), which opened its doors off campus in 1931 and moved to its current space on campus in 1937. The Center has provided services to thousands of clients in the community. A state-of-the-art facility, the center provides diagnostic and rehabilitative services for children and adults with speech, language, voice, and hearing impairments. It serves as the clinical education site for master's degree students in Brooklyn College's Speech-Language Pathology Program and for doctoral audiology students of the CUNY Au.D. Program. Both of these programs are accredited by the American Speech-Language Hearing Association's Council on Academic Accreditation.

The Department of Accounting's [Volunteer Income Tax Assistance Center](#) is also a pillar of community service. Established nearly half a century ago, this free program is offered to low- to moderate-income individuals with disabilities and to elderly members of the community who need tax assistance and cannot afford the services of a paid preparer. [The Urban Soils Lab](#), a more recent undertaking, provides an affordable soil testing service as part of Brooklyn College's commitment to community service. Members of the community pay a small fee and drop off their sample for analysis. The School of Education has rich partnerships with the NYC Department of Education schools. The Tow Center Arts and Music events also welcome the community. Another important community engagement project is the [Community Garden](#), which foster partnerships with gardeners from the College (students, staff, and faculty), from the neighborhood surrounding the College, and from other Brooklyn gardens and organizations involved in urban gardening. There are numerous community engagement programs on the campus along with a wide array of regular events that bring the community onto the campus and the [campus into the community](#) (Appendix 1.B). Our faculty are the champions of these undertakings.

A recent and significant project that ties the community aspect of our mission with the diversity aspect of our mission is the [Brooklyn College Listening Project](#). It is an oral history and community interview initiative, where students interview family, neighbors, friends and strangers about their lives, their experiences, and their perspectives on the world. Since its founding in 2014, over 600 students enrolled in courses across the disciplines have conducted interviews with their families, neighbors, friends, and strangers. The project houses over 350 audio recordings of interviews in an on-line digital archive.

The [Middle States Surveys](#) (Q2) asked students, faculty, staff and alumni their perceptions regarding the integration of the College into the surrounding community. The majority of students (64%), staff (62%) and alumni (52%) thought that the College was very well integrated or somewhat well integrated, while only (41%) of faculty thought that was the case. Anecdotal evidence suggests that faculty hold high standards for community integration. Their consistent work on initiatives in this area suggests a strong-shared vision and identification with this aspect of the mission.

### 1.7 Supporting the Mission

Finally, the College's budget (Appendix 1.C) is clearly linked to supporting the College's mission as described fully in Chapter 6. In addition, the University provides funding for special initiatives related to furthering the mission, such as the [Academic Momentum Initiative](#), and it supplies annual budget allocations for [Coordinated Undergraduate Education \(CUE\)](#). At Brooklyn College, CUE funding supports initiatives in the offices of Academic Advisement and Student Success, the honors programs, tutoring and mentoring, and the Center for Teaching, among many other services and programs that support high academic program quality. The University also provides annual funding for specialized programs that support diversity such as [the Black and Latino Male Initiative](#) and the [Leadership Diversity Initiative](#) among many other programs.

### 1.8 Recommendations Aligned with the College's Strategic Plan

Based on our analysis of Standard I: Mission and Goals, we recommend the following:

- Ensure full discussion of the mission at all student, staff and faculty orientations; there should be concrete information shared about how it guides decision-making at the College (SP4).
- Make the mission statement more visible in all facilities on campus, in promotional materials, and on major access points on the web (SP4, SP5).
- Monitor shifts in enrollment to ensure that the campus's diversity is fully representative of the borough (SP1).

## CHAPTER 2

### STANDARD II: ETHICS AND INTEGRITY

*Ethics and Integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.*

#### 2.1 Introduction

This chapter includes information on CUNY and Brooklyn College policies that guide our day-to-day practices also reviews the accessibility of those policies. We found that although we have the necessary policies, demonstrating that we follow all of them is a somewhat greater challenge. Responses to the Self-Study's [original research questions](#) (pp. 6-12) are integrated into our discussion below as appropriate.

#### 2.2 Ethical Conduct, Intellectual Freedom, Freedom of Expression, and Respect for Intellectual Property

Brooklyn College is unwavering in its commitments to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. Our mission statement affirms it: “*We are proud of our history of intellectual freedom and academic excellence.*” Academic and intellectual freedom form the cornerstone of the College, and the ability to pursue them advances excellence in teaching, learning and research. CUNY upholds academic freedom by codifying it in [policy](#) to which the campus zealously adheres. Compliance is monitored by faculty governance at both the [campus](#) and [University](#) levels.

Freedom of expression is also a fundamental value to the Brooklyn College community and to the [University](#). In recent years, the campus community like many others has grappled with issues related to free speech and inclusion. At Brooklyn, President Anderson launched the [We Stand Against Hate](#) campaign in fall 2016. It has a broad purpose: to elevate our discourse around controversial issues as well as foster inclusiveness and peace on campus (SP3.D.e). The campaign includes lectures, workshops, teach-ins, concerts, and events under its banner. Most recently, the College organized a teach-in on the intersection of the First Amendment and civil rights, and how the tensions between them impact public college communities. The event was prompted by two instances of faculty free speech that members of the community found discriminatory and hurtful. The teach-in—one of several College responses--historicized the events and related decision-making, and situated both within legal discourse and politics.

While many participants found the teach-in helpful, some students seek more opportunities to express their feelings directly in more timely public forums. What we had immediately tried, a traditional Speak Out, was not successful. Our meetings with student leadership to assess and



improve our response indicated that the College's executive leadership needs more systematic opportunities to meet directly with students. In response, the President has instituted regular meetings between her cabinet and student leadership and regular town halls to improve communication and provide regular opportunities to discuss these and other issues of concern for the community (SP4.A).

In addition, Brooklyn College supports the right of students, faculty and staff to participate in demonstrations and leafletting, which provides an immediate avenue for response. These actions foster a climate of academic freedom and freedom of speech. They are guided by the [Rules and Regulations for the Maintenance of Public Order](#) and by policy in the [The Student Handbook](#) (pp. 61 & 65-66), which states that demonstrations are to be held "with sensitivity to the civil rights of others." The policy itself protects free speech on campus and outlines the penalties for students, faculty and staff who nevertheless violate the rules of conduct. Faculty and staff can access links to this policy via the Human Resource Services website or the [Policies](#) page on the Brooklyn College website.

### **2.3 Creating a Climate of Respect**

An underlying purpose of forums and events like those described above is to engender a climate of respect among all students, faculty, staff, and administrators, especially at a [time](#) in US history when [campus hate crimes](#) are [on the rise and](#) incivility and inflammatory rhetoric rule public discourse. In addition to the forums, the University will provide training to all faculty and staff on sexual harassment in the next academic year. The College, as part of its work on diversity and faculty hiring, has begun working systematically on implicit bias training for faculty and search committees. In addition, it is recommended that the College expand opportunities for this training to all faculty and staff. It is also recommended that the College add faculty development opportunities for managing conflicts and contentious debate. We believe the combination of these events and trainings will further a climate of respect as it helps the campus balance freedom of expression and inclusion.

The last [local campus climate survey](#) was conducted in 2010. Faculty, students, and staff were asked about the extent of the College's effective communication with regard to developing an equitable and diverse campus community. The majority thought that the campus had been successful. Somewhat indirect corroboration from the student perspective can be gleaned for the [2015 Noel Levitz SSI](#) (p.5). High student satisfaction was identified about the safety and security of the campus and the degree to which freedom of expression is protected. It will be helpful for the College to conduct a climate survey in the near future to monitor any changes in these perceptions given both the historical time period and the increased efforts of the campus over the last few years.

Supporting the climate are the ethical guidelines of the University and College. Faculty, staff and students are required to follow the ethics guidelines set forth by New York State that are made available on the CUNY Office of Legal Affairs' Ethics website. These policies cover everything from academic integrity to research misconduct to a variety of policies protecting the rights of students to policies articulating employee rights. These ethical policies and guidelines are available with direct links from the [Policies](#) page on the Brooklyn College website. The Office of Legal

Counsel oversees ethical training for faculty and staff. It investigates allegations of non-compliance. While we have the mechanisms in place to ensure we meet the standards for ethics and integrity, we need the standards themselves to be more accessible to the College community. And we need stronger evidence showing that we adhere to the policies.

The [Office of Legal Counsel](#) oversees labor relations, including grievances and contract issues. Legal Counsel oversees compliance with state and federal regulations, including financial disclosure; the use of facilities by external groups, and all other legal matters, [The Chief Diversity Officer](#) (CDO) oversees affirmative action in relation to hiring. The CDO also oversees the College's Title IX officer who investigates complaints related to sexual harassment and provides awareness and training about the legislation to the community.

All CUNY policies are reviewed and assessed individually and as needed. For instance, in June 2011, the CUNY Board of Trustees adopted a [revised](#) Policy on Academic Integrity, which amended the 2004 policy "to reflect evolving legal requirements, practical considerations and technological advances."

## **2.4 General Policies that Govern Students, Faculty, and Staff**

One of our guiding research questions for this Standard asked if our policies and procedures are clear and accessible. The self-study process revealed that clear policies do exist. However, they are not all readily available to students, staff, and faculty equally. In some instances, a policy about which students should be aware, such as selected research compliance policies, are not mentioned in the Student Handbook. Although all information on policies can be found on the Brooklyn College and CUNY websites, it is not easy to locate all of them given the sheer volume of information.

[The CUNY Policy Regarding the Disposition of Allegation of Research Misconduct](#) promotes an environment for responsible research and similar educational activities. It applies to all research conducted by students, faculty and staff and provides the guidelines for reporting misconduct. While the Faculty Handbook provides a brief outline of the policy with a link to the CUNY Policy website, it is absent from the Student Handbook. The same is true of policies from the Office of Research Compliance (ORC). The ORC works with oversight committees and officers to promote the ethical and responsible conduct of research and to ensure compliance with regulatory requirements relating to research involving human subjects, animals, and research misconduct. [The Faculty Handbook](#) (pp. 53-56) provides an overview on this topic; the Student Handbook does not cover it. Future editions of the Student Handbook should introduce these policies to students.

[The CUNY Policy on Equal Opportunity and Non-Discrimination](#) states that CUNY "is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University." The President of the College circulates the key language of the policy to all members of the community on an annual basis. The policy describes the various types of prohibited discriminatory conducts as well as the processes to report discrimination and/or retaliation, conduct a preliminary review of employee, student, or visitor concerns, file a complaint, resolve a complaint informally, investigate a complaint, withdraw a complaint, and formally resolve a

complaint. The policy also indicates how to deal with false and malicious accusations and anonymous complaints and outlines the responsibilities of the President of the College, managers, and the University committee at large. The CUNY policy clearly establishes a foundation for its inclusive, bias-free environment.

Many policies, such as Brooklyn College's policy statement on computer and internet use, is more readily available in the Student Handbook, the Faculty Handbook, and on the Brooklyn College website. This policy in particular prohibits use of computer resources in specific circumstances. Clear mechanisms for reporting non-compliance and possible penalties are listed.

## 2.5 Policies Governing the Student Experience

In this section, we discuss policies that govern those issues most central to the student experience, from their admission through graduation. The provision of complete information to students helps ensure our institution's integrity; it is also a hallmark of our effectiveness as the examples below illustrate.

The current policies and procedures for admission are posted on the [Brooklyn College Admissions website](#). Students applying to Brooklyn College are expected to provide *bona fide* documents. The [CUNY Policy on the Submission of Fraudulent Documents and the Omission of Information in Support of Application Admission](#) details the procedures for discipline, if discovery of fraudulent documents is made pre-enrollment, post-enrollment, or after graduation. There is also a provision in the policy on how a student can file an appeal. The relevant link to this information can be found on the Brooklyn College website and in the [Student Handbook](#).

Prospective and enrolled students can find [financial](#) aid information on the [Financial Aid](#) and [Bursar's](#) webpages and in the Financing Your Education section of the [Student Handbook](#). A clear outline of the cost of attendance, eligibility for government-based financial aid, types of aid, the process on how to obtain that aid and financial aid advisement is presented. The costs section delineates all the fees, payment deadlines, payment options, refund drop policy, and special fees for certain services or requests. The information is updated regularly, and processes are routinely examined to improve the experience for students (SP2.C). This clear and complete information helps students succeed in managing their aid successfully. A review of the NCES data for cohort default rate for 2014 (most recent data) shows the average default rate for [New York State](#) at 8.6%; it is 5.6% for Brooklyn College. The default rate for public four-year colleges is 7%. These indicators point to Brooklyn College providing information on aid that is accessible and that leads to our students' success in managing their loan debt.

The Student Handbook's section on the [CUNY's Academic Integrity Policy](#) outlines definitions for dishonesty grouped under the following: Cheating, Plagiarism, Obtaining Unfair Advantage, Falsification of Record and Documents. It is posted on the [Policies](#) page of the College website.

Faculty members are trained to understand the policy and all College handbooks and websites contain this information. Procedures including academic or disciplinary sanctions are clearly outlined. Since 2011, the College has had an Academic Integrity Officer who acts as a liaison between faculty, students, and the five-person Faculty Council Committee on Academic Integrity.

The Academic Integrity Officer ensures cases are properly documented at each step of the process and that students are notified of the report with information on the procedures for filing an appeal.

Guidance on “purchased” student papers comes from New York State Education Law. The Student Handbook excerpts the law and informs students about the scope and meaning of the policy. Systematic and detailed information would assist students. We recommend that the College address this in the short term.

To assess the effectiveness of the policies on academic integrity, the Working Group studied trends in allegations of academic integrity violations. Table 2.1 provides a summary of the findings.

*Table 2.1 Summary of Academic Integrity Allegations, 2013-2018*

	2017-18*		2016-17		2015-16		2014-15		2013-14	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Allegations</b>	40	40	20	49	22	48	41	47	67	50
Total	80		69		70		88		117	
<b>Appeals</b>	0	6	1	1	2	5	4	1	18	8
Overtured			0	0	1	2	2	0	13	1
Denied		1	1	1	1	3	2	1	5	7
<b>Grade Appeals</b>	1	3	0	1	0	1	1	0	0	0
Overtured	0			0		0	0			
Denied	1			1		1	1			
<b>Disciplinary Referrals</b>	2	2	0	0	0	0	0	1	2	0
<b>Allegations in General Education Courses</b>	9	16	5	9	9	16	16	20	25	16
Total in General Education courses (year)	25		14		25		36		41	
<b>% in General Education Courses</b>	23%	40%	25%	18%	41%	33%	39%	43%	37%	32%
% (year)	31%		20%		36%		41%		35%	

Source: Office of Academic Integrity

There has been a relatively stable number of academic integrity misconduct allegations over the past five years, given the very small number of them relative to the total student population (< .5% of n). Table 2.1 shows a high of 117 allegations in the 2013-14 academic year and a low of 69 in the 2016-17 academic year. The distribution of allegations by course level has also been relatively stable, with minor variance semester-to-semester in the percentage of allegations in general education courses. The data regarding student appeals indicates that the Faculty Council Committee on Academic Integrity is more inclined to overturn allegations of policy violations whereas the departmental grade appeal committees are disinclined to overturn the penalties imposed by instructors. These differences underscore the importance of having a system of checks and balances. They also point to the need for additional training for both departmental and college-wide committees to review interpretations of standards and ensure commonality.

Brooklyn College has comprehensive policies, processes, and services (including [Center for Student Disability Services](#), [Office of Human Resources](#), and [Diversity Office](#)) to provide students with disabilities an inclusive learning experience and campus environment. [The Student Handbook](#)

directs students to the Office of the Vice President for Student Affairs to receive guidance about issues outside the academic sphere. [The Student Affairs Website](#) provides more details by listing the steps students should take when considering filing a non-academic grievance. A link to the [Student Complaints about Faculty Conduct in Academic Settings](#) can be found by visiting the [Policies page](#) on the Brooklyn College website. The document refers students to the Chief Student Affairs Officer and then outlines the procedure for filing such a complaint. The Student Handbook summarizes the process.

Our findings show that Brooklyn College has a comprehensive set of policies and procedures that govern all aspects of the student experience. The Student Handbook, available on our website, provides much of the necessary information on student rights, student disciplinary process, academic integrity and academic freedoms. The College website also has copies of most of the policy documents or links to off campus websites that have the relevant information.

An area for improvement in addition to those described above is enhancing the accessibility of the handbook itself. According to the [MSCHE Student Survey](#) (Q17), 56.4% of our students visit the College website once a week or more frequently. We plan to feature it in multiple spots on our website so that students can easily find it and refer to it. This is part of a larger project that will improve the website functionality for key constituents (SP5.D.a). We are also investigating incorporating it into a mobile student information interface, such as the [BC Navigator](#), a mobile app that includes considerable information for students.

## 2.6 Faculty Personnel Policies

Since Brooklyn College belongs to the larger system that is the City University of New York (CUNY), the governance structure and thus governing faculty documents are two-tiered. These documents define policies and the way we structure our governing bodies. The bylaws of the CUNY Board of Trustees and the Manual of General Policy, which can be found on the [CUNY website policy page](#), are CUNY-wide documents. Another key governance document is the [PSC-CUNY Contract](#), the bargaining agreement between the University and the faculty (and staff--specified) union. Primary governing documents are [the Brooklyn College Governance Plan](#), [Brooklyn College Faculty Council Bylaws](#) and [Bylaws of Brooklyn College Policy Council](#). A [College and University](#) webpage is linked to the President's website. [The Faculty Handbook](#) (Chapters 2-3) also links to the main governance documents.

Faculty hiring practices are undergoing a systematic review to ensure that they utilize best practices in hiring for a diverse faculty (SP1.B.a). Guidelines on search procedures and charges to search committees emphasize the importance of a transparent, fair, and open process. The practices in place, which involve departmentally-based search committees, dean's review, and provost's review will be augmented with other practices that will help ensure the diversity of the hiring pool and increase the diversity of search committees. An additional improvement underway will be written guidelines for conducting faculty searches to be developed by the Academic Affairs team with consultation from Human Resources, the Labor Designee, and the campus Affirmative Action Officer.

Faculty performance is evaluated through peer classroom observation, student evaluation, and an annual conference with the department chair. For untenured faculty teaching observations are conducted each semester. Adjunct faculty are observed during their first ten semesters. The Faculty Handbook discusses how often each of these evaluative processes is completed and the governance documents that inform these processes. Student evaluation results are accessible online, with certain responses available only to the faculty and chairperson. Peer classroom observation documentation varies in style by department while the annual conference is completed on a standard Brooklyn College form. A review of differences in the observation instrument across departments will occur in spring 2019; a faculty working group will conduct a comprehensive assessment of rigor in the process and will make recommendations for improvements to the larger faculty and Provost.

The College recognizes the importance of periodic review of all aspects of its processes. When personnel files are sent to the Office of the Associate Provost for Faculty and Administration (APFA) for reappointment, promotion, and tenure purposes, each should include classroom observations, student evaluations, and documentation of the annual conference among other supporting materials. The Office of the Associate Provost for Faculty and Administration (APFA) began reviewing promotion and tenure files in fall 2011. The following semester, spring 2012, the office started reviewing annual reappointment files. Based on the reviews, the office decided to conduct a systematic analysis.

An examination of a sample of 31 personnel files of assistant professors being reviewed for annual reappointment during fall 2013 showed that 55% of files were missing at least one peer teaching observation and 35% had at least one missing annual conference report. To address this the office took multiple actions. The faculty [Personnel Files Inventory Checklist](#) was updated in May 2014; departments were asked to use it as a guide throughout the pre-tenure years, not just in preparation of the personnel files for tenure review. The College also established a “Personnel File Management Workshop,” which was first offered in June 2017 (17 attendees), again in April 2018 (21 attendees), and is planned for spring 2019. Department chairs and staff responsible for maintaining the personnel files are invited to these [workshops](#). In addition, it is now the practice of the APFA’s office to review every file for completeness and to ask departments to provide missing documents. While this review is subsequent to the department-level action, the regular review provides quality control. The study performed in fall 2013 is scheduled to be repeated in fall 2019 as part of the office’s assessment plan.

### **2.6.1 Promotion and Tenure/Certificate of Continuous Employment (CCE)**

The promotion and tenure procedures were adjusted in 2011 to reflect the College’s change to a school structure. The two levels of divisional promotion and tenure committees were replaced by the school promotion and tenure committees. The College Review Committee, which made recommendations directly to the President of the College, was eliminated. The [Faculty Handbook](#) (Chapter 4) provides a summary of these two actions with reference to the relevant governance documents. Full-time professorial faculty appointed to a seventh year are automatically considered for tenure. [The Faculty Handbook](#) (pp. 27-30) describes the steps toward tenure, beginning with the candidate creating a portfolio of scholarly and/or creative works that is sent to four external evaluators. Internal review starts at the department appointments committee, followed by the



school promotion and tenure committee, and then the College-wide promotion and tenure committee. All recommendations are then forwarded to the President.

On all levels of the process, candidates are notified of the decision to recommend or not recommend. For full-time lecturers under consideration for CCE, the process is the same, except that it starts after reappointment to a fifth year. Since research is not required, external evaluations are not requested. The process for promotion to associate and full professor mirrors the process for tenure with two exceptions. First, the promotion process only begins after the candidate notifies the College of his/her intent to be considered for promotion. Second, the first level of review varies, with a department promotion committee replacing the appointments committee in the case of tenure. Although the composition of each committee is described, there is no mention in the Faculty Handbook of the relevant policy documents.

### **2.6.2 Professional Development**

Members of the Brooklyn College faculty are expected to engage in research, scholarship and creative work. The [Faculty Handbook](#) (p. 49 -52) provides a listing and brief description of some of the grants and other types of funding and academic leaves available. The Faculty Handbook offers a list of on-campus professional development programs and services that faculty can utilize, including workshops on grant writing, technology in the classroom, teaching, promotion and tenure, and portfolio building. Faculty also are directed to visit the [Faculty Professional Development](#) web page where the information is more comprehensive. By making these resources and information available to faculty, the College is providing the support necessary to meet the requirements of these documents.

### **2.6.3 Faculty Complaints and Grievances Procedures**

The rules for how Brooklyn College handles faculty complaints and grievances come from [Article 20](#) of the PSC-CUNY Contract. The article itself defines the difference between a complaint and a grievance as well as the timeframe a faculty has to file an action, the steps of each process, and the meaning of resolution. This information is only available to faculty via a review of the Contract. The Faculty Handbook and the Brooklyn College website have no information on this topic.

## **2.7 Staff Personnel Policies**

There is no Brooklyn College staff handbook, in hard copy or on the website. The Human Resource Services website has a [page](#) that provides links to the different unions' websites and contracts. Whereas faculty have a clear two-tiered governance structure, Brooklyn College staff are governed by CUNY-wide policies set forth in the bylaws of the CUNY Board of Trustees, the [Manual of General Policy](#), and the [collective bargaining agreements](#) between the unions that represent the different categories of staff and the City University of New York. An exception is the staff classified as College Laboratory Technicians (CLTs). Aspects of their work life are covered under the [Brooklyn College Governance Plan](#).



### **2.7.1 Staff Career Advancement/Professional Development**

College laboratory technicians have a promotion process that is comparable to that of faculty while staff members who are in higher education officer (HEO) titles are non-promotable. Staff members are eligible for free tuition under CUNY's [Tuition Waiver Policy](#) and may take undergraduate and graduate classes for professional development purposes. The number of credits that staff members are eligible to take per semester depends on the collective bargaining agreement that represents them. Information can be found on the Human Resources website under [Benefits Plan Overview](#). Eligible staff members also have access to [funds](#) by way of additional provisions in the various collective bargaining agreements. Funds can be used for educational training, research and travel. Through CUNY's [Professional Development and Learning Management](#) Office, staff members can also participate in classes and workshops designed to enhance the knowledge and skills necessary to work and manage the diverse work environment that is Brooklyn College. Additional training in service and leadership is being developed (SP4.A.b).

### **2.7.2 Staff Complaints and Grievances**

Policies on staff complaints and grievances are processed based on provisions in the collective bargaining agreements between CUNY and the unions. As with faculty, those staff who fall under the umbrella of the PSC-CUNY have an outline of what constitutes a complaint and how it differs from a grievance as well as the timeframe to file an action, steps of each process and the meaning of a resolution. The provisions of the collective bargaining agreements for all other staff only provide rules for grievance procedures. This information is not provided anywhere on the Brooklyn College website and can only be found by reviewing the relevant contracts.

## **2.8 Recommendations Aligned with the College's Strategic Plan**

Based on our analysis of Standard II: Ethics and Integrity, we recommend the following:

- Expand Implicit Bias and conflict management development opportunities to all faculty and staff and strengthen our efforts to provide students, faculty, and staff with an inclusive campus environment (SP5.B.d). Conduct a regular, local campus climate survey.
- Provide development opportunities for departmental and college-wide grade appeals committees to discuss criteria and standards (SP.1).
- Make the Student Handbook and Faculty Handbook easily accessible on the Brooklyn College website. Consider adding grievance procedures to the Faculty Handbook and website (SP4.A.a).
- Create a Staff Handbook comparable to the Faculty Handbook, and make it easily accessible on the Brooklyn College website. Consider the addition of grievance procedures (SP4.A.a).
- Make the CUNY guidelines and procedures on ethical conduct easily accessible on the Brooklyn College website. (SP4.A.a).

## CHAPTER 3

### STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

*An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.*

#### 3.1 Introduction

The chapter describes the College's compliance with the criteria of Standard III. It addresses the first seven criteria. The eighth criterion is explored in Chapter 5 of the Self-Study Report. Responses to the original research questions of the approved self-study design have been integrated into the discussion below.

#### 3.2 Academic Program Offerings

Brooklyn College offers eighty-three undergraduate programs, seventy-two graduate programs, and 20 certificates and diplomas in business, education, the humanities, social sciences, performing arts, sciences, pre-professional, and professional studies. Since our last self-study as Table 3.1 shows, the faculty developed 23 new degree, diploma and certificate programs, including: 5 bachelor's degrees, 1 certificate program, and 6 master's programs, 9 advanced certificates, and 2 advanced diplomas. 11 programs were suspended or eliminated over the period. As indicated in the Strategic Plan (SP1.A), the College is currently engaged in a multi-year process of curricular redesign to enhance the excellence of our offerings (SP1).

*Table 3.1 New Academic Programs at Brooklyn College (since 2009) by School and Credential*

	Certificate	Bachelor's	Master's
SCHOOL	Adv. Cert, Cert, Adv. Dipl.	BA, BBA, BS	MA, MAT, MFA, MS, MSED
Koppelman School of Business	1	2	0
School of Education	2	0	1
School of Humanities and Social Sciences	1	1	0
School of Natural and Behavioral Sciences	2	2	1
School of Visual, Media and Performing Arts	6	0	4
Total = 23 (all schools)	12	5	5

Source: Office of the Special Assistant to the Provost; NYSED Recognized Programs

All programs are registered with the New York State Education Department. The College confers the following degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine

Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Fine Arts, Master of Music, Master of Science, and Master of Science in Education. Bachelor's degree programs are designed to be completed in 120.

Faculty develops all curriculum as Figure 3.1 illustrates. The curriculum is coherent in design and assessed in both developmental stages through the departmental curriculum committee, the appropriate curriculum committee of the Faculty Council, and the Faculty Council. The curriculum committees at each level have student representatives. College curriculum then goes through the University program approval processes. The latter includes review by the University Office of Academic Affairs, the Board of Trustees Committee on Academic Policy, Programs, and Research and the approval of the Board of Trustees, with final approval vested in the New York State Education Department.

*Figure 3.1 Curriculum Development Process: Course and Program*



Through regular assessment, including decennial program review, programs are reviewed for continued coherence. The ten-year time period reflects the CUNY-wide requirement for program review. In the spring 2019, Academic administrators and faculty will assess the adequacy of the current ten-year review schedule and consider whether or not the review function should move from the examination of the scope of a department's offerings to an individual program. Oversight

for program reviews is part of the College's new model of distributed leadership for assessment. Deans now are responsible for overseeing reviews in their school and for the development and oversight of action plans for improvement. All of these efforts are tied to the Strategic Plan (SP1), which focuses on enhancing assessment, the currency of programs, and continuous improvements.

Students have opportunities in virtually every program of study as outlined in Appendix 3.A to synthesize knowledge at the course level and at the program level as demonstrated by the curriculum in [Sociology](#), and also in interdisciplinary programs such as [Urban Sustainability](#). The methods for synthesis vary widely on the program level based on best practices. In Sociology, for example, a traditional senior thesis capstone integrates knowledge and skills. The Urban Sustainability Program provides a more experiential approach. Students from the three tracks--sociology, business management, and earth and environmental sciences--work on a project for a client and produce a report and oral presentation for the client.

The curriculum is organized and managed across thirty-five academic departments within the College's five schools: (1) the Murray Koppelman School of Business, (2) the School of Education, (3) the School of Humanities and Social Sciences, (4) the School of Natural and Behavioral Sciences, and (5) the School of Visual, Media and Performing Arts. External professional accreditation is a priority, and a number of Brooklyn College programs have achieved it:

- Chemistry B.S.: the American Chemical Society
- Speech-Language Pathology MS: Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language Hearing Association
- Education: School Counseling MS: Council for Accreditation of Counseling and Related Educational Programs
- Health and Nutrition Sciences BS-The Didactic Program in Dietetics: Accreditation Council for Education in Nutrition and Dietetics.

In addition, the School of Education is accredited by the National Council for Accreditation of Teacher Education and in the process of seeking accreditation from the Association for Advancing Quality in Educator Preparation. The Murray Koppelman School for Business is currently a candidate for accreditation from the Association to Advance Collegiate Schools of Business AACSB.

### 3.3 Faculty

The College is served by 524 full-time and 802 part-time faculty members, as reported in our 2017-2018 IPEDS survey and in the Introduction of this Self-Study Report. Table 3.2 shows the distribution by rank and school. As reported in the 2017-2018 AAUP Survey, 97.0% of faculty at the Professor rank are tenured, 95.5% at the Associate Professor rank are tenured and 19% at the Assistant Professor rank are tenured. 50.4% of our undergraduate FTE/credit hours were taught by full-time faculty in fall 2017, and 46.7 of our graduate credit hours were taught by part-time faculty (Office of Institutional Research and Data Analysis, October 20, 2018).

*Table 3.2 Full-Time Brooklyn College Faculty by Rank and School*

	<b>Business</b>	<b>Education</b>	<b>Humanities and Social Sciences</b>	<b>Natural and Behavioral Sciences</b>	<b>Visual, Media, and Performing Arts</b>	<b>Other</b>	<b>Total</b>
<b>Professor</b>	21	12	63	68	33	4	201
<b>Associate Professor</b>	21	16	46	53	18	2	156
<b>Assistant Professor</b>	12	12	31	40	15	1	111
<b>Lecturer</b>	7	4	10	27	8	0	56
<b>Total</b>	<b>61</b>	<b>44</b>	<b>150</b>	<b>188</b>	<b>74</b>	<b>7</b>	<b>524</b>

Source: 2017-2018 IPEDS HR Survey

Table 3.3 also shows that 93% of full-time faculty are in tenure-track positions, a ratio that makes Brooklyn College an outlier [nationally](#), where the trend has been toward non-tenure lectureships. Moreover, more than half of the lecturer-rank positions among the full-time faculty are in the School of Natural and Behavioral Sciences, which routinely employs instructors of that rank to lead laboratory and fieldwork. College-wide, just over 39% of all the faculty are full-time, which again places the College outside of national trends, where on average 30% of faculty are full-time. The ratios of full-time to part-time faculty and tenure-track to non-tenure-track faculty reflect positively on the maintenance of high teaching standards at Brooklyn College because the full-time and tenure-track faculty are subject to more rigorous protocols for reappointment, tenure, and promotion. They also have more time for teaching, advising, mentoring, faculty-student research, and pedagogical development activities than adjunct faculty.

### **3.3.1 Faculty Qualifications and Diversity**

Faculty are recruited in accordance with the by-laws of the City University of New York and must have credentials (generally a Ph.D. or an M.A. degree from an accredited university) consistent with the academic rank to which they are appointed. Recent research indicates the importance of increasing the demographic match between students and faculty in order to promote student achievement. Brooklyn College faculty is generally less diverse than faculty at [peer institutions](#) (p. 7 & 39-43); we have numerous departments where various groups are underrepresented. During the 2017-2018 academic year, the Office of Diversity and Equity implemented several initiatives to increase faculty diversity across the College in accordance with our Strategic Plan (SP1.B.a).

Beginning in 2017-2018, each academic department conducting a faculty search was required to develop a department-specific affirmative action recruitment plan. The Office of Diversity and Equity also revised the search committee charge meeting to include information about implicit bias using real-world examples of how implicit bias can impact faculty hiring. This initiative yielded several important results including more diverse faculty applicant pools, which led to increased diversity among new faculty hires. The new faculty entering in fall 2018 included five female

Asian/Pacific Islander faculty, two male Black/African American faculty members, and ten white female faculty members. These strategies will remain in place.

### **3.3.2 Faculty Qualifications and Assessment**

Faculty performance is assessed through several forms of [rigorous review](#) (Chapter 4) that are documented in the faculty member's file. The parameters for review are established by the [University](#) bylaws and the [PSC CUNY contract](#). The review structure and processes are outlined in our College's [Governance Plan](#) (pp. 6-8 ), specified in the [University Manual of General Policy](#), and described below. Full-time faculty appointments must be re-authorized annually until conferral of tenure or, for full-time lecturers, a [Certificate of Continuous Employment](#) (CCE).

Reappointment decisions are made using information gathered through student evaluations, peer observation of classroom instruction, and annual conferences between each faculty member and his or her department chair, in which performance in the areas of teaching, service, and scholarship are assessed and future expectations articulated.

A file is maintained for each faculty member that contains all records of student evaluations, peer observations, and annual conferences with department chairs. Also included are copies of all published and ongoing scholarship and creative works by the faculty members as well as a record of all service, mentoring, and other professional activities. These files are reviewed and updated regularly and consulted for all personnel actions taken during a faculty member's service. As part of its New Faculty Orientation Program, the Office of the Associate Provost for Faculty and Administration hosts a workshop on the [Reappointment, Promotion and Tenure process](#).

During the spring semester of the sixth year of service, full-time faculty members come under review for tenure or a CCE. Lecturers reviewed for a CCE are not evaluated based on their research, thus their review is conducted based on their updated personnel file. During tenure review for faculty members of professorial rank, copies of all published work are sent to four external evaluators (acknowledged experts in the research field of the faculty member under review), and letters are solicited appraising the scholarly quality of the work. These letters are added to the confidential personnel file of the faculty member and are made available for tenure assessment.

During tenure review, a faculty member's complete personnel file is reviewed by several committees in succession. First, the Appointments Committee of a faculty member's department reviews the file and votes on the candidate's fitness for tenure. The file is then reviewed by the School's Promotion and Tenure Review Committee that is comprised of representatives of each department in the candidate's School. After the School committee votes, the file is then reviewed and voted on by the College-wide Promotion and Tenure Committee, which includes all chairpersons at the College. After reviewing the deliberations of these three committees, the President makes a recommendation concerning the candidate's tenure to the Board of Trustees.

For promotion from the rank of assistant professor to associate professor and from associate professor to professor, a faculty member's file is similarly submitted for review by the same three committees in succession. Promotion to associate professor may be undertaken in the same action as the review for tenure; that consideration requires that the candidate's scholarly and creative

work be evaluated by four external reviewers. During consideration for promotion, a faculty member must submit all scholarly and creative works produced since the achievement of their most recent rank for external evaluation. Promotion is contingent upon providing evidence of persistent effectiveness in teaching and service as well as significant scholarly and/or creative achievement in one's field.

Compliance with promotion and tenure protocols is well-documented in the procedural records maintained by the College. Moreover, there is some evidence, in the forms of statistical and survey data, that they have been effective in maintaining high standards of rigor and competence among the faculty.

Table 3.3 shows that between 2012 and 2017, the College completed a total of 323 reviews for promotion, tenure, and CCE accreditation. Of these, 296 resulted in the approval of rank or certification, 27 were denied. This yields what would appear to be a high success rate of 92%. The  $n = 323$ , however, does not include all faculty in the tenure stream, only those who remain at Brooklyn College long enough to come up for tenure and/or promotion. The high success rate reflected in the data in Table 3.3 are a testament to the fact that those unlikely to succeed at these points of summative evaluation have already separated from the College via non-reappointment.

*Table 3.3 Results of Tenure, Promotion, and CCE Review Process*

Period of Review	Total Number of Reviews for Promotion, Tenure, and CCE	Number of Approvals	Number of Denials	Percentage Approved
2012-2017	323	296	27	91.6

Source: Associate Provost for Faculty and Administration, 2017-2018

The process is cautious and deliberate, including fail-safes such as a “third-year review” instituted to minimize the instance of unqualified candidates being reviewed for tenure and ensure full feedback on performance to those on the tenure track. The fact that 8% of candidates who sought promotion or tenure failed to gain approval demonstrates that the process is conducted diligently and in accordance with consistent standards. It is also a reflection of the rigorous hiring process; faculty who are likely to succeed are hired.

When being considered for promotion and tenure, faculty are evaluated based on their scholarship, teaching, and service. Table 3.4 shows that when faculty were [surveyed](#) (Q18) about their perceptions with regard to what should be most valued--research, teaching or service--most thought that teaching *should* be most valued (72.5%). However, when asked which *is* most valued, they rated teaching and research about equally.



*Table 3.4 What is Valued and What Should be Valued? – Faculty Responses*

	What Is Valued		What Should Be Valued	
	N	%	N	%
<b>Teaching</b>	113	42.6%	195	72.5%
<b>Service</b>	33	12.5%	13	4.8%
<b>Research</b>	119	44.9%	61	22.7%
<b>Total</b>	265	100.0%	269	100.0%

Source: MSCHE Surveys

Most faculty rated research high in importance; they also indicated that research and creative works are not adequately supported by the College. This area requires significant planning and appropriate resourcing as identified in the Strategic Plan (SP1.B.c, SP1.D). Academic Affairs has begun to develop appropriate staffing and organizational plans to address these issues. Given budgetary constraints, the Provost has attempted to recruit an internal Faculty Fellow for Research who can help support faculty engaged in grant-sponsored research and partner with the Provost on research enhancement strategies. Recruitment of an internal faculty fellow has not been successful and comprehensive planning is underway to develop appropriate staffing to support faculty research and creative expression. As a first step, a search is currently underway for a local Research and Compliance Manager. A senior faculty member is also assisting the provost with specific research support activities. Scholarly and grant writing boot camps will be hosted this year for interested faculty along with other strategies listed in the Strategic Plan (SP1.D).

Students' perceptions of their faculty members are favorable, based upon responses to the Student Experience Surveys compiled by CUNY's Office of Institutional Research and Assessment. Most recently the Middle States Student Survey confirmed that the students perceive the faculty very positively as follows: the faculty are fair (86.7%), well-prepared (87%), accessible (85.7%), approachable (87.2%), and knowledgeable (92.4%) as Table 3.5 shows.

*Table 3.5 Student Perceptions of Faculty*

<b>Faculty are....</b>	<b>Percent Agree</b>
Fair	86.7%
Well-Prepared	87.0%
Accessible	85.7%
Approachable	87.2%
Knowledgeable	92.4%

Source: CUNY Experience Survey

The survey indicates that the students have a high degree of confidence in the faculty as both instructors and advisers. These findings are similar to those of other surveys of the [student experience](#) that have been conducted at the College over the last decade. We would like more recent data than what we have available; we plan to participate in the NSSE survey next year and every two years thereafter.

As the introduction mentions, Brooklyn College faculty have received national recognition from [\*U.S. News & World Report\*](#) for excellence in undergraduate teaching, which corroborates our students' positive perceptions of the faculty.

The College maintains several resources at the disposal of faculty in support of their professional activities. Funds are dispersed through the deans' offices in support of faculty travel, participation in conferences, and related research projects. Other funds are made available through the PSC/CUNY grant program and through the [City University's Professional Development and Learning Management Office](#). The success of these efforts can be seen in the record of faculty accomplishments maintained in the form of regularly updated faculty profiles on the College's website.

The College offers a range of [instructional](#) development opportunities. The Center for Teaching is an area of the College that is slated for further investments and [development](#) as stated in our Strategic Plan (SP1.C, SP2.B.b, SP2.A). Its focus is on providing a broad range of pedagogical development opportunities. Other opportunities for development related to technology use and instructional design are available through the [Library's](#) Academic Instructional Technology unit. Information about these resources can be accessed through the Faculty Handbook, the Library Faculty Services page and through the Associate Provost for Faculty and Administration. It is a topic at new faculty orientation, and the Associate Provost's [website](#) provides extensive information, which is regularly augmented with email communications about new opportunities and scheduling.

An area recommended for improvement is the mentoring of junior faculty and associate professors. The 2015 COACHE survey findings confirm that between 20-30% of the faculty have not received mentoring from one or the other source. In addition, associate professors, women and faculty of color report mentoring needs. Plans are underway (Appendix I.C) to develop comprehensive mentoring programming through departments, schools, and across Academic Affairs during the spring 2019 (SP1.B.b).

### 3.4 General Education

A program of general education aims to provide a rigorous and structured foundation for the bachelor's degree. It ought to expose students to the full-breadth of possible intellectual experiences, while providing them with those skills that they will need upon graduation. Brooklyn College has a long history of responding to the needs of its students in this regard. In 1980, the Faculty Council voted to move away from a set of loosely defined distribution requirements. Instead, it voted to adopt a Core Curriculum, a set of ten specific courses that all students were required to take. These courses aimed to expose students to the full-range of intellectual opportunities at the College. It was comprised of two tiers of courses that were to be taken in sequence, over the student's first two to three years.

In 2013 the University instituted a new system-wide general education curriculum called Pathways. The centerpiece of this initiative is a 30-credit general education [Common Core](#). Each CUNY College also requires bachelor's-degree students to take another 6 to 12 credits of general education through the [College Option](#). The College Option was designed as a means for each of the campuses to distinguish the General Education curriculum by placing their campus's imprint

on Pathways. General Education credits carry over seamlessly if a student transfers to another CUNY College. Pathways has also aligned gateway courses for a number of [popular majors](#). Its development was based on extensive University research about [obstacles to transfer](#) among Colleges that included extensive credit losses for students.

Pathways was not well received at Brooklyn College (Appendix 3.B). The faculty reception reflected the tensions that can surface between a central system and an individual campus related to the proper role of the central office regarding governance. It took a number of years for the faculty to accept participation in the program. Pathways was ultimately adopted by Faculty Council at its March 21, 2017 meeting.

In many respects, the structure and substance of the [College's Pathway' requirements](#) remain the same as the previous General Education curriculum. Pathways is a 42-credit (14-course) program that is divided into three parts: (1) a Required Common Core (12 credits/4 courses), (2) a Flexible Common Core (18 credits/6 courses), and (3) a College Option (12 credits/4 courses). The curriculum was built around specified CUNY-wide expectations for student learning, codified by a specified set of student learning outcomes, required by the University for the Flexible and the Common Core (see 3.4.1 below) Additional Middle States expectations for student learning—technological competency and oral communication—were included in Brooklyn's design (Appendix 3C).

### **3.4.1 General Education-Student Learning Outcomes**

The importance of General Education to our faculty is underscored by the fact that our institutional learning outcomes are synonymous with our General Education outcomes. Table 3.6 below lists these student learning outcomes and aligns them to curricular areas.

*Table 3.6 CUNY General Education Requirements*

<b>REQUIRED COMMON CORE (12 credits/4 courses)</b>	
<b>Learning Outcomes</b>	<b>Curricular Area</b>
<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>	English Composition (2 courses)
<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>	Mathematical and Quantitative Reasoning (1 course)

<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a life or physical science</li> <li>• Apply the scientific method to explore natural phenomena, including hypothesis development,</li> <li>• Use tools of a scientific discipline to carry out collaborative laboratory investigations.</li> <li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>	Life and Physical Sciences (1 course)
<b>FLEXIBLE COMMON CORE (18 credits/6 courses)</b>	
<p>All Flexible Core courses must meet the following three learning outcomes</p> <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> <li>• Evaluate evidence and arguments critically or analytically.</li> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>	<p>World Cultures and Global Issues (1 course)</p> <p>U.S. Experience in its Diversity (1 course)</p> <p>Creative Expression (1 course)</p> <p>Individual and Society (1 course)</p> <p>Scientific World (1 course)</p> <p>One additional course from one of the above areas</p>
<b>COLLEGE OPTION (12 credits)</b>	
<ul style="list-style-type: none"> <li>• Demonstrate level-appropriate skills at listening, speaking, and writing</li> <li>• Demonstrate familiarity with products, practices, and perspectives of the culture studied.</li> <li>• Understand linguistic and cultural differences, whether they are defined by national boundaries or the coexistence of different language communities within countries</li> <li>• Use appropriate tools to identify and analyze behavioral norms and social values</li> <li>• Explore the relationships among region, nation, culture, migration, and identity</li> <li>• Apply appropriate knowledge about language, culture, nation and identity to interactions with individuals from cultures other than their own</li> </ul>	<p>(1) Exploring Arts &amp; Literature</p> <p>(2) Exploring Global Connections, and</p> <p>(3) Exploring Science</p>

At Brooklyn College, the Pathways Curriculum is implemented as follows. The Required Common Core includes four specific courses that all students must take. First, there is a two-course sequence in English Composition: ENGL 1010 and 1012. Second, students are required to take one of the

following two courses under the heading of “Math/Quantitative Reasoning:” either MATH 1311 or CISC 1001; STEM students may substitute a STEM variant course for one of the two. Third, under the heading of “Life and Physical Sciences,” students are required to take one of three courses in Biology (BIOL 1010), Chemistry (CHEM 1007) or Anthropology (ANTH 1200). A variant for STEM students is offered to fulfill the requirement. The latter two courses of this Required Core respond to the expectation of Middle States that students acquire and demonstrate essential skills in scientific and quantitative reasoning.

The Flexible Common Core includes several courses under each of five headings: World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, and Scientific World. Since fall 2017, all students are required to take two courses under the heading Creative Expression (ARTD 1010 and MUSC 1300 or MUSC 1400). In addition, students are required to take one of the courses specifically named under each of the other four headings. The courses of this Flexible Core respond to the expectation of Middle States that students explore the study of values, ethics, and diverse perspectives.

The College Option component of this program currently includes courses under each of three headings, each of which specifies student learning outcomes: (1) Exploring Arts & Literature (2) Exploring Global Connections, and (3) Exploring Science. Students are required to take a total of four of these courses; but no more than two courses can be taken from those listed under any one of these three headings. The revision to the College Option is still in development, and the College is preparing for a new set of offerings to be implemented starting fall 2019.

The College has developed a process to determine which courses might qualify as approved STEM variants and which courses might qualify for inclusion under one of the three headings that comprise the College Option. Departments submit candidate courses for inclusion to the Faculty Council Committee on General Education. If this Committee determines that the candidate courses qualify, then they are submitted to Faculty Council for approval by the Faculty Council Committee on Undergraduate Curriculum and Degree Requirements. The Committee on General Education also reviews and monitors the implementation of the General Education curriculum. A faculty director of General Education has been appointed to facilitate and oversee the implementation of General Education at the College.

In addition to the General Education requirements, students must satisfy two Academic Foundations Requirements for the bachelor’s degree. These are: (1) a library research requirement, which is usually satisfied as a part of the coursework for ENGL 1010 and 1012, and (2) a one course Writing Intensive requirement.

These aforementioned requirements of the College’s General Education program are specifically for those students who begin their undergraduate careers at Brooklyn College. Adjustments to these requirements are in place for the other student populations, such as [transfer students](#). The findings from the student [Middle States Student Survey Report](#) indicate that 56.4% of undergraduate students think that general education courses prepared them very or somewhat well to be successful in their major courses (Q8; n.b.: 16% of respondents had never taken a General Education course at Brooklyn College ). 27% did not find the preparation to be adequate. The College will investigate this perception more closely (e.g. explore differences among majors; perceptions v. achievement) as General Education assessment moves forward with the new

Pathway's program. The assessment plan and results to date are discussed in Chapter 5 of this Self-Study Report.

### 3.5 Graduate Education

The College offers 72 graduate programs as indicated in section I.1 of this Self-Study Report. Students report in the Graduate School surveys conducted in both 2015 and 2017 high levels of satisfaction with the quality of their programs, their faculty, and degree requirements, among other indicators. As part of our [Strategic Plan](#) (Goal 1.A.a), the College will shortly undertake a comprehensive review of our graduate programming toward enhancing our academic excellence. Attention will focus on improvements in assessment, including: the management of closing the loop on assessment, as discussed in Chapter 5; the scope of programming; the organizational structure for the graduate programs, and the currency of programs. Planning is underway to develop more competitive funding packages (SP2.C.d).

Our graduate programs are fully described in the [annual bulletin](#), on the [graduate](#) program inventory and linked to the [admissions](#) webpages. The College provides a rich array of opportunities for [graduate student research](#) with faculty and professionals to support the graduate curricula. In addition to program-based research, faculty-led centers and institutes provide many research opportunities that support the graduate curricula. Centers with non-faculty leadership, such as the [Science and Resilience Institute](#) at Jamaica Bay are led by highly trained professionals. Students conducting research also receive support and guidance as indicated from specialized [disciplinary Library staff](#) and from the [Office of Research Compliance](#).

### 3.6 Academic Support

The College offers academic support through many different programs and services. The faculty provide significant support to students both inside and outside of the classroom through advisement and mentoring. In addition to faculty support, the College provides academic advisement, tutoring services, specialized support for distinct cohort groups, such as honors students and SEEK students, and international and career-based learning services among others. The [Undergraduate and Graduate Bulletins](#) describe the academic services at Brooklyn College for students.

#### **3.6.1 Academic Services and Resources**

The Center for Academic Advisement and Student Success assists students in attaining their graduation requirements. It provides student-focused advisement at first enrollment through pre-major and works with departments and administrative offices to coordinate its efforts for student success. It coordinates with the Office of Student Affairs for all orientation programming. The [Student Handbook](#) and [College website](#) describe these advisement services.

CAASS also oversees the [First College Year](#), which includes first-year initiatives to facilitate the transition to college and integrate students into the College community as engaged learners and participants in campus life. The FCY program helps first-year students connect with faculty and College offices, make new friends, sharpen critical thinking skills, and discover real-life connections between courses and career aspirations. FCY programming also includes collaborative efforts with peer mentors, career advisors, Library faculty and the College's Learning Center. A common reading is part of the program as is block scheduling. Academic advisors from the Center for Academic Advisement and Student Success work regularly with first-year students to develop a four-year plan focused on general education courses, declaration of major, and degree requirements

Academic Advisement services provided by the Center and other programs of the College are fully discussed in Chapter 4 of this report.

The Learning Center offers students professionally supervised peer tutoring in courses across the curriculum in a comfortable, supportive environment that includes appropriate technologies and resources. The Learning Center is open every weekday, some evenings, and weekends. Students receive assistance with every stage of the writing process. Those who wish to work on their writing are encouraged to schedule an appointment for regular weekly meetings or an individual session. All writing sessions are conducted on a one-on-one basis and last for one hour. For all other subjects unrelated to writing, students may drop in without an appointment during advertised days and times. Sessions are conducted in small groups or one-on-one depending on availability. Tutoring for Math is coordinated with the Math Department and course-based. Specialized tutoring is also available through a variety of academic departments. In conjunction with departments and student support areas, The Learning Center also provides field writing tutors who work with students and faculty at locations such as the Library, the Women's Center, CUNY Edge, and various departments.

The [Brooklyn College Library](#) and Academic Instructional Technology is the primary academic and technological hub of the College. Students not only enjoy access to 1,000,000 print materials housed at the library, but also have access to 669,000 electronic books and journals. The library provides access to a wireless network and online databases that offer better researched results than typical Internet search engines. It is also home to some rare artifacts, including historic articles, letters and clippings, and art and sculpture from artists famous and unknown. Additional services include, but are not limited to: interlibrary loans; laptop and iPad loans; the 24/7 Library Café, which houses a Starbucks and computer facility; the New Media Center, which provides audio/visual spaces; faculty training and development; software skills courses; and specially trained librarians who can assist students with subject-specific research. The Library is engaged in many academic-related projects that directly benefit students, including the development of Open Educational Resources that provide cost-free course materials to students.

### **3.6.2 Support for Specialized Student Groups**

The College offers numerous specialized programs to meet the academic service and support needs of specific student populations. Each has staff that offers support and advisement to foster the



rigor of our programs. The [Honors Academy](#) embraces a host of programs that contribute to the very lively and engaged honors community on campus. Some additional programs include the following.

The [Pre-health Professions Advisement Office](#) monitors the academic progress of all undergraduate and post-baccalaureate pre-health professions students. The advisors meet with students individually on a regular basis throughout their academic career at Brooklyn College, and helps them plan suitable academic programs, prepare for standardized examinations, and prepare their applications for health professions schools. The office also maintains a credential service for forwarding letters of recommendation to admissions offices of health professions schools. The Pre-health Professions Handbook (pdf) provides students who are interested in a health science career with a detailed path to follow (including prerequisite course work) in order to be fully prepared to enter a professional school.

[The Pre-law Program](#) helps achievement-oriented students make informed decisions about pursuing a career in legal professions; assists them in assessing the academic, personal, and professional competencies and credentials they need to become successful applicants to and students at the law schools they aspire to attend; and provides access to the academic and career advisement, resources, opportunities, and professional networks that will support them in clarifying and achieving their goals. The Brooklyn College Pre-law Handbook is available to students online and referenced in the Student Handbook.

Exceptional opportunities for students in the sciences are available through the [Center for Achievement in Science Education](#). The primary goal of the Center is to provide the resources and support necessary to increase the number of traditionally underrepresented students who pursue undergraduate and graduate degrees in science, scientific research, and technology.

[The Office of International Education and Global Engagement](#) (IEGE) develops and administers study abroad programs, student exchanges, faculty-led programs, international agreements and campus-based international programs. IEGE administers the Furman Fellows Scholarship for Study Abroad and the Karen L. Gould Study Abroad Fund. Students interested in study or research abroad meet with a center advisor or attend regular information sessions. A study abroad adviser explores student options and identifies appropriate programs. IEGE collaborates with offices and with academic departments to promote international engagement.

[Transfer Student Services Center](#) provides undergraduate transfer students with a seamless transition to Brooklyn College by collaborating with various departments on campus, including the [Office of Undergraduate Admissions](#), the [Center for Academic Advisement and Student Success \(CAASS\)](#), Peer Mentoring (TransferNation), the [Office of the Registrar](#), the [Office of Financial Aid](#), and the [Magner Career Center](#). The Transfer Evaluations Office is responsible for processing all transfer credits for courses taken prior to attending Brooklyn College, including AP, IB, CLEP, and college courses taken while still in high school. The center also serves as a liaison to all academic departments to assist faculty with the process of evaluating transfer credits.

The College is not engaged with third party providers for academic programming and services.

### **3.7 Recommendations Aligned with the College's Strategic Plan**

Based on our analysis of Standard III: Design and Delivery of the Student Learning Experience, we recommend the following:

- Bolster support for faculty research and creativity. Develop funding to support faculty research and conference travel and align funding levels with those of peer institutions (SP1.B.c).
- Establish specialized mentoring programs for junior faculty, post-tenure faculty, and faculty of color (SP1.B.b).
- Establish regular campus NESSE participation on a two-year schedule.
- Continue evaluation of the graduate programs, including resourcing and administrative structures; develop an action plan that includes a timeline to address findings (SP1.A.a).

## CHAPTER 4

### STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

*Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.*

#### 4.1 Introduction

In this section, we detail how Brooklyn College supports all aspects of the student experience from admission through graduation. Processes for recruitment and admission are clearly defined and are aligned with our mission. Students receive appropriate support services and programming, which are delivered to enhance their success as supported by institutional outcomes data. The chapter discusses these supports. Throughout this section, we provide evidence of our compliance with the criteria of Standard IV as well and incorporate responses to the original research questions of the approved self-study design as appropriate.

#### 4.2 Admissions, Retention and Graduation

Brooklyn College recruits and admits students who are well-suited to the College, and who are likely to succeed and graduate. Students apply using a CUNY-wide process. The [application](#) procedures for all programs is clear, and detailed information for distinct populations--such as veterans, international students, and reentry students--is linked to admissions information. Financial aid information is accurate and comprehensive as described in Section 2.5 of this Self-Study Report.

Students must demonstrate proficiency in basic skills—math, writing, and reading—in order to gain entry to a senior college. The College also sets other [specific criteria](#) that are clear and well aligned with a prospective student’s likelihood of academic success at Brooklyn.

The College offers admission to Percy Ellis Sutton Search for Education, Elevation, and Knowledge program (SEEK) to first time college students and transfer students who do not qualify for admittance through regular admissions criteria. Founded in 1965, SEEK is the higher education opportunity program at the senior CUNY colleges, established to provide comprehensive academic, financial, and social supports to assist capable students who might not be able to attend college due to their educational and financial circumstances. Students are admitted without regard to age, sex, sexual orientation, race, disability or creed. The CUNY Central Office of Special Programs provides periodic assessment of SEEK Program effectiveness via the SEEK Learning Outcomes Surveys for both freshman and seniors.

Brooklyn College's student success data are an indicator of the extent to which we admit students who can succeed at the College.

We measure student success by looking at four indicators as described by our Office of Institutional Research and Assessment.

1. Academic progress toward the degree: the extent to which students earn a sufficient number of credits toward their degrees at the appropriate time in their academic careers.
2. Retention term-to-term, year to year.
3. Graduation.
4. Post Graduate Outcomes. Graduate school and career

#### **4.2.1 Momentum**

To further bolster student success, during the 2017-2018 year, CUNY initiated a major [Academic Momentum Campaign](#), in partnership with Complete College America and external funders, designed to increase 4-year graduation rates to [at least 65%](#) at bachelor's institutions, beginning with students *entering* in fall 2019 (SP2.A). For the [entering 2013 cohort](#), the most recent cohort for which four-year graduation rate data are available, the four-year rate at was [27%](#), (p.1) and the average time to degree completion was [4.8 years](#) (p.3). The College has been working to make rapid progress toward this ambitious goal.

Brooklyn faculty, administrators, and staff spent the spring 2018 semester [engaged](#) in comprehensive [planning](#), target setting, [monitoring](#) and assessment to better enable those entering in 2019 to meet the Momentum Campaign's goals. The campaign introduced strategies, including standardized degree mapping for all majors, meta-major development, and improvements in gateway course completion. While Brooklyn College had degree plans for all programs available to students previously, it did not uniformly have [standardized](#) and completely up-dated degree maps for all of its programs. Almost all the new degree maps have been completed as per our Strategic Plan (SP2.A; SP2.A.c), and implementation has been swift. Planning is underway for the development of [meta-majors](#) (pp. 7-10)—an additional and useful tool to support momentum—which can help students build pathways toward their degree completion based on their interests prior to major selection.

In addition, we are monitoring number of credits enrolled and earned per year, gateway course completion, and term-to-term retention both to address momentum and to assess the impact of the interventions that we have put in place. The College's Academic Momentum Team—a cross-divisional group--sets targets for each of these indicators in consultation with the University. Enrolling in 30-credits per year makes it possible to progress to degree completion in four years.

Brooklyn College has also begun to look closely at student progress in gateway English and Math courses. Table 4.1 compares the Brooklyn College Math and English Composition pass rates to the CUNY average.

*Table 4.1 Gateway Course Completion Rates (2017-2018)*

	MATH	READING/ WRITING
CUNY Goal	75%	90%
Current CUNY rate	69%	82%
Current Brooklyn College rate	50%	86%

Source: Office of Institutional Research

These data show that Brooklyn is not far from the CUNY goal in English Composition and ahead of the current CUNY average rate. The English Department is developing special programming to continue improvements toward the CUNY goal. Completion rates in gateway Math courses, however, are well below the CUNY average. One reason is that the gateway course requirement at Brooklyn College is Precalculus while other campuses offer College Algebra. Toward that end, the Math Department plans to develop a College Algebra course for non-STEM majors. In addition, faculty members in Math and staff from the Center for Academic Advisement and Student Success are collaborating to better identify students having trouble in the course early in the semester. The College has allocated funds to support this component of the campus's Academic Momentum initiative. These funds added extra tutoring services for gateway Math students and supported early warning work starting in spring 2018. Assessments of these interventions are currently underway.

The Math Department also plans to adopt other strategies, including the hiring of a math educator for a newly established position of Faculty Coordinator for the gateway math courses, and the adoption of standard syllabi for the gateway options. Other research-based strategies have been proposed and will be considered for College funding next year.

Overall a look at credit accumulation shows that the College has made considerable progress on student academic momentum over the last year. In 2016, 48.9% of first-time full-time freshmen in bachelor's programs completed 30-credits in the first-year. By 2017 54.3% attained the 30-credit target (Appendix 4.A, Slide 17). While it is too early to know the extent of the impact of the strategies we put in place during the 2016-17 academic year, it appears that advisor and faculty recognition of the need for momentum is already having an impact on credit accumulation, that is, the number of credits students register for. We do know that the creation of [degree maps](#) for all academic programs appears to be helping professional advisors across all programs, faculty advisors, and students. We recommend that degree maps be developed for part-time and transfer students as well. These maps are expected to serve as a resource in the advisement process by increasing clarity and transparency and unearthing any hidden prerequisites in the degree programs. We also know that improving section availability and block scheduling have also contributed to improved enrollment.

### **4.2.2 Retention and Graduation**

With regard to retention and graduation, the most recent data we have are based on the fall 2017 entering cohort. The data show an 82 % retention rate for first-time full-time freshmen and a 58% six-year graduation rate; both compare favorably to the rates across CUNY's senior colleges as indicated in Table 4.2 below. Retention at the junior and senior levels has been relatively stable over the last few years as is [term-to-term retention \(password:1930\)](#), yielding a six-year graduation rate of 58% (Table 4.2).

*Table 4.2 Retention and Completion: Comparison across CUNY Senior Colleges, 2017-18*

	FT 1 <sup>st</sup> to 2 <sup>nd</sup> year retention	PT 1 <sup>st</sup> to 2 <sup>nd</sup> year retention	4-year grad rate	6-year grad rate
Baruch College	91%	56%	41%	70%
Brooklyn College	82%	46%	28%	58%
The City College of New York	86%	57%	12%	50%
College of Staten Island	80%	57%	20%	48%
Hunter College	85%	75%	24%	52%
John Jay College	77%	50%	24%	47%
Lehman College	86%	59%	20%	46%
Medgar Evers College	66%	45%	6%	23%
New York City College of Technology	77%	58%	6%	26%
Queens College	84%	64%	29%	54%
York College	73%	60%	7%	29%

Source: IPEDS, 2017-2018

There has not been significant variance over time in transfer student retention. First year retention for the 2016 transfer cohort was 75.4% (Appendix 4.A, Slide 21). Roughly 60% of the fall 2013 cohort graduated from Brooklyn or elsewhere within four years (Appendix 4.A, Slide 23). A variety of strategies are currently being implemented to improve these rates. Course section availability and credit

Across all graduate programs, one-year retention is currently 81.9%. There is some variability by [school and by program](#), which we plan to study in-depth over the next year. Graduation data show that the College overall has had a very consistent four-year graduation rate over the last decade that has hovered a point above or a tenth or two below 70%. This rate was above the [CUNY average](#) (p. 39) for each cohort this decade, starting with fall 2006 entrants. We are keen to improve both term-to-term retention and graduation rates. Student Satisfaction survey data for 2017 show strong satisfaction with program quality (over 78%), faculty assistance (73%), and value (75%). Information access on the web, course variety, orientation, and advisement require more in-depth probing. Some of the other factors we will explore are cohort size, credit accumulation, degree planning, culminating experiences, applications of curriculum to practice, among other areas. As part of our comprehensive review of our graduate programs (SP1.A.a, SP2.B.b, SP2.C.d), we will also examine enrollment and registration communication plans, D W F rates in specified courses, linkages to support services, cohort development activities, and diversity in delivery modalities.

If we look at retention across all offerings, we see as indicated in Table 4.2 above that retention from the first to the second year is a concern. Over the years some stop-gap retention strategies for sophomores were implemented. One such strategy was The Sophomore Academy, which was piloted in 2015. It was meant to act as a bridge between the intrusive first-year advisement practices and departmental/faculty advisement once the student has declared a major. Students were told that they could take advantage of the program's offerings, but participation was not required. The program was disbanded because of resource constraints.

The College is currently engaged in investigating the causes of sophomore attrition beyond the generalized [Sophomore Slump](#). As described below, limitations in advisement and course scheduling and availability appear thus far as primary contributing factors. The Center for Academic Advisement and Student Success (CAASS) is working with the Office of Institutional Research and Data Analysis to explore this further.

Constraints on resources and other challenges to developing sophomore advisement programming will be addressed this year. Through improved planning for the allocation of Coordinated Undergraduate Educational (CUE) funds—an earmark from the University to improve undergraduate education--the Office of the Provost will work with Enrollment Management to increase the number of pre-major professional advisors for sophomore advisement and the coordination of sophomore programming. Funds will be allocated for programming that is designed to assist students with the transition to sophomore year and the handoff to the academic department for major advising. Other issues that are identified will also be addressed either as they are identified, depending on cost and scale, or in the coming academic year through the College's assessment, planning and budget process.

The College also will examine the present allocations of its professional advisement resources. Currently, the College employs 35 full-time, professional advisors who are dispersed across the College. Their numbers yield a ratio of approximately 514 students per professional advisor, an acceptable ratio for a college of our size: the National Academic Advising Association's (NACADA) [National Survey of Academic Advising](#) shows the median advisor case load for large institutions to be 600 students: 1 advisor.

*Table 4.3 Inventory of Professional Academic Advising*

<b>Program/Department</b>	<b>Number of Advisors</b>
Center for Academic Advisement and Student Success	10 advisors
Honors Academy Scholars – 2 part-time (totaling 1 full-time) Macaulay – 3 full-time BA/MD – 1 full-time	Equivalent of 5 advisors
Maximizing Access to Research Centers (MARC) Program –	1 full-time coordinator/advisor
Collegiate Science and Technology Entry Program (CSTEP)	2 full-time staff/advisors
SEEK	7 student support specialists
Pre-health	2 advisors
Pre-law – one part-time faculty advisor and one part-time advisor	Equivalent of 1 advisor
Pre-engineering – faculty program director advises part-time	Equivalent of .5 advisor



Mellon-Mays – faculty program director advises part-time	Equivalent of .5 advisor
Business School	2 advisors
School of Education	3 advisors
Psychology Department	1 advisor
Total	35 advisors

Further research will help us pinpoint where advisement needs are unmet, so that staff and funding can address advisement gaps.

In addition to professional advisement, faculty advise students across all programs. Guidance to students by faculty is specified in the [faculty contract](#) and affirmed in the [Faculty Handbook](#) (p. 44). The establishment of a Faculty Council Student Advisement Committee in 2015 shows faculty recognition about the significance of advisement. Results from the most recent [Departmental Student Advising Survey](#) (password 1930, p. 1) determined that 85.7% of departments rely on their full-time faculty to advise students. The undergraduate deputy is often assigned this role, even when other faculty participate in the academic advisement of students. Similarly, the Graduate Deputy is assigned the role of advising graduate students. These deputies typically receive reassigned time for the work, and other faculty who advise are credited with performing departmental service. Nonetheless, departmental and program-specific advisement varies widely across departments due to enrollment, staffing, and program-specific considerations.

To improve departmental-based advisement, Academic Affairs will work with the Faculty Council Advising Committee to review advisement in our largest academic programs starting this year (SP2.A.e). Specific guidelines for yearly advisement planning and delivery are a primary goal. The assessment of advisement will be integrated into annual school and departmental evaluations, with implementation slated for the 2019-2020 academic year.

An impediment that we have identified is the ability of students to register for the classes that they need in their degree plan. Table 4.4 below shows the extent of the problem based on the [MSCHE Student Survey](#) (Q10).

*Table 4.4 “Courses that I need are offered frequently enough.” – Student Responses*

	All Students (n = 939)	First-Time Freshman (n = 147)	Entering Transfer Students	Continuing UNG Students
Strongly Agree	18.3%	27.2%	12.8%	9.7%
Moderately Agree	37.9%	55.1%	41.9%	37.7%
Moderately Disagree	19.9%	9.5%	19.7%	25.4%
Strongly Disagree	16.9%	4.1%	17.9%	25.2%
N/A	5.1%	4.1	7.7%	2.0%

Source: MSCHE Survey 2018

The data show that while entering first-year students did not seem to experience challenges in registering for the courses they needed, upper class students (transfer students bringing credits in, or continuing undergraduate students) appear to have had a different experience. More than 50% of continuing undergraduate students and more than 37% of the transfer students disagreed with the statement: Courses that I need are offered frequently enough.” The issue of course availability for transfer students appeared particularly acute. 41.9% of students surveyed indicated that they were unable to register for their first-choice courses or to find other classes that they wanted to take, which can have serious financial aid implications. 71.7% of graduate students find course availability to be sufficient ([Q10](#)).

Discussion is underway between enrollment management and academic administrators to determine how to best address this issue (SP2.A.b, SP2.A.c, SP4.C.a). New predictive approaches to scheduling are needed. In addition, routine, timely procedures for opening new sections during the registration cycle need to be instituted. In fall 2018, additional funds were allocated to allow for new section openings late in the cycle. The College increased seat count from 56,365 in fall 2017 to 57,855 in fall 2018, a gain of 1490 seats. This gain was based on adding 114 sections to the schedule. The impact of this supplemental allocation was considerable on course availability as evidenced by increased enrollment. Further assessment of the impact is ongoing.

In addition, the College does not use a multi-year course scheduling model. Only a few programs list their rotation schedule. This impedes student planning ability. It is recommended that the campus move to two- or three-year scheduling to support academic planning, budgeting and overall section and enrollment management efforts.

We also recognize the limitations of our current advisement model (SP2.A.e). Because advisement functions are dispersed across the campus, there is a lack of coordinated advisement, even with robust, shared e-advisor resources as described in Chapter 7, which help with information sharing among advisors and between individual advisors and the students they serve. To coordinate advisement, the college will develop an Advisement Council in 2019 to coordinate all academic advisement, both professional and faculty-based, on campus. Colleges as diverse as Alverno and the University of Oregon have shown that student outcomes benefit from such efforts. Sharing information; reviewing best practices; conducting joint development activities; using the same protocols, language, and tools across a campus, contribute to improving students’ understanding about academic planning and the use of planning resources. Coordination also facilitates the ability of the advisors to deliver timely and accurate information to the students they serve.

Work on improving retention and graduation is continuous and involves all departments of the College. The initiatives we have put in place, such as the Academic Momentum Initiative, demonstrate our commitments to retention, completion, persistence and success, as does the programming that is described below.

### **4.3 Student Information and Records**

The College safeguards student records and complies with all CUNY policies and guidelines with regard to access to non-public information as protected by the Family Educational Rights and Privacy Act ([FERPA](#)). Access to student records is highly regulated and occurs on a need to know

basis only. The process and permissions are overseen by the College's Registrar. All staff are trained through the Registrar, and training materials are up-to-date (Appendix 4.B). Information security is a priority and passwords to systems must be changed every 180 days. These technological security requirements are established by the Office of Information Technology and are described in Chapter 6.8.

#### 4.4 Adequacy and Accessibility of Web-Based Information

The experience of the Working Group IV members indicated that students are not always able to locate the information they need when seeing a specific type of service to support their academic success. In order to assess the accessibility and adequacy of Student Support Information, the Working Group reviewed web-based material and interviewed personnel from a selection of offices that are student facing and provide academic support services. These offices are identified in Table 4.5 below.

*Table 4.5 Selected Student Support Offices with URLs*

OFFICE	URL
Admissions	<a href="http://www.brooklyn.cuny.edu/web/admissions/freshmen.php">http://www.brooklyn.cuny.edu/web/admissions/freshmen.php</a>
Athletics, Recreation and Intermural	<a href="http://www.brooklyn.cuny.edu/web/athletics.php">http://www.brooklyn.cuny.edu/web/athletics.php</a>
Black and Latino Male Initiative	<a href="http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/blmi.php">http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/blmi.php</a>
Bursar	<a href="http://www.brooklyn.cuny.edu/web/about/offices/bursar.php">http://www.brooklyn.cuny.edu/web/about/offices/bursar.php</a>
CAASS -- Center for Academic Advisement and Student Success	<a href="http://www.brooklyn.cuny.edu/web/about/offices/caass.php">http://www.brooklyn.cuny.edu/web/about/offices/caass.php</a>
Center for Student Disabilities Services	<a href="http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/disability.php">http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/disability.php</a>
CUNY Edge	<a href="http://www.brooklyn.cuny.edu/web/about/offices/cuny-edge.php">http://www.brooklyn.cuny.edu/web/about/offices/cuny-edge.php</a>
Enrollment Services	<a href="http://www.brooklyn.cuny.edu/web/about/administration/enrollment/es.c.php">http://www.brooklyn.cuny.edu/web/about/administration/enrollment/es.c.php</a>
Experiential Learning and Internships	<a href="http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/health.php">http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/health.php</a>
FCY -- First College Year	<a href="http://www.brooklyn.cuny.edu/web/academics/special-programs/first.php">http://www.brooklyn.cuny.edu/web/academics/special-programs/first.php</a>
Financial Aid	<a href="http://www.brooklyn.cuny.edu/web/about/offices/financial.php">http://www.brooklyn.cuny.edu/web/about/offices/financial.php</a>
Health Clinic	<a href="http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/healthclinic.php">http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/healthclinic.php</a>
Honors Academy	<a href="http://www.brooklyn.cuny.edu/web/academics/honors-academy.php">http://www.brooklyn.cuny.edu/web/academics/honors-academy.php</a>
ITS	<a href="http://www.brooklyn.cuny.edu/web/academics/technology.php">http://www.brooklyn.cuny.edu/web/academics/technology.php</a>
Learning Center	<a href="http://lc.brooklyn.cuny.edu/">http://lc.brooklyn.cuny.edu/</a>
LGBTQ Resource Center	<a href="http://www.brooklyn.cuny.edu/web/academics/centers/lgbtqcenter.php">http://www.brooklyn.cuny.edu/web/academics/centers/lgbtqcenter.php</a>
Library	<a href="https://drive.google.com/file/d/13Hlm2vZF4Y3m5EVpML7Yj7ip3nIrEy3x/view">https://drive.google.com/file/d/13Hlm2vZF4Y3m5EVpML7Yj7ip3nIrEy3x/view</a>

Our students are avid users of [online services](#). For that reason, web-based information is particularly important for supporting the student experience. The MSCHE Student Survey asked students about their satisfaction with the accessibility of information on the College website. Overall, more than 80% of students expressed satisfaction as indicated in Table 4.6 below. Continuing undergraduate and graduate students, however, expressed higher levels of dissatisfaction than entering students.

*Table 4.6 “It is easy to find the information that I need on the Brooklyn College website.” – Student Responses*

	First Year	Sophomore	Junior	Senior	Graduate
	(n=140)	(n=106)	(n=434)	(n=90)	(n=14)
Strongly Agree	35.0%	30.2%	27.0%	28.9%	27.9%
Moderately Agree	52.9%	56.6%	52.3%	43.3%	49.3%
Moderately Disagree	8.6%	9.4%	13.8%	22.2%	15.7%
Strongly Disagree	3.6%	3.8%	6.9%	5.6%	7.1%

Source: MSCHE Surveys 2018

This suggests that the information needs of continuing students are not being met as well as are the needs of entering students, even if BC Web Central—the College’s portal--serves as a convenient source of information and online services for students. Continuing students are not fresh from orientation and starting in the second year most do not see a professional academic advisor. These students require just-in-time reminders about information related to support service resources. Students also develop new needs as they advance in their academic programs, and often students are not sure about what office can provide services to address their needs. For all of these reasons they require clear and robust web-based service information. The Working Group review also revealed some inconsistencies across institutional websites focused on student advising. For example, while CAASS has a well-maintained and up-to-date webpage, academic departmental pages varied in terms of completeness and timeliness of information regarding advisement.

A number of issues also were identified on the University web pages. These issues can negatively impact the student experience. The CUNY Portal, a crucial access point in admissions and later in a student’s Brooklyn College career, is not mobile-friendly. Given that many students rely on mobile devices, this creates a hardship. While it is difficult to accurately measure the direct impact that this has on enrollment, it is worth further investigation. DegreeWorks is a University-wide technological system that enables students to track progress in their declared degree programs. While advertised as being accessible 24/7, persistent downtime has been noted. This limits accessibility and negatively impacts the student experience. The website will be enhanced to improve functionality as part of the Strategic Plan (SP5.D.a).

#### **4.5 Access to Face-to-Face Support**

In addition to academic advisement (4.2.2 above), other college-wide services that support student success include the Library and Academic Technology Center, Personal [Counseling](#) the Magner Career Center, Information and Technology Services (ITS) and the LGBTQ Center. Based on the MSCHE survey results and additional assessment data, all are effective in supporting the student experience.

[Library & Academic IT](#) (AIT) serves the College community through print and electronic collections, spaces, services and expertise. Results of the Middle States Student Survey indicated that 89% of students had utilized the library, and that they are largely satisfied with the services they receive. Recent budget cuts have limited the Library's ability to provide subject matter expertise in some areas. Most notably the absence of a Science Librarian and an Emerging Technology Librarian have limited the Library's ability to meet student (and faculty) needs for research support.

[Information Technology Services](#) and Academic Information Technologies (AIT)/Library <https://tinyurl.com/ycjyj6bf> are responsible for technology on campus including email, website, Blackboard, privacy of student data, informational kiosks, extensive offerings of student technology workshops across various computer platforms. Wi-Fi access and smart classroom technology have expanded considerably in recent years. Supports exist to assist students with web-based and email difficulty: <https://tinyurl.com/y9xet6af>. Both ITS and AIT maintain computer labs. In the Noel-Levitz Student Satisfaction Inventory 2015, students report "computer labs are adequate and accessible" and "computer technology available to me at Brooklyn College is sufficient for my needs as a student."

[Magner Career Center](#) provides students the knowledge, skills, values and opportunities that are essential to fulfilling their career aspirations. Through partnerships with employers, alumni, faculty and staff, students are prepared to succeed in today's competitive global economy. The center further provides an array of services, including career planning, internship matching, alumni mentoring, professional resume/interview preparation, and they offer a variety of workshops for students. The most recent graduate survey (2015-16) of 720 individuals, in response to the question "How well did the Magner Career Center prepare you for your current occupation?" finds that over 90% of respondents reported "adequately," "well," or "very well."

[The LGBTQ Center](#) was established in response to student need. Created in 2014, the center seeks to bring together the talents of students, faculty and staff to create programming about issues that affect the Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and Asexual (LGBTQIA) community.

Transfer students are a group that requires specific sets of services to support their experience. The MSCHE Student Survey revealed no obvious disparity between the experiences of transfer and non-transfer students. They demonstrate comparable, albeit slightly lower, levels of satisfaction with regard to web resources and advisement in the major.

The Transfer Student Services Center (TSSC) provides undergraduate transfer students with a seamless transition to Brooklyn College by collaborating with various departments, including the Office of Undergraduate Admissions, the Center for Academic Advisement and Student Success (CAASS), Peer Mentoring (TransferNation), the Office of the Registrar, the Office of Financial Aid, and the Magner Career Center. Students participate in an optional welcome reception and orientation program.

The TSSC is responsible for processing all transfer credits, including AP, IB, CLEP, and College courses taken while still in high school. The center also serves as a liaison to all academic departments to assist faculty with the process of evaluating transfer credits. Upon acceptance to Brooklyn College, transfer students receive a Transfer Credit Report, listing all courses from prior colleges and their Brooklyn College equivalents.

Anecdotal evidence suggests that transfer credit evaluation does not always happen quickly enough to satisfy the potential transfer student. This is particularly important for the College given predicted increases in the adult college population in NYC and the borough. Robust planning for this population should be undertaken (SP2.D). This should include a review of the College's policies and their applicability to adult learners and the development of appropriate mechanisms for prior learning assessment, which are currently quite limited.

Information regarding Articulation Agreements between Brooklyn College and partner institutions can be found: <https://tinyurl.com/yc23t7o6>. An early fall 2018 review of articulation agreements by Academic Affairs and Enrollment Management indicated that not all are up-to-date. Responsibilities for leading the review and up-date process had not been clearly reassigned when Academic Affairs was reorganized in 2017. The Special Assistant to the Provost has now been charged with this responsibility and is currently working with faculty and staff across institutions in priority transfer areas to update articulation agreements.

A special set of program that support student research is coordinated through the Center for Achievement in Science Education. The Center coordinates and publicizes research opportunities through the MARC Program, C-STEP, LSAMP, the Honors Academy Programs—including the Engineering Honors Program, Macaulay Honors College, Mellon Mays Undergraduate Fellowship, and the Scholars Program--peer-assisted team research opportunities, summer research opportunities, and campus-wide Research Day. In addition the expansion of transfer student research opportunities is provided through the The Mellon Undergraduate Research for Transfer Students Program (within the Center for the Study of Brooklyn). It facilitates their ability to conduct serious and rigorous independent research, giving them the support and training they need to succeed, and helping them develop mentor relationships with faculty. The latter is particularly important since transfer students often have difficulty identifying mentors early in their experience at a new college.

#### **4.6 Adequacy of Co-Curricular and Extra-Curricular Activities**

Students appear to be satisfied with the availability of activities. They are adequate for levels of student interest and engagement based on the MSCHE Student Survey. A variety of extra-curricular student programming exists, including athletics, recreation/intramurals and student clubs.

Table 4.7 provides a snapshot of selected extra-curricular programs the Working Group investigated.



*Table 4.7 Co-Curricular Programs/Offices with URLs*

<a href="#">Civic Engagement</a>	The Office of Civic Engagement and Social Responsibility strives to create and provide opportunities for students to contribute positively to the quality of life in both the campus and larger communities.
<a href="#">Clubs</a>	Student choose to participate.
<a href="#">Athletics</a>	This URL provided a brief overview of intercollegiate and intermural sports available on campus, as well as a link to the cites for specific teams.
<a href="#">Recreation and Intramurals</a>	As the name suggests, at this URL students can find information about recreational facilities include a swimming pool; fitness center, basketball, handball and volleyball courts, running track, tennis courts and more.
<a href="#">LGBTQ Resource Center</a>	One of the many examples of respect and support for diversity at Brooklyn College, the LGBTQ center provides a place of support for LGBTQ students.

The College offers a full orientation to all students across all [graduate](#) and [undergraduate](#) programs. The First Year College coordinates First Year Orientation for all in-coming first year students. The orientation is academic in focus. Students develop a working, introductory knowledge of campus resources and degree requirements. They also are advised and may complete registration. There are opportunities for meeting other students provided. Transfer students are invited to a [Transfer Student Welcome Reception](#) that takes place during the first week of classes. A graduate welcome and orientation are also provided. They learn about campus resources and opportunities. The focus of the orientation is the opportunity to meet with college faculty, staff, current students and alumni. Student surveys highlight their interest in meeting faculty and in learning tips that help guide their experience at the College.

The table below lists the rich array of team and individual athletic opportunities available to our students.

*Table 4.8 Intercollegiate and Intermural Athletic Opportunities*

<b>Women's Sports</b>	<b>Men's Sports</b>	<b>Rec &amp; Intramurals</b>
Basketball	Basketball	Fitness Center
Cheerleading	Cheerleading	Swimming
Cross Country	Cross Country	Tennis
Soccer	Soccer	Racquetball
Softball	Swimming & Diving	Track
Swimming & Diving	Tennis	
Tennis	Volleyball	
Volleyball		

Source: BC Website

#### 4.7 Adequacy of Staff in Student Support Areas

Though existing survey results reflect generally high levels of student satisfaction for a variety of student services, the Working Group conducted interviews with specific offices. It learned that the budgetary considerations described in the Self-Study Report have limited staff replacements. This has led to increased workload for staff in some offices, including Financial Aid and Bursar, Transfer Student Services, and the Office of Scholarships among others throughout the campus.

The offices named above provide essential financial support to students. Brooklyn College offers more than 600 scholarships, awards, and prizes each year to undergraduate and graduate students, with well over \$1 million available to support their education <https://tinyurl.com/zfv3pay>. Approximately 81% of full-time students received financial aid; for additional detail: <https://tinyurl.com/y7o6j96c>. If these essential financial services are not provided at adequate levels, students are not able to complete their enrollment. In addition to enhancements planned to streamline processes and expand online tools (SP2C.a, SP2.C.b), it is recommended that the College monitor staffing in these areas to ensure adequate staffing from the student's perspective and from the vantage point of staff workload.

#### 4.8 Recommendations Regarding Standard IV and Strategic Plan Alignment

Based on our analysis of Standard IV: Support of the Student Experience, we recommend the following:

- A thorough assessment of the Brooklyn College website's navigability for students is needed. Student participation in the assessment of their informational needs is critical (SP4.E.e).
- Improve advisement through resource and staffing assessments, the development of a campus-wide Advisement Council (faculty and staff) for campus-wide coordination and development for all advisors. Continue efforts to address the *Sophomore Slump* (SP2.A.e).
- Establish improved predictive scheduling models to ensure course availability (SP2.A.c, Sp4.C.a).
- Up-date scheduling software to move campus to a uniform two-to-three-year course scheduling model for all programs.
- Improve review processing time of transfer credits and consider robust and rigorous Prior Learning Assessment guidelines and procedures (SP2.D).

## CHAPTER 5

### STANDARD V: EDUCATIONAL EFFECTIVENESS AND ASSESSMENT

*Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

#### 5.1 Introduction

This chapter shows how Brooklyn College meets the criteria of Standard V. It is roughly organized in order of the MSCHE criteria for Standard V. We describe the extensive progress the College has made on the assessment of educational effectiveness since 2016 when we submitted a Monitoring Report to the MSCHE. That report documented the College's implementation of an organized and sustained process to assess student learning and respond to findings. It [was accepted](#) by MSCHE without additional follow-up. In this chapter, we detail our educational goals, describe the evaluation of our educational programs, and demonstrate how we use assessment results to improve educational effectiveness and our process of assessment itself. Information generated by the original [Self-Study research questions](#) (p. 10) has been integrated into the chapter as appropriate.

#### 5.2 Current Status of Assessment at Brooklyn College: Linkages Among Educational Goals and Programs

All of our work on assessment is clearly linked to our institutional goals. Our goals for student learning on the program and on the institutional levels are connected to our General Education program and to the University's goals. Assessment in any area causes myriad ripple effects that portend improvements in other areas. We champion this power of assessment and are improving our assessment infrastructure to leverage these effects, to propel the College forward.

Our [College's Strategic Plan](#) displays the connections among assessment processes and demonstrates the prominence of assessment at the College. It also imbricates throughout its pages the call for continuous improvement toward the mission through assessment, in the assessment processes, and within the tools themselves. The content of Strategic Plan Goal 1A.a—the first objective of the Plan--emphasizes the value the campus places on the primacy of assessing educational effectiveness.

*The provost, deans, chairs and departments, and Faculty Council will critically examine our undergraduate and graduate academic offerings, through regular program reviews, external evaluations, and annual assessment plans and reports. The analysis will ensure that our curricula, majors, and programs reflect emerging knowledge and skills and deliver academic excellence and value to students.*

Statements that signify the value of assessment for the College's attainment of its mission occur 43 times in the Strategic Plan, reinforcing our work toward our mission.

### **5.2.1 Overview of Educational Goals, Interrelationships, Alignment with Mission**

The College assesses Student Learning Outcomes (SLOs) across all areas of the College. It uses multiple methods and processes, including direct assessments of SLOs through assignments, exams, and other activities, and indirect measures such as grades and surveys. General outcomes with regard to student success are assessed, and activities for improvements are designed, implemented, and assessed as guided by the College's Strategic Plan, the annual University and College PMP, and operational planning, budgeting and assessment processes as described in Chapter 6. The metrics and processes that the College uses to assess general outcomes related to student success are provided in Chapter 4.2 of this Self-Study Report.

Assessment is coordinated by the Office of the Provost in collaboration with the Office of Institutional Research and Data Analysis. Institutional level assessment measures student achievement of General Education learning outcomes across all schools and programs. Program assessments measure the attainment of SLOs. Faculty assess SLOs within their degree programs. This approach is calendared in order to ensure that information based on assessment can be collected and utilized for improvements. These processes are described below.

Institutional Educational goals are represented by our new General Education curriculum, Pathways. As described in Chapters I.2 and 3.4, Pathways focuses on developing student skills in reading, writing, and quantitative reasoning. It emphasizes knowledge acquisition about cultural diversity, scientific thinking, and history among other specified student learning [outcomes](#). Skills in orality, information and technological abilities, and mission-specific knowledge are also foregrounded. Since adoption of Pathways in 2017, the faculty has developed and implemented a program level assessment plan (Appendix I.I). All programs at the College also have clear SLOs that are specified in program proposal documents and assessment reports. These are mapped to course level learning outcomes. Students receive the course level information through syllabi.

We are currently making program level outcomes a more prominent feature of our program descriptions. The Self-Study revealed that program level learning outcomes have not been integrated into the College's bulletin. Plans are underway to make the necessary revision in next year's editions. This information is critical for the students' understanding of the curriculum. Through the assessment process, the alignment of courses with program outcomes is delineated. Every course specifies learning outcomes. Outcomes are assessed by faculty and improvements put in place through the regular assessment cycle and through periodic self-study program review.

### **5.2.2 Organization of Assessment**

With President Anderson in the lead, the College has diligently worked to develop a culture of assessment and continuous improvement that can be sustained. Our assessment processes undergo continuous improvement by faculty and appropriate staff to ensure the evaluation of student achievement.

Through the program development and review processes meaningful curricular goals with defensible standards for evaluating student achievement of the goals are put in place for all programs. The faculty [curricular committees](#) oversee the design of curricular goals in accordance with standards established by the New York State Department of Education and the City University of New York. The assessment calendar is established by the College's administration in consultation with academic departments. To provide executive leadership for the entire assessment effort, the College created the Office of the Associate Provost for Institutional Planning and Assessment. The Associate Provost was hired along with key staff---the Assessment Manager and an administrative assistant--in 2016. The Associate Provost works collaboratively with the Director of Institutional Planning, Research and Assessment to oversee, monitor, and evaluate the implementation of assessment activities across the College.

The results of our Self-Study pointed to the need to further develop our assessment infrastructure. A professional staff of three and two college-wide assessment committees cannot by themselves adequately meet the needs for professional development, report collection, monitoring, cataloguing, providing feedback, consulting on action plans, reporting on assessment findings, and tracking across a campus of the size and complexity of Brooklyn College's as recognized by the [Strategic Plan](#) (Goal 1.A.a, p.5). In addition, we think based on our own experience and the research literature that an important factor in sustaining a culture of assessment is instituting participatory leadership for specific assessment activities at all levels. We are therefore: (1) [distributing leadership for assessment](#) more broadly, and (2) developing a systematic assessment document repository to streamline assessment documentation activities.

To introduce these changes, the role of the [Office of the Associate Provost for Institutional Planning and Assessment](#) in assessment is shifting from "the focal point of accountability to all stakeholders" to the campus hub for assessment expertise, professional development, and overall coordination. The office's staff will coordinate the calendar of all assessment activities—from the assessment of student learning to departmental self-studies/program reviews--provide on-going professional development, and act as assessment experts available for consultation across all units and programs of the College. The office will collaborate with the Office of Institutional Research and Data Analysis and the campus-wide assessment committees described below in routinely assessing assessment practices and processes across the College and reporting out to the community on findings and best practices.

In addition to the Office of the Associate Provost for Institutional Planning and Assessment, the College established an [Institutional Assessment Committee](#) (IAC) and an [Academic Assessment Council](#) (AAC) led by the Associate Provost for Institutional Planning and Assessment. Both groups guide our assessment efforts and facilitate the ongoing cultivation of a culture of assessment. The Academic Assessment Council consists of faculty and administrative representatives from each of the five schools; these individuals oversee and advocate for the assessment initiatives in the Academic Affairs division. All faculty on the committee receive three hours of reassigned time yearly for their effort.

The Institutional Assessment Committee was formed in 2016 in response to the Monitoring Report, which called for an assessment body for the non-academic units. That group is comprised of at least one representative from each division represented on the [President's Cabinet](#). The IAC is chaired by the Associate Provost who along with the Senior Director for Institutional Research

and Data Analysis provides consistency and communication across the divisions. This body works in parallel, to the extent possible, with the Academic Assessment Council.

For now, the two college-wide assessment committees—the [Institutional Assessment Committee](#) and the [Academic Assessment Council](#)—will continue their work and plan for the periodic assessment of their activities.

With the change in the scope of responsibility assigned to the Office of the Associate Provost, we will be distributing leadership for assessment accountability across multiple functions. Vice presidents and deans will be responsible for monitoring all assessment activities conducted in their respective areas and for developing action plans with staff/faculty to advance improvements in their areas. On the academic side, department chairs will be asked, as part of the departmental annual review (Appendix I.C) to be conducted by the deans, to report the status of all assessment activities--from the assessment of SLOs to program review--for each program under the department's aegis. Instead of chairs, we recommend that program directors assume responsibility for the assessments of the programs they oversee. The Dean will provide feedback on assessment in consultation with the Associate Provost's office and will work to marshal resources, if needed, to support improvement plans. Professional development activities will be undertaken to establish and ensure quality standards across areas and to continue innovations in infrastructure that meet the campus's evolving culture and needs.

Institutionalization of these new roles has recently begun. The Provost has included the oversight of all assessment activities in the deans' job descriptions and will include progress in this domain as a metric in annual evaluations. The vice presidents plan to design mechanisms to document their approaches to this newly specified oversight function over the calendar year.

We also have begun to devise more robust mechanisms to collect, track, monitor, store, and analyze assessment reports. The Self-Study established that tracking of all assessment plans and reports was insufficiently systematic. A centralized document repository that standardizes cataloguing will help the College track evidence of student learning across programs and allow for speedier and regular analyses of progress across programs. It will also help with sharing of local best practices. Currently, we are working on putting in place standardized nomenclature for cataloguing and are exporting files housed in various digital locations into one centralized online collection, where files will be organized by department, program, year, type, etc. As we complete these activities with the guidance of our librarians, we will consider adding other tools to organize uploading by the reporters themselves and to provide access to specific and related documents that will aid departments, programs, and units in their assessment and planning activities. Over time the historical "paper" assessment archives will be digitized and added into the assessment repository.

### **5.2.3 Systematic Assessment, Preparation of Students, and Sustainability**

The College demonstrates meaningful curricular goals with defensible standards for evaluating how students achieve them. The Self-Study showed recent improvements to the assessment template. A review of the quality of assessment reports for both academic and Administrative and Education Support (AES) areas was conducted in 2016-17 by the AAC and the IAC. The





Business Management	•	•	•	•	•	•	•	•	•
Economics	•	•	•	•	•	•	•	•	•
Finance	•	•	•	•	•	•	•	•	•
<b>School of Education</b>									
Childhood, Bilingual and Special Education	•	•	•	•	•	•	•	•	•
Early Childhood Education/Art Education	•	•	•	•	•	•	•	•	•
School Psychology, Counseling and Leadership	•	•	•	•	•	•	•	•	•
Secondary Education	•	•	•	•	•	•	•	•	•
<b>School of Humanities and Social Sciences</b>									
Africana Studies	•	•	•	•	•	•	•	•	•
Classics	•	•	•	•	•	•	•	•	•
Communication Arts, Sciences, and Disorders	•	•	•	•	•	•	•	•	•
English	•	•	•	•	•	•	•	•	•
History	•	•	•	•	•	•	•	•	•
Judaic Studies	•	•	•	•	•	•	•	•	•
Modern Languages and Literatures	•	•	•	•	•	•	•	•	•
Philosophy	•	•	•	•	•	•	•	•	•
Political Science	•	•	•	•	•	•	•	•	•
Puerto Rican and Latino Studies	•	•	•	•	•	•	•	•	•
Sociology	•	•	•	•	•	•	•	•	•
<b>School of Natural and Behavioral Sciences</b>									
Anthropology and Archaeology	•	•	•	•	•	•	•	•	•
Biology	•	•	•	•	•	•	•	•	•
Chemistry	•	•	•	•	•	•	•	•	•
Computer and Information Science	•	•	•	•	•	•	•	•	•
Earth and Environmental Sciences	•	•	•	•	•	•	•	•	•
Health and Nutrition Sciences	•	•	•	•	•	•	•	•	•
Kinesiology	•	•	•	•	•	•	•	•	•
Mathematics	•	•	•	•	•	•	•	•	•
Physics	•	•	•	•	•	•	•	•	•
Psychology	•	•	•	•	•	•	•	•	•
<b>School of Visual, Media and Performing Arts</b>									
Art	•	•	•	•	•	•	•	•	•
Feirstein Graduate School of Cinema	•	•	•	•	•	•	•	•	•
Film	•	•	•	•	•	•	•	•	•
Music, Conservatory of	•	•	•	•	•	•	•	•	•
Television and Radio	•	•	•	•	•	•	•	•	•
Theater	•	•	•	•	•	•	•	•	•
	Plan		Outcomes		Tools		Evidence		Use of Results
	AY15	AY18	AY15	AY18	AY15	AY18	AY15	AY18	AY15 AY18

35 Departments	26	31	27	33	26	33	18	26	18	24
% of Departments	74%	89%	77%	94%	74%	94%	51%	74%	51%	69%

The absence of sufficient accountability mechanisms in the past was an impediment to timely submission. The lack of a uniform and adequate method for collecting and cataloguing submissions had also interfered with reporting. This year the timeline for submission was narrowed and numerous communications about expectations and the due dates were initiated by both the Provost and the deans. We believe that these reminders coupled with a streamlined template, clear expectations, and dispersed collection yielded timely submissions.

Because assessment activities have been organized on the departmental level, rather than the program level, individual program compliance has been less robust than departmental compliance outside of the School for Business and the School of Education, which have long-standing histories of vigorous assessment and total compliance. On the program level, yearly assessment participation rates have risen from 48% in 2014-2015 to 51% in 2017-2018. There is broad variance in program participation, depending on school: 44% of programs in the School of Humanities and Social Sciences, 47% of programs in the Natural and Behavioral Sciences, and 68% of programs in the School of Visual, Media, and Performing Arts submitted an assessment report for the 2017-2018 year. The new document repository and distributed leadership structure for assessment will allow us to monitor program compliance much more efficiently than the low-tech and centralized approach to collection, feedback, and analyses that the College has utilized in the past. The new approach will allow the deans and assessment manager to ensure that all programs within a department are engaged in regular assessment activities, integrate their assessments, document them, and close the loop toward improvement.

In addition to the regular assessment of student learning, departments undertake self-studies/program reviews every ten years. The reviews are an important tool for the College in assessing the quality of offerings in accordance with University guidelines. Prior to the external review, the departments spend at least one semester completing a self-study. The report probes the alignment of the department's mission statement with the College's and University's; requests specification of program level SLOs, departmental goals, benchmarking, governance, curriculum, assessment, faculty details, and information about post-graduate outcomes. The [self-study instrument](#) includes unusually detailed summaries about the assessment of student learning and evidence of yearly assessment activities for a three-year period, among other categories of information.

The reviews articulate how students are prepared in accordance with the mission for careers and further education. Upon completion of the self-study, the departments identify external evaluators who examine the self-study report and conduct a site visit. The external evaluators make recommendations to which the department responds. These activities are coordinated and monitored by the Associate Provost for Institutional Planning and Assessment, who maintains the schedule for reviews.

Summaries of recent self-studies/program reviews can be found in Appendix 5.A. The quality of self-studies that have been conducted is generally high, but the extensive process has strained the departments. Going forward, the deans will assist departments with action plan development to

address the review recommendations and support the programs in closing the loop. Progress on developing and implementing action plans will inform the Provost's annual review of departments and schools going forward.

Additional revisions to self-study/program review guidelines are recommended. Both the 10-year time span and scope of review present significant challenges that make what is already a substantial undertaking more difficult. The challenges faculty have expressed include: the lack of faculty continuity due to retirements, resignations, non-reappoints; changes in program leadership, redundancies in the information requested in the self-study and in annual program assessment, and modifications in a department or the structure of a program. Sharing best practices and assessments of our current process with all faculty is also a recommended step.

### **5.2.4 Supporting and Sustaining Assessment and Communicating Results to Stakeholders**

In addition to improvements in reporting processes and infrastructure, a number of development opportunities have been offered to staff and faculty in the last several years to support and sustain assessment.

Since 2016, workshops have been held every semester for both academic and administrative units to support their efforts in completing assessment activities and reports. Throughout the summer and into early fall 2017, the focus of activities was on the development of assessment plans to be implemented during the 2017-2018 year. For the AES units, workshops were scheduled throughout the summer to coincide with pre-existing staff meetings. This format enabled smaller group sessions and the use of examples more specific to the individual areas. During 2018, the focus of the workshop shifted to assessment reporting. The impact of the workshops has not been assessed. Assessment will be built-in to the workshop structure going forward.

Beyond formally scheduled meetings and workshops, bi-weekly Assessment Table sessions were initiated during the Spring of 2018. Following the model of language tables, the Assessment Table provides an informal, open door time slot for staff and faculty to drop-in with their assessment questions and concerns, regardless of their level of experience in assessment. Communications stressed that no question was too simple or too challenging. Either the Associate Provost for Institutional Planning and Assessment or the Academic Assessment Manager were on hand during the scheduled time. Although the approach was well received, the number of attendees was nominal. Because, the Tables elicited participation from a different audience than the one that attended workshops, the Tables will continue for the immediate future. To increase the participation rate of this group, outreach efforts will target individuals who oversee and participate most in assessment functions.

Other strategies have been employed. The Institutional Assessment Committee instituted an annual [Assessment Day](#) two years ago. This extremely well-attended event focuses on the assessment of AES units. Individuals who participate show a genuine interest in learning new techniques and improving their practices. Regular assessment of this and all events that are designed to stimulate a culture of assessment is recommended.

This year the College plans to showcase assessment practices undertaken by faculty at Brooklyn College that have clearly made a difference in improving student learning. By showing the impact of closing the loop through our faculty's efforts, the College hopes to demonstrate the profound impacts assessment has on improving our students' learning outcomes and bolstering the excellence of our academic programs. This strategy is also intended to continue to improve the quality of assessment practices and reporting among all levels of faculty and staff and to forge an ever-stronger community of practice in assessment. We believe these measures will continue to support and advance our gains in assessment.

### 5.3 Using Assessment Results for the Improvement of Educational Effectiveness

**Consistent with our mission**, all programs at the College engaged in assessment use assessment results to strengthen student learning. The M.S. program in Speech-Language Pathology (SLP), for example, reviewed summative exams several years ago. The faculty identified a knowledge deficiency across several students in a specific clinical domain (dysphagia/swallowing). The program director subsequently surveyed all second-year graduate students regarding knowledge, and separately surveyed clinical speech language pathologists employed by externship sites regarding clinical expectations. Survey results identified limitations in the application of clinical dysphagia intervention and resulted in the program's implementation of a series of required experiential learning activities. Follow-up surveys of students and clinicians revealed an improvement in learning and skills outcomes. These activities have now been formally adopted by the program. Many other programs have undertaken major and minor revisions to curricula to improve learning based on assessment. The Television and Radio Program entirely revamped its major to carefully sequence knowledge and skill development in order to facilitate learning. Theater shook up a string of requirements to improve momentum. Accounting added new courses to ensure the appropriate scaffolding of skills to meet their learners' needs.

In addition to curricular improvement, assessment of programs has brought to the fore the need for different **pedagogies** to enhance learning. The Psychology Department, for example, housed in the School of Natural and Behavioral Sciences, recently assessed student learning in the BA/BS program in Psychology. The department collected data from five individual courses, ranging from 1000-level introductory courses to 4000-level late-career major classes and including hundreds of students. This diversity of courses across levels offers an unusual breadth of information about student growth. The specific tools involved comparing test scores, a commonly-used instrument in psychology courses, across different groups of students to understand which techniques or policies are more effective. For example, psychology faculty augmented traditional lectures in some classes with directed group work, while continuing to offer only lecture in other sections of the same 1000-level class. They found that the students who had participated in the group activities performed significantly better than those who were provided with lecture-based instruction alone. This in turn guided departmental practices and inspired faculty to include group work in their pedagogical tool-boxes.

The Communication Arts, Sciences and Disorders Department's recent assessment showcased the need to sometimes add **academic support programs** to facilitate student learning. An ongoing review of student clinical writing revealed both faculty and student concerns about the level of

writing mastery, which were further supported by feedback from internship and externship clinical instructors. A series of clinical writing workshops have been implemented in the current semester with the support of a CUNY doctoral teaching fellow. As this is currently in progress, data cannot yet be used to demonstrate improvement, but anecdotal evidence is promising.

At times, programs require **full revision** based on assessment findings. In the Koppelman School of Business, the development and revision of learning goals for the undergraduate and graduate degree programs relies on multiple sources of information: (1) annual alumni/employer surveys; (2) annual studies of the NYC job market; (3) continuous employer/faculty interaction scheduled in collaboration with the Magner Career Center; (4) annual Business Matters events and the Business Matters speaker series; (5) bi-annual benchmarking of AACSB competitors in the New York City area; and (6) nationally-published employer studies of necessary 21<sup>st</sup> century undergraduate learning skills.

The data and information are reviewed by the Assurance of Learning Steering Committee and recommendations are forwarded to the departmental curriculum committees. During the last five years, six learning goals were conceptually and operationally defined for the BS and BBA programs at the undergraduate level and the MSBA and MS program at the graduate level. Learning opportunities relevant to each learning goal were embedded in each core business course, and tools and rubrics were developed for assessment of each learning goal. Since spring 2014, learning goal definition, assessment, close-the-loop, and learning goal revision have occurred for each learning goal in both the undergraduate and the graduate programs. In most cases at the undergraduate level, the results of closing the loop on assessment have been profound. Student outcomes on five of the six learning goal assessments show substantial performance improvements. Of particular note, the assessment scores of students' written communication were 63.4%, 73.1%, and 84.5% proficient or better in 2014, 2016, and 2018, respectively. Similarly, students' scores on the critical thinking assessment increased from 54% proficiency in fall 2016 to 81% proficiency in fall 2018. Perhaps of greatest consequence, students placed in the 24<sup>th</sup> percentile nationally in 2016 and in the 30<sup>th</sup> percentile nationally in fall 2018 on the ETS Major Field Test in Business. This example shows how program revisions based on assessment can facilitate student achievement dramatically.

**Our new General Education Program** has recently begun assessment activities. As outlined in Chapter 3, CUNY instituted Pathways, a system-wide general education curriculum in 2012. The Brooklyn College faculty did not formally adopt the curriculum until spring 2017.

From 2012 until adoption, the faculty was engaged in assessing core components of its prior General Education program (Appendix 5.B). These assessments led to many improvements. English faculty, for example, identified significant variations among the students who did not receive credit for English Composition 1 (ENGL 1010). Despite the high pass rate in English Composition 1, the Department found that some students did not receive credit because they had completed the work at an insufficient level (NC/C-) of mastery, while others did not complete the work (F). In response, the Department introduced a writing workshop for borderline students who could pass with additional skill development. The three-hour, four-day workshop focuses solely on improving student writing.

Improvements to support new adjunct faculty were also put in place at the same time, including (1) a standardized, Open Educational Resource (OER) syllabus, and (2) a workshop on teaching

methods and pedagogy for new instructors. These changes provide critical support for new instructors. Ninety-seven percent of the sections of are taught by part-time faculty, over half of whom are typically new instructors. These changes ensure effective instruction in English composition courses. The Director is considering implementing similar changes to English Composition 2 (ENGL 1012), after completion and analysis of the assessment findings from fall 2018.

To move to comprehensive and systematic program-level assessment of the new General Education program, the Provost established the position of General Education Faculty Director and appointed Professor Caroline Arnold to fill the role in fall 2018. A key responsibility of the director is leadership for general education assessment.

Professor Arnold worked with the Faculty Council General Education Committee and across the College to coordinate assessment, collect assessments that had been completed last year, and complete the assessment plan for the new Pathway's curriculum (Appendix I.I). Brooklyn College now has a plan for assessing courses in its General Education curriculum and for program-level of General Education. During fall 2018, the program developed a curriculum map for Flexible Core courses, assessed the extent of course offerings in the Required Common Core and the Flexible Core, developed a Five-year Assessment Plan for General Education, and developed a model for assessing each segment of the Flexible Core curriculum.

During fall 2018, seven departments conducted course-level assessments of General Education classes. This is a significant improvement over the three departments that assessed General Education courses in 2017-2018. In spring 2019, the program will conduct its first coordinated assessment of a thematic area of the Flexible Core, "Creative Expression." In addition, four other departments will engage in course-level assessment of General Education classes during the Spring 2019 term. The General Education Coordinator and Committee on General Education will use this assessment of "Creative Expression" to develop assessment procedures for other thematic sections of the General Education curriculum.

From fall 2017-fall 2018, the College has worked to develop the infrastructure to implement the College Option portion of the General Education requirements. This has involved coordinating the efforts of the Committee on General Education, the Steering Committee of Faculty Council, the Center for Academic Advisement and Student Success (CAASS), the Department of Modern Languages and Literatures, the Dean of Humanities and Social Sciences, the Office for Institutional Research, the Assessment manager, and the Provost. Learning Outcomes and a related assessment plan for the College Option segment of the curriculum have been developed. On the program level, initial assessment findings indicate the need for the development of additional offerings across the program to ensure sufficient opportunities for students to engage in curricula related to all of the program's learning outcomes. The Director of General Education is working with all departments to increase offerings.

On the program review level, the Academic Assessment Council will work with the General Education Coordinator and the General Education Committee to review the new general education program. The Council aspires to serve as the "outside reviewers" of student artifacts from general education courses as indicated.



Each of the above examples show the different ways in which academic assessment is integrated into planning and improvement to move the College's mission forward.

The College supports a range of **professional development activities** to support student learning. The Center for Teaching offers pedagogical professional development opportunities. It encourages high-impact learning and active engagement with students. It supports curricular development, pedagogical innovation, program improvement, planning, assessment, and a campus-wide culture focused on excellence in teaching, through self-reflection. Based on assessments, further investments and expansion in the Center are planned (SP1.C, SP1.B, SP2.A).

The Library's Academic Instructional Technology staff support innovation in technological use by faculty. Information on student text-book purchasing rates has led to an important grant funded OER initiative at the College. Open Educational Resources (OERs) are teaching, learning, and other resources released under an open license that permits their free use and repurposing by others. OER textbooks facilitate our students' ability to access course texts when faculty adopt their use in their classes. The [OER initiative](#) has been extremely successful at the College; it has provided access to 45 OERs, impacting an enrollment of nearly 12,000 Brooklyn College students who collectively saved \$1,784,391 in textbook and other course material costs (Appendix 5.C).

Consideration of assessment results also informs **planning and budgeting for the provision of academic programs and services**. A very recent example that will occasion a shift of allocations is the development of advisement capacity and administrative coordination to address the *Sophomore Slump* as discussed in section 4.2 of this Self-Study Report. Another example is the development of peer mentoring and advertising to aid in the Academic Momentum campaign, which in one year has improved first-year student credit accumulation markedly. Both serve as examples that highlight how planning and budgeting using the results of assessments improve educational effectiveness.

**Communication about assessment results** to all appropriate constituents is valuable. It allows departments, programs and units to share examples of proactive engagement in the assessment process and provides models for peers. It also is critical for stimulating the ripple effects of assessment across the institution. Obstacles to communication on our campus include lingering attitudes that outcomes assessment is a process demanded by the administration and not desired by the teaching faculty. We believe that the steps we are taking this year to showcase the power of assessment through faculty-led sharing and decanal accountability and involvement will make a marked difference.

Among administrative units, the Office of Scholarships offers a fine example of assessment results shared in an operational unit that reaches beyond the expected audience. The Office reports that donors are apprised of what others are doing in support of Brooklyn College students. The Zicklin Summer Fellowship program, which provides students with funding for credit-bearing domestic internships and summer course work, is considering broadening its own criteria to mirror the Rosen Fellowship.

The [Office of Institutional Research and Data Analysis](#) issues numerous reports related to institutional effectiveness that are published on the College website. Detailed assessment data for

the public and internal community are currently available [Office's website](#). Some information is password protected, even when at times when new reports are internally circulated via email. The level of password protection impedes use. There is also an abundance of data, not all of which has been analyzed in the presentation of it to the end user. Analytical reports that summarize the data would be helpful for the College community. The lack of such routine reports makes it difficult to share the successes and challenges internally.

As described in Chapter 4.3 the College has used assessment effectively to **improve key indicators of student success**, including graduation, retention, and momentum for all groups. It is currently engaged in a project to improve transfer success by examining differences in outcomes among transfer and home students and comparing differences based on sending institutions for specific programs. We are also looking at the alignment of curriculum with our largest feeder transfer college—Kingsborough Community College—as we update our articulation agreements with the institution. This effort will contribute to improving outcomes for our transfer students.

The College has worked diligently to design **processes and procedures to improve educational programs and services**. The assessment of our General Education Math course results is leading to increased options for non-stem students and to the appointment of a curriculum coordinator for Math General Education and other innovations for the structure and oversight of these offerings.

Other capacious examples involve the adoption of new methods of assessment by programs. The History Department, housed in the School of Humanities and Social Sciences, regularly undertakes informative assessment practices. One tool used by the History Department to assess its MA program is a scored portfolio system, which follows a four-year schedule. The Department collaboratively develops a rubric for scoring student portfolios, derived from the program's goals and SLOs. For the 2017-2018 school year, a three-faculty member panel evaluated portfolios of student work that had been generated in the course of ordinary class activities. The panel assigned scores of Poor, Fair, Good, and Excellent to a set of eight criteria spelled out in the rubric. History faculty found that between 2014 and 2018 portfolio scores had trended down slightly. Their results were skewed by a small but consistent number of students who performed dramatically below their peers. The faculty described how these results confirmed a feeling within the Department that there is a mismatch between the program's stated graduation requirements and the actual process through which students are determined to be ready for graduation. The faculty resolved to examine their graduation requirements and how they are met as part of their upcoming self-study process.

For 2017-2018, the Studio Art Program in the School of Visual, Media, and Performing Arts undertook a large assessment, examining two required introductory courses and nine higher-level electives that included a total of 173 students. The Art Department's assessment tool involved faculty experts rating student artwork on a 5-point scale according to the SLOs of the particular course. The overall scoring average was strong. The Academic Assessment Manager noted that one particular course, made up of two sections, had a significantly lower student average than other courses, suggesting that this course may be a particularly challenging part of the curriculum. The Studio Art faculty found the assessment effective. Faculty noted that the SLOs could be sharpened and written more generally. This work is in progress.

The Barry R. Feirstein Graduate School of Cinema represents an interesting challenge and opportunity for assessment. The Feirstein Graduate School welcomed its first class in 2015-2016,

and assessment efforts are under continued development. Two programs within Feirstein, the MA in Screen Studies and the MFA in Cinema Arts, have designed creative assessments of student learning. The former program trains students in the analysis and appreciation of the screen arts, giving them the tools necessary to develop their own observations and judgments about TV and film and to articulate those observations and judgments in writing. The latter program gives students practical skills in creating films. To assess student performance, faculty have acted as panelists to judge student work. For the MA students, the work assessed is a major research project or a written thesis. For the MFA students, the assessed artifacts are appropriate to the student's given track; those in the screenwriting program will have their scripts evaluated, while for the rest of the students the reviewed artifacts will be their short film projects. The evaluation will be drawn from the appropriate SLOs.

Brooklyn College has made notable strides in the assessment of administrative units. Units are now using a [consistent template](#) and are reporting on a consistent schedule. Table 5.2 provides an overview of the units that have submitted plans and reports. 2018-2019 data refer to the submission of plans for this year; those not submitted are under review by each area's vice president.

*Table 5.2 Status of Assessment Reports by AES*

Administrative Unit	2016-2017	2017-2018	2018-2019
<b>Office of the President</b>		•	•
<b>Office of the Provost and Senior Vice President for Academic Affairs</b>			•
Associate Provost for Faculty and Administration			•
Associate Provost for Institutional Planning and Assessment			
Murray Koppelman School of Business	•	•	•
School of Education		•	•
School of Humanities and Social Sciences			•
School of Natural and Behavioral Sciences			•
School of Visual, Media and Performing Arts			•
Honors Academy		•	•
Office of Research & Sponsored Programs		•	•
Pre-Health Professional Advisement		•	•
Roberta S. Matthews Center for Teaching		•	•
	8%	50%	92%
<b>Office of the Vice President for Enrollment Management</b>			•
Center for Academic Advisement and Student Success	•	•	
Enrollment Services Center			
First College Year			
Graduate Admissions		•	
International Students and Scholar Services	•	•	
International Education and Global Engagement		•	
Learning Center			

Registrar			
SEEK Program		•	
Student Enrollment Advocacy			
Testing			
Transfer Student Services Center	•	•	
Undergraduate Admissions		•	
	21%	50%	7%
<b>Office of the Senior Vice President for Finance and Administration</b>		•	•
Athletics & Recreation			
Budget and Planning	•	•	
Campus and Community Safety Services	•	•	
Comptroller	•		
Facilities, Planning and Operations	•	•	
Human Resources Services	•	•	
Information Technology Services	•	•	
Institutional & Academic Programs	•	•	
Internal Audit/Inventory Control	•		
Student Financial Services	•	•	
	82%	73%	9%
<b>Office of the Vice President for Institutional Advancement</b>			•
Alumni Affairs	•		
Brooklyn College Foundation		•	
Communications and Marketing		•	
	25%	50%	25%
<b>Office of the Vice President for Student Affairs</b>			•
Black and Latino Male Initiative		•	
Center for Student Disability Services	•	•	
Health Clinic	•	•	
Immunization Requirements Office		•	
Judicial Affairs	•	•	
LGBTQ Resource Center	•	•	•
Magner Career Center	•	•	
Personal Counseling	•	•	
SAIL		•	
Student Center		•	
Veteran and Military Programs	•	•	
Women's Center			
	54%	85%	15%
All Administrative Units	38%	64%	31%

Great gains have been made in the adoption of assessment by AES areas since 2014-2015. The majority of areas of the College are now engaged in overall assessment of their primary activities.

Many more are engaged in assessment of their strategic activities, grant activities, and annual initiatives. Reporting about assessment activity, however, has not been as we would like or as uniform. With the vice president's oversight and the new template and repository, we anticipate full participation moving forward. Chapter 6.6 describes how the College uses assessment to improve its administrative processes and the impacts these improvements have on institutional effectiveness.

#### 5.4 Periodic Assessment of the Effectiveness of Assessment

The College is engaged in the **periodic assessment of the effectiveness of assessment processes to improve educational effectiveness**. Results from the MSCHE faculty and staff surveys elucidate perceptions about assessment at the College. Roughly three quarters of the faculty and staff surveyed agree that Brooklyn College values assessment, but fewer agree that Brooklyn College values the time needed to conduct assessment. Roughly half the faculty and approximately two thirds of staff agree that the College administration clearly communicates their expectations around assessment. A majority of faculty find that their department chairs communicate well how they are to conduct student assessment in their classes, but are divided on how well the deans performs this same role. We believe the assignment of responsibility for assessment across the College to the deans will change these perceptions.

As discussed above, the Office of the Associate Provost has developed methods to assess submitted assessments, including an instrument that examines quality factors as described in section 5.2. This is routinely applied by the assessment manager and has become part of the office's regular work flow. Reporting out to various stakeholders on the quality of assessments is the logical next step. We think this approach to assessing our current assessments can be expanded. We recommend that the college-wide assessment committees work with various stakeholders throughout the College community to develop routine assessments of our assessment processes.

The PMP described in I.1 establishes broad goals and metrics for the colleges based on the University's Strategic Framework. It also provides the University with information for the annual review of the institution. The extent of progress on the accomplishment of these goals helps the College monitor its progress as a part of its assessment of effectiveness.

Another important tool for examining our effectiveness is progress on the new [Strategic Plan](#) in areas related to the improvement of our assessment processes and the advancement of student learning through increased institutional effectiveness. The Strategic Plan itself describes with great specificity how we will measure progress toward our goals. In the next chapter (6.2), we discuss our plans for monitoring and communicating our progress about the Strategic Plan for the improvement of institutional effectiveness.

#### 5.5 Success of Graduates

The Brooklyn College Office of Institutional Research and Data Analysis in cooperation with the CUNY Central Office annually surveys recent graduates. The 2017-2018 survey showed that 74% of our undergraduates were employed at the time of the survey and an additional 17.4% were pursuing further education. Graduate students were fairing even better: 84.7% were employed and

7.3% were pursuing further education. While employment and graduate school outcomes appear favorable, income levels do not, despite the fact that the College is among the most successful in the country at moving students out of poverty. The College has just begun to examine this issue (Appendix 5.D). It is recommended that the College investigate this further and develop closer ties between individual programs and communities of practice to learn more about the income opportunities that are available for graduates in their chosen careers.

Individual schools engage in some tracking of recent graduates with an eye towards the preparedness of students from both the student and employer perspectives. For example, the School of Education actively mines two tools for measuring the success of their graduates. These are the Brooklyn College Office of Institutional Research 2013 Alumni Survey and the Brooklyn College Employer Satisfaction Survey 2016-2017. According to the former, 78% of the School of Education alumni as compared to 59% of non-School of Education alumni said they were either very well or well prepared for their jobs by their Brooklyn College education. The response rate to the Employer Satisfaction Survey 2016-2018 (ESS) was low; of those who responded 55% thought the program prepared teacher candidates for their professional experiences either very well or well.

The Department of Health and Nutrition Sciences keeps track of graduate success by reviewing the results of the registered dietitian-nutritionist examination. The pass rates are favorable. In 2015, 94% of Brooklyn College graduates passed the exam within one year. In 2016, there was a decline, with an 82% pass rate. While the number still compares favorably with the national average of first-time test takers, the Department will closely monitor the pass rate to see if adjustments are needed. The Department also reports success with post-graduation internship placements, graduate program acceptances, publications, and awards. A survey of their 2017 graduates found that 77% were currently working in schools.

A number of departments indicate that they maintain a database of contact information for alumni. In interviews conducted by Working Group members, two departments specifically indicated working with the College Alumni Office to identify and contact alumni but with different levels of success. Most academic departments lack a regular plan for follow-up with their graduates. This is also true of the Office of Graduate Studies. More typically, departments and programs gather anecdotal information about their graduates when graduates themselves choose to stay in touch with a favored professor. Of particular note, the English Department, the History Department and the Sociology Department were able to supply long lists of graduates who have gone on for further studies (masters or PhD level) or who have careers teaching in higher education.

Among the operational units, the Honors Academy is a model in longitudinal assessment of its graduates. They survey outgoing seniors and track their yearly post-graduate outcomes and progress through email. It is not atypical to see students in each cohort with multiple graduate school acceptances, whereas others have opted for a gap year abroad or other enriching experiences. Other units of note in this regard include the Scholarship Office; it invites Rosen Scholar alumni back to campus to meet each new undergraduate cohort and The Learning Center keeps track of tutors and their pursuit of higher education and employment post-graduation through email but does not track students who use their services post-graduation.

The Magner Center maintains connections with alumni and uses a google form to keep their information on alumni up-to-date. The Center is in regular conversation with the Brooklyn College Foundation, which shares an interest in alumni as a resource. Whereas the Foundation primarily cultivates donors, the Magner Center sees alumni as a source of expertise, mentoring and internships. In turn, their efforts to bring alumni on campus for speaker panels and other events often lead to an increased interest in monetary giving. The Center regularly follows up with employers who have hosted Brooklyn College student interns to learn if they have placed students into paid jobs post-graduation.

A number of operational units do not look at their specific role in the success of Brooklyn College graduates. More systematic information would be valuable, especially to determine the effectiveness of the Center for Academic Advisement and Student Success (CAASS), First Year College, and International Education and Global Engagement and International Student and Scholar Services.

### **5.6 Recommendations Aligned with the College's Strategic Plan**

The following recommendations are offered for moving Brooklyn College forward in its work in institutional effectiveness and assessment in addition to strategies already discussed above and appreciably underway.

- Build out the assessment document repository.
- Complete operationalizing distributed leadership model for assessment. Build responsibility for assisting in closing the loop on program assessment into the deans' and vice presidents' roles.
- Reduce the number of years that departmental self-studies/program reviews cover from ten to five and limit reviews to individual programs. Assign responsibility for implementation of the review to program directors (SP1.A.a).
- Leverage and publicize the success of departments and units that are sustaining an assessment process. Share these successes as models that others can follow. Continue to award model initiatives and departments and provide opportunities for mentorship (SP1.A.a).
- Orient faculty and staff to assessment soon after onboarding. Target new faculty and staff for professional development, and focus effort on program directors, department chairs, and unit heads in areas where assessment practices could be most improved. Work with deans and vice presidents to identify development needs.
- To facilitate the consistent use of data in assessment, analyses of data needs to be disseminated to units across the College based on a regular schedule that is tied to the assessment and planning cycles (SP4.E.a).



## CHAPTER 6

### STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

*The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.*

#### 6.1 Introduction

This chapter highlights our use of the [Strategic Plan](#) to guide planning, budgeting and related activities. It describes the University's and the College's overall budgeting processes and shows how our processes and structures are linked to goals. The chapter also provides examples of how we use data to allocate resources to make improvements in services and programs. At the conclusion of the chapter, we provide recommendations to further strengthen our practices. Information based on our Self-Study design's [original research questions](#) (p.11) is integrated as appropriate.

#### 6.2 Linkages among Institutional Objectives, Assessment, Planning and Resource Allocation

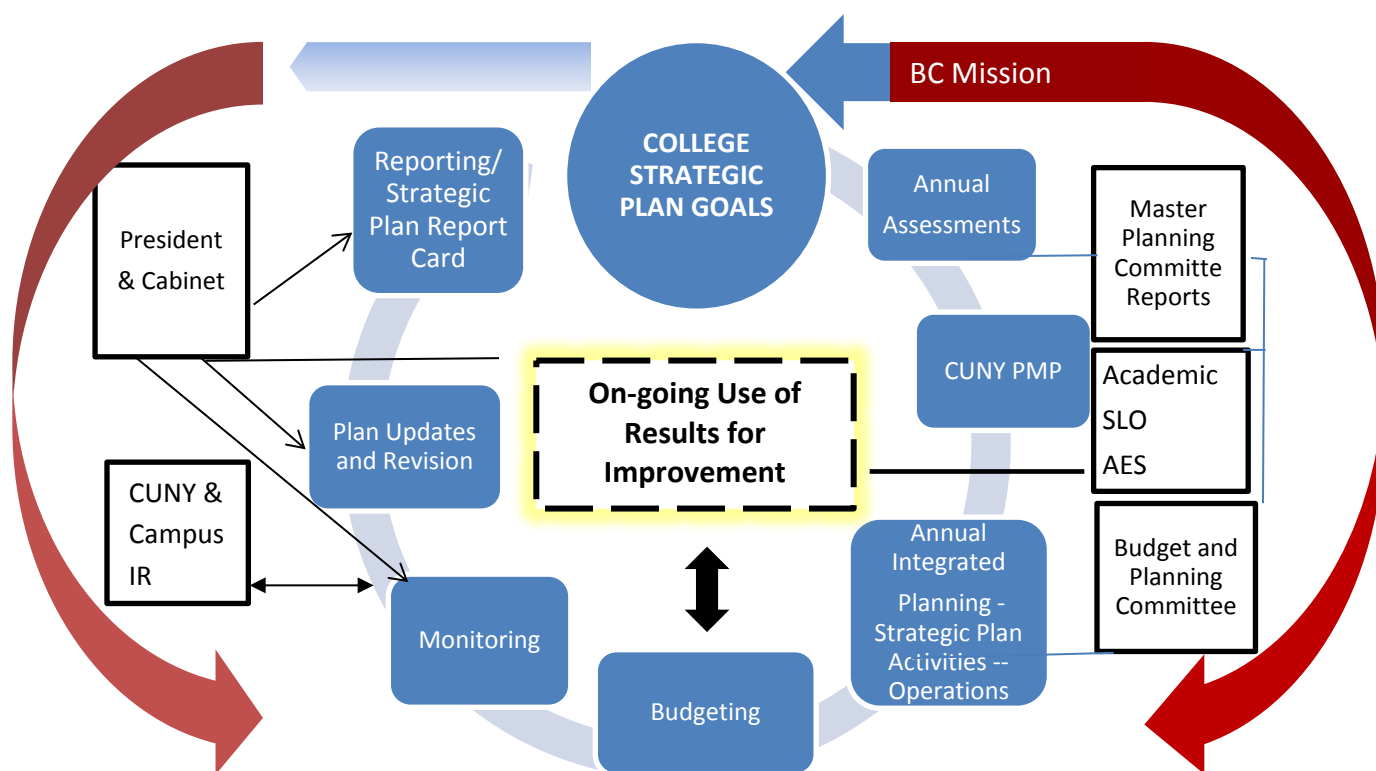
At the start of her appointment, President Anderson engaged the entire community and external stakeholders in a robust, transparent, inclusive, and iterative [strategic planning process](#) (pp. 2-3) as fully described in section I.2.3. The [University's Master Plan](#) and [Strategic Framework](#), a wide array of [University](#) and [institutional data](#), and campus assessment findings informed our mission-based plan. The review included an examination of student enrollment, experience, and success data; faculty satisfaction, research, teaching assessment and teaching capacity data; and financial and administrative reports, among other available information. Trends were identified that informed the development of the Brooklyn College Strategic Plan 2018-2023.

The [Strategic Plan](#) identifies five clear goals that will guide the work of the campus through 2023. The goals are elucidated by corresponding objectives and detailed yearly benchmarks. The plan spells out strategies, metrics, targets (as appropriate), and accountable individuals/units. President Anderson and her cabinet will review progress on the Strategic Plan at least twice yearly as part of the monitoring process; they will identify any misalignments between the budget and the plan's actual implementation. The Strategic Plan is a living document that informs all planning.

With the implementation of the College's new strategic plan, President Anderson and her cabinet have established an integrated, operational planning process that is fully linked with assessment and resource allocation (Appendix 6.A) (SP4.D.d). All members of the President's Cabinet are using a planning template (Appendix 6.B) that shows the relationship of their work to the College's (and University's) strategic goals and to one another's strategic efforts.

Given the primacy of the Strategic Plan and the President's leadership on documenting progress toward the achievement of the institutional mission, the College has undertaken the development of an Institutional Effectiveness Plan (IEP). The IEP will fully describe the integrated processes/activities the College engages in related to planning, budgeting, and assessment. Each of these will be scheduled on an annual timeline and the corresponding most accountable person/s (MAP/s), committees, and cross-institutional teams will also be identified. Figure 6.1 below outlines the overall integrated model upon which the IEP is based. We anticipate completing the IEP by the end of the academic year and working with all stakeholders to increase awareness about the integration of planning, budgeting, and assessment processes/structures and everyone's role in them.

*Figure 6.1 The Brooklyn Campus IEP Model*



College-wide Processes for Planning and Improvement: blue rectangles

Constituent Committees and Key Units: white rectangles

Work flow: unidirectional →

Work flow bi-directional ↔

As figure 6.1 shows, various committees representing key constituencies of the College are engaged in the annual planning and budgeting process. The Master Planning Committee of the Faculty Council, for instance, works with the Provost to assess faculty line requests based on criteria established by the Provost in consultation with deans, chairs, and appropriate governance committees. Information from the College Assessment committees, together with other assessment information and data related to institutional effectiveness from both the central University and the

local Offices of Institutional Research and Data Analysis and Business Analytics and Data Reporting also inform the annual budget requests that cabinet members make. These requests must be aligned with the College's Strategic Plan.

With the new Strategic Plan, the President and Senior Vice President for Finance and Administration (SVPFA) sought to underscore the relationship between the College's strategic priorities and budgeting (SP4.D.d). They also sought to increase transparency, communication, and inclusion in the financial planning process. To these ends, the President established a college-wide Budget and Planning Committee. The committee was constituted as an advisory body and is also charged with disseminating more detailed and complex information about the budget to the College community.

The committee's membership currently includes faculty and executive level administrators. Plans are underway to expand inclusion to representatives from HEO, civil service staff, and student leadership. The new committee is chaired by the SVPFA and the Provost and Senior Vice President for Academic Affairs.

The work of the Budget and Planning Committee has already been instrumental in facilitating the campus's progress on the Strategic Plan. As the Strategic Plan was being operationalized last year, assessment data indicated that the campus needed to increase class section availability in specific curricular areas to improve academic momentum (SP1.A.a). The committee put forward a zero-based adjunct budgeting model to ensure appropriate offerings; the model was adopted by the SVPFA and appropriate mechanisms to facilitate implementation, monitoring, assessment, and reporting were put in place.

Monitoring of financial planning and budgeting is overseen by the SVPFA. The President and her cabinet ensure alignment of financial planning with our mission and goals; clear linkages to the Strategic Plan are made at every step of the planning, assessment and reporting processes. A web-based Strategic Plan Report Card (Appendix I.H) is currently under development; it will inform the community about progress as the implementation of the plan moves forward.

### **6.3 General CUNY Budget Allocation Process for Senior Colleges**

New York State provides funding for the senior colleges using line item appropriations. The budget includes line items for each senior college as well as for central administration/shared services, information technology, fringe benefits, building rentals, and various University programs. Each year, the University submits a tax-levy budget request to New York State for the entire system of colleges. The request is composed of the mandatory (base-line needs) and the programmatic request for increases for the operating budget. The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits, and operating costs for new buildings. The programmatic request is based on University program initiatives outlined in CUNY's Strategic Framework and its Master Plan. Both the Framework and the Master Plan are developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, college presidents, and faculty and student representatives.

The state budget for the senior colleges includes an appropriation for special revenue accounts, including the Income Fund Reimbursable Account (IFR), the City University Tuition Reimbursement Account (CUTRA), and the City University Stabilization Account. The IFR is made up mostly of self-supporting adult and continuing education programs. Colleges can spend what they collect. The IFR programs, however, are subject to a 12.0% cost recovery target. The CUTRA account enables the colleges to roll over into subsequent fiscal years excess tuition revenue. The Stabilization account enables the colleges and University to carry-over into subsequent fiscal years unexpended tax levy appropriations; this can be helpful with regard to planning.

The Board of Trustees adopts a University-wide preliminary budget allocation in February after the State Executive and City Preliminary budgets are issued. The Board adopts the initial budget allocation in June and acts on changes to allocations throughout the year. Colleges receive an initial allocation of their annual budgets before the start of the fiscal year. Each college is expected to meet a tuition revenue target. When tuition collections exceed the target, college budgets are increased to reflect the increased revenue. Additional budget allocations are made periodically during the year to adjust for revenue collections and to disburse additional funds. Additional lump sum allocations are also made to the colleges for child care, collaborative programs with the NYC Department of Education, Coordinated Undergraduate Education, language immersion programs, SEEK, and services for the disabled. The colleges may receive additional allocations for various miscellaneous items and competitive, University-wide strategic initiative “grants.” Items that are paid for centrally, such as fringe benefits, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf.

Funding is then allocated to each college through the University. During the budgeting period, the University communicates regularly with the colleges; the colleges remain responsible for their own budget planning. The University generally does not prescribe how colleges allocate resources, with the exception of a few distinct programs. Once the allocations are issued, colleges submit financial plans detailing the projected uses of their funds to the University. The University Budget Office monitors college spending throughout the fiscal year and publishes four quarterly financial reports to the Board of Trustees and the University community.

All other sources of funding (grants managed by the Research Foundation of the City University of New York, funds raised by the college foundations and/or auxiliary services) are separate and not managed by the University. The University gives the colleges their own unaudited version of the overall CUNY audited financial reports.

### **6.3.1 Overview of the Brooklyn College Tax Levy Budget**

As Table 6.1 below illustrates, the College has the necessary resources to fiscally support its operations. Table 6.1 provides a ten-year longitudinal summary of the tax levy budget. Projections for fiscal year 2019- 2021 have been conducted (Appendix 6.C). During the decade, there were significant New York State budget reductions in five of the fiscal years. As Table 6.1 also shows, the College addressed these challenges to maintain a balanced budget and fulfill its mission and goals.

*Table 6.1 Tax Levy Funding (in thousands)*

Description	Fiscal Year 2009 Actual	Fiscal Year 2010 Actual	Fiscal Year 2011 Actual	Fiscal Year 2012 Actual	Fiscal Year 2013 Actual
CUTRA Beginning Balance	1,149	2,035	1,712	3,164	3,130
Revenues:					
Tuition and Fees	67,875	79,892	81,193	88,755	89,737
State/City/CUNY	36,753	37,371	36,015	26,821	27,306
Expenditures	-103,742	-117,586	-115,756	-115,610	-116,879
CUTRA Ending Balance	2,035	1,712	3,164	3,130	3,294

Description	Fiscal Year 2014 Actual	Fiscal Year 2015 Actual	Fiscal Year 2016 Actual	Fiscal Year 2017 Actual	Fiscal Year 2018 Actual
CUTRA Beginning Balance	3,294	2,176	2,611	4,553	4,462
Revenues:					
Tuition and Fees	89,264	94,748	100,566	103,940	109,363
State/City/CUNY	27,799	27,761	23,431	27,370	26,575
Expenditures	-118,181	-122,074	-122,055	-131,401	-136,656
CUTRA Ending Balance	2,176	2,611	4,553	4,462	3,744

The College has been fiscally responsible during the period and demonstrated that it can meet budget challenges through the strengths of its financial planning, resource management processes and functions as described below. Financial planning and other key planning documents guide our work.

## **6.4 The Financial Planning and Budget Process**

### **6.4.1 Operating Budget Planning Processes**

At the College, the budget is reviewed on an ongoing basis in terms of revenues and expenses. For example, each vacant full-time position is reviewed by the appropriate vice president to assess if the work can be accomplished in some other way, either by process reengineering or through reallocation (SP4.B.b). The goal is to ensure resources are aligned with priorities. In some cases, a position may be inactivated because the function is no longer needed. The vice president then presents a request to the President, who reviews with the SVPFA. The vice presidents also work with their teams to assess needs associated with the achievement of strategic goals. During these challenging fiscal times, everyone is encouraged to make progress within their current budget

allocations. If additional resources are required and the President approves, the SVPFA and his team see if funding can be identified.

Base budgets are rolled over into planning budgets for the new fiscal year in early fall. This provides sufficient time for departments to request reallocations within their areas or additional funding. Departments are issued base budgets for Other than Personnel Services (OTPS) and Temporary Services (TS). The latter includes support for part-time employees. Full-time faculty lines are assigned by the Provost based on the total number of budgeted positions allocated by the Office of Budget and Planning. The Provost consults with deans, chairs, and Master Planning before finalizing allocations based on the Academic Plan. Currently with a new Strategic Plan and a new Provost, a new Academic Plan is under development. Working collaboratively with the Master Planning subcommittee of the Faculty Council, deans, chairs, staff, and students, the Provost will complete a provisional five-year faculty hiring plan this year to inform short-term line allocations. A new Academic Plan will be developed in collaboration with all stakeholders over the following year.

The adjunct budget is based on the costs associated with delivering the courses students need to progress toward completion. In fall 2018, as mentioned above, the College piloted a zero-based budget for adjunct expenditures. The impetus for this change was an analysis of the number of credits taken and earned by new students, and the results of an entering transfer student survey that showed 41.9% of the fall 2017 transfer cohort that responded was unable to register for any first-choice courses or find others they needed to take. It appears at first blush that the strategy was successful based on increased fall enrollments.

With the implementation of the new Strategic Plan and through a new leadership team, the College will fully integrate the budget processes into the new IEP; planning, budgeting, and assessment will function within one framework instead of multiple ones, building on our successful history of responsible fiscal and resource management.

As we learned during our Self-Study, there is some variability in how well units use data. There is a plethora of data and information available to guide planning. Under the new IEP we will centrally conduct more analyses of the data and provide appropriate digests to the units based on the function, scope, and strategic priority needs. This would streamline some of the data collection and analyses involved in the budget planning and request process for individuals and increase the efficiency of our staff. All new requests moving forward must show alignment with Strategic Plan goals, benchmarks, and targets as appropriate (Appendix 6.D).

The College's financial operations are led by several units that report to the [SVPFA](#). These include the Offices of Budget and Planning, Student Financial Services, and the Comptroller, (each with a number of subsidiary departments and units). Three-year financial plans are required by the University. The SVPFA develops the plans in consultation with Cabinet, elected faculty and student representatives and submits them, with the President's approval, to the University. The SVPFA presents overviews of the budget and the budget process at Faculty Council, Council on Administrative Policy, Policy Council, and to student leaders at the Brooklyn College Association. New academic chairs receive an introduction to budget and planning by the SVPFA as part of their orientation process. In addition, key College committees (Faculty Council's Master Planning,

Educational Policy and Budget Committee, and Policy Council) provide input and feedback regarding budgetary matters.

The alignment of the Strategic Plan with the budget and planning processes is ensured at the Cabinet level. Institutional priorities, as set by the President and articulated in the strategic plan, are implemented, as summarized in section 6.2 above, through the oversight of the vice-presidents in collaboration with their respective staff. Decision-making is informed by ongoing reports and ad-hoc data collection and analysis within Budget and Planning.

Members of the President's Cabinet (without the president), meet regularly to assess progress towards the interrelated goals of the Strategic Plan. At the close of the fiscal year, each cabinet member submits to the President a report of accomplishments for the preceding year and goals for the coming one on behalf of their divisions; these include explicit connections to the Strategic Plan, PMP, CUNY Master Plan, and to each division's efforts toward each goal; thus, objectives for the coming year (FY'19) are specifically linked to Year 1 benchmarks across the five goals of the Strategic Plan.

#### **6.4.2 Capital Budget Planning**

Requests for capital funding are submitted at the same time as the operating budget. These requests are designed to address funding for larger projects, including new construction, renovation, and rehabilitation projects that are made under the terms of New York State Education Law a726, section 6233-A-Master Capital Plan. The process is informed by a number of guidelines and requires ongoing collaboration between the University, the President, the SVPFA, the Provost, CUNY's Office of Facilities Planning, Construction, and Management (FPCM), and the College's Office of Facilities, Planning, and Operations to determine specific priorities and needs. Though the vast majority of capital funding is secured through New York State by the University, smaller requests are occasionally funded by the New York City, City Council, or the Borough President.

Each spring, FPCM meets with the College to appraise ongoing capital projects and discuss new needs. Priorities for the coming year are determined by: (1) the College's trustee-approved [Facilities Master Plan](#), a document developed in consultation with the campus facilities staff and members of the College community, and which forms the basis for the University's Five-Year Capital Plan Request; (2) the College's Strategic Plan; and (3) the goals and priorities of the University's Academic Master Plan (2016-2020). FPCM helps guide the process by preparing estimates, project scopes, and timetables. The [College's capital request is bundled](#) (p.3) with that of the entire University and submitted to the CUNY Board of Trustees for their approval in advance of submission to the State.

#### **6.4.3 Technology Budget Planning**

Brooklyn College technology budgets are comprised of two funding sources: (1) Tax levy, and (2) Student Technology Fee funds. Most software is licensed by the University and used across campuses. Because of the careful shepherding of these resources, the College boasts one of the most advanced [computing infrastructures](#) at the University.



The Tax levy funding supports the majority of the IT staff who manage and maintain the campus IT infrastructure; the basic licensing and minimal vendor support plans that are required for the campus infrastructure, and limited equipment replacement and upgrades. The tax levy budgets have largely been stagnant or decreased in the last decade. The decreasing cost of equipment has largely offset the increasing cost of services, licensing, and support plans, enabling ITS to provide adequate support for a typical IT infrastructure lifecycle. Major capital equipment upgrades, such as the recent replacement of the campus phone switch, the replacement of power protection systems, and the continual upgrading of other network/server infrastructure are typically separately funded on an ad-hoc basis with appropriate justification and multi-year planning.

Student Technology Fee funding comes from technology fees paid by every student enrolled at the College, and it supports staff costs that are dedicated to managing and maintaining student-service IT resources, such as computer labs, student laptop loans, WIFI infrastructure, and in-class IT support. The continuing conversion of legacy classrooms and lecture halls into “smart” spaces, equipped to support digital instruction may also be funded through the Student Technology Fee. In addition, these funds support equipment replacement costs for IT facilities and resources dedicated to student use, such as computer labs, smart classrooms, and systems that add functionality/services for student convenience, such as queueing systems, student info displays, printing supplies, AV equipment replacement, and software licensing for tools used by students and in instruction.

The Student Technology Fee also provides support for technology to other areas of the College. It allows student computing equipment to be up-dated on a three-year replacement-cycle. The 3-4-year-old computers that are excessed from student computer labs are usually repurposed for employee use, helping to maintain 4-5-year staff/faculty replacement-cycle goals. Some Student Technology Fee funds are used annually to support grant proposals submitted by faculty, student organizations, and staff seeking to acquire or build new IT facilities, tools, or resources to enhance the student experience or to incubate instructional improvements. The expectation is that after incubation these projects will be funded by the College from its standard tax levy funds. The Tech Fee Advisory Committee, composed of four students, four faculty and four staff/administrators is the campus decision-making body for the allocation of Student Technology Fee Funds.

#### **6.4.4 Fiscal and Human Resources**

The President and her cabinet work to ensure that fiscal and human resources and the physical and technical infrastructure are adequate to support our operations fully. Despite the considerable budgetary challenges that face nearly all CUNY senior colleges, the College has the resources and staffing to meet its core mission and carry out its operations effectively and successfully. Both revenue and staffing compare favorably to other CUNY colleges (Appendix 6.E). The campus has the highest full-time faculty coverage among all senior colleges in the system (Appendix I.B).

Given the College’s place within a large, public university system, we have limited options to change our funding streams or our staffing. Raising tuition and fees, for instance, requires the approval of CUNY’s Board of Trustees, and tuition and fee variation across the CUNY colleges is either prohibited or frowned upon. Reducing staff or reassigning personnel to areas of critical need is difficult in a highly unionized environment. In some cases, legacy units on campus are staffed at

levels beyond current needs while at the same time, other areas struggle with significant understaffing. The diversity of account types in use across campus (e.g. tax levy, IFR, non-tax levy, Auxiliary Enterprises Corporation, BCF, and RF) further complicates efficient use of available funds. Another challenge is the frequent funding lag between the University's fiscal year and the disbursement of funds to the individual campuses (which can vary with the legislative cycle). Though the University operates on a July 1-June 30 fiscal cycle, in some years funding allocations have not been received until the early fall. As a result, the College and its units sometimes begin the new fiscal year with a budget amount that is based on historical data and not the actual allocation. Units then must sometimes delay making strategic funding decisions necessary to advance their needs and priorities. The Strategic Plan outlines a number of ways we are seeking additional funding (SP4.D.a, SP4.D.b, SP4.D.c).

The College has implemented a two-pronged approach to mitigate these fiscal challenges: (1) raise revenue through increased enrollment, and (2) increase the tuition collection rate. Academic Affairs, Enrollment Management, and Finance and Administration collaborate to set annual enrollment targets. The College, for instance, increased FTEs over 13% from fall 2008 to fall 2018. These planned increases have not impacted the College's ability to deliver its academic mission. Over the last 10 years the tuition collection rates have improved markedly, from the low 90% range to the high 90% range as part of our Tuition Collection Target 98.6 initiative (Appendix 6.F). Since each 1% increase translates into about \$1 million, this initiative ameliorated the College's fiscal condition.

Increases in enrollment and collections, however, have not been sufficient to cover all of the budget reductions. To generate savings, the College has frozen or paused hiring for many full-time administrative positions. The College reviews each position and strategically determines where there are such opportunities. While in most cases, restructuring and process re-engineering provided sufficient offsets to staffing, the reductions have limited the campus's ability to focus on new strategic initiatives. From fall 2013 to fall 2018, the College maintained its full-time faculty numbers. The growth in enrollments, increased adjunct faculty, and efficiencies in scheduling enabled the College to offer the courses students needed. Since temporary services (part-time staff) and OTPS receive limited allocations, reductions were not made in these categories of expenditure. As we move forward, the College will seek to generate revenue by expanding its grant activities, intensifying its fundraising, being more entrepreneurial, and initiating strategic program development.

## **6.5 Alternative Sources of Funding and Revenue**

In addition to tax levy funding, the College utilizes several other funds to support institutional activities:

### **6.5.1 Income Funds Reimbursable (IFR)**

IFR funds are considered state funds but, unlike the tax levy budget, are cash-based, revenue generating, self-sustaining accounts that exist for a distinct purpose. For example, the College collects materials fees as part of students' tuition bills. These fees are accounted for separately from regular tuition payments and are placed into an IFR account that has been purposed to

provide specific materials for a given area. IFR is also used to collect tuition from institutional partners and noncredit students for Adult and Continuing Education and for the technology fee. These funds cannot be transferred to a regular tax levy budget and are rolled over from year to year.

### **6.5.2 Non-Tax Levy**

Non-tax levy funds are generated through various means outside of regular tuition and state allocations. The College collects over \$3.5 million annually from student activity fees, which support the Student Center, Brooklyn College Association (which includes student government, student clubs, athletics and recreation, Health Clinic, and EMS) and the Early Childhood Center. Several other non-tax levy accounts exist, which are used by departments with revenue-generating abilities to support their programmatic needs. To enhance administrative efficiency and oversight, the staff who deal with non-tax and tax levy-budget and finance are consolidated. In fiscal year 2020, some non-tax levy transactional and budgetary processes will be migrated to CUNY first by the University.

### **6.5.3 Auxiliary Enterprise Corporation (AEC)**

The AEC is a self-supporting, revenue generating, not-for-profit corporation created and operated for the principal purpose of benefiting the students, faculty, staff, and other members of the community. The AEC provides auxiliary services including – but not limited to – food services, pouring rights, external rentals, ATMs, parking operations, and trademark licensing. Fiscal year 2018 revenue was about \$700,000.

### **6.5.4 Brooklyn College Foundation (BCF)**

The BCF is the private fundraising arm of the College. Funds are raised in the form of gifts from alumni and friends of the College, institutional grants, and earnings from both the endowment and other investments. The BCF has undergone various structural permutations. At present, it is a standalone, self-administered entity. Since FY 2006, BCF's net assets have risen by 79%, from \$51.7 million to \$92.4 million (close of FY 2018). Since FY 2007, the College has provided oversight of the Foundation's finances and managed its accounting operations. The College began managing its daily financial transactions and monitoring its budgets in FY 2015. The current Fundraising Plan can be found in Appendix 6.G.

### **6.5.5 CUNY Research Foundation (RF)**

The RF is a not-for-profit educational corporation with an “arms-length” relationship to CUNY. The RF manages private and government grants and contracts. In FY2018, 74 awards have provided \$9,140,184 to advance faculty research and student success programs at the College. To date, FY2019, first quarter has brought 45 awards totaling \$4,621,315 to the College. The RF maintains its own budgeting, reporting, and administrative processes, separate from those of the College. Indirect cost recoveries from funded projects through the RF typically generate between \$1.9 and \$2.5 million in funding that is used by the College to support and advance faculty

research and institutional priorities. Distribution of these funds is controlled by the College's senior administrators.

## **6.6 Improvements to Administrative Processes**

The following section provides in-depth examples of how the college improves its administrative processes. The examples underscore the roles of leadership, accountability, assessment, careful planning, broad stakeholder participation, teamwork, establishing metrics and targets, monitoring progress, using technology and reporting out play in the process.

### **6.6.1 College Facilities**

Our campus is one of the largest and oldest in the CUNY system, and its buildings vary in age and condition. Years of deferred maintenance have taken their toll, and preventative maintenance, in many cases, has fallen behind schedule. Consequently, the College has often struggled to fully maintain its infrastructure. It is unlikely that the College will be able to secure the funding to completely rebuild the entire infrastructure (currently estimated at \$940 million). Attention is therefore devoted to prioritizing needs and finding creative and effective strategies for addressing facilities challenges (SP4.E).

Facilities staffing levels are low because of reductions that have been made through attrition. The staffing variance between 2013 and 2018 is -15 (137 total full- and part-time staff in 2013; 122 in spring 2018). This is especially marked among custodial assistants (72 to 60).

In late spring 2018, the SVPFA, with the support of CUNY's central administration and the assistance of multiple working groups, embarked on an intensive 90-day effort to address the most critical facilities issues on campus. These included repairs to restroom facilities and a host of other general repair needs. The overall project was driven by the Facilities Success Team, with input and external guidance from an ad hoc committee of faculty, staff, and students. The project identified specific goals and outcomes, as well as metrics and a timeline.

The goal was to make significant and broad-based repairs. This required significant changes to the processes and procedures used by the Facilities unit. The effective management of tools and resources for maintenance and repair is supported by accurate record keeping, data collection and analysis, and rationalized planning. The process also sought to foreground the importance of this underlying knowledge, skill and ability set. Without this cognizance, any lasting change to the unit's practices would not occur.

Central to this was a concerted effort to improve and complete the data in the online facilities system (Archibus), with a focus on updating and correcting data and developing systems to streamline and facilitate use of the program. Changes were made to its internal workflow. New customized status messages for customers were created, and a scorecard to monitor progress and pending items was developed. This allowed for operational facilities staff to be more effectively deployed. The University is now migrating the College to a new web-based version of Archibus that provided enhanced functionality.

A comprehensive survey of needs was undertaken, and a 90-day initiative (the “90-Day Facilities Challenge”) took place from April to June. Additional resources were allocated through our Foundation to purchase additional supplies, temporary staff hired, and comprehensive repairs undertaken to address the most critical needs of the campus. Priority was also placed on communications, in order to keep the campus community informed about and engaged in the success of these efforts.

Over the 90-day period, the following successful outcomes were obtained: All 529 bathroom fixtures were repaired and 227 of the 228 of the general issues resolved (the one exception was a bathroom door in need of replacement; this occurred after the 90-day period): a success rate of 99.9%. The “BC Fix-it” was launched, and all custodial supervisors, plumbers, and carpenters were trained in its use. At the end of calendar year 2018, “BC Fix-it” was available to the campus community through the “BC Navigator” app. In order to capitalize on the momentum of the 90-Day Challenge, a plan was formulated to insure continued improvement.

An added benefit was that the project significantly improved the morale of the Facilities staff and provided concrete evidence to the entire College community that with appropriate strategies and collaboration, Brooklyn College can tackle and overcome challenges, even with insufficient budgets.

Surveys are being administered every semester to assess progress. The fall 2018 survey showed improvement in every survey item across student, faculty, and staff constituencies.

### **6.6.2 Improving the Procurement Department**

Procurement is a complex process at CUNY, necessitating adherence to and compliance with New York State guidelines and comprehensive legal review for contracts at CUNY’s Office of the General Counsel. To assess the actual performance, a system of daily data reporting was implemented in FY2015. This monitoring system has been continuously updated and refined, and currently consists of reports measuring a range of criteria, including buyer performance statistics; status of requisitions and purchase orders (by time and location in process), and reports on user errors and system glitches.

Examined diachronically, the data indicated the veracity of a range of issues connected to prioritization of workflow and processes. At the same time, the unit reported frequent and repeat errors in user requisitions; these are factors outside their control.

In November-December 2017, a survey was sent to the College community seeking feedback on the purchasing processes since prior user satisfaction information had been largely anecdotal. Analysis of the information collected confirmed that there was lack of clarity and understanding of the processes among end users. A corrective plan was implemented (SP4.B.a).

The unit was restructured internally so that more experienced employees were assigned to work on the complicated requisitions, while junior employees focused on requisitions that did not need to go to counsel or the state for review. The procurement card limit was also increased for some cardholders since the review process managed by the Compliance Office ensures the appropriate

use of procurement cards. A revamped training process for end users was developed and implemented in fall 2018. This initiative was coordinated with Human Resource Services to insure integration with their schedule of employee trainings, alignment with their larger processes and protocols for staff training and development, and correspondence with existing curricular training and format.

Finally, this effort has demonstrated that the static nature of the daily data reports lacks sufficient flexibility to help in resolving issues. The ever-growing array of reports undermined their original purpose; reviewing and acting upon the reports in-and-of-itself became a time-consuming process.

A new survey will be administered during February and March 2019 to assess end user satisfaction.

### **6.7 Annual Audits**

Brooklyn College's Compliance staff serves as liaison for the OMB Uniform Guidance (formally A-133) financial audit of the University. The Audit Liaison coordinates all departments involved in the collection of data and is responsible for responding to questions and requests from the University's auditors. The College is in compliance on all matters reviewed during this annual audit. Additionally, every three years the auditors perform a process review of administrative areas such as Human Resources, Budget, etc.

Independent audits of the Brooklyn College related entities are conducted annually on campus for the Auxiliary Enterprise Corporation, Brooklyn College Child Care Services, Brooklyn College Association and the Brooklyn College Student Center Services. In June of each year the University has a kickoff with the independent auditors and all the College's finance and accounting teams as part of the pre-planning process for each of the College's related entity audits. The Comptroller's Office serves as liaison for the external audit at Brooklyn College. The Comptroller's Office, the Business Office and the Office of Revenue Accounting are responsible for providing data requested by the independent auditors. The Brooklyn College Foundation's annual audit is conducted annually and is overseen by the Office of the Comptroller in conjunction with the Development Office of the Foundation. While the University selects the independent auditors for the related entities, the BCF's Audit and Finance Committee selects them for the Foundation. Financial statements and management letters are circulated to the Board of Directors of each entity for their review and approval. There are no concerns or matters reported by the external auditors and no follow-up required.

### **6.8 Recommendations Aligned with the College's Strategic Plan**

Based upon our analysis of Standard VI: Planning, Resources, and Institutional Improvement, we recommend the following:

- Because data collection and analyses are critical functions throughout the planning, budgeting and assessment processes, more attention needs to be given to prioritizing requests across the campus so that the offices that conduct the analyses and do the reporting can manage the processes effectively (SP4).

- While the Working Group found a great interest in getting data, the generated reports did not always match the need. More attention needs to focus on end user needs with regard to purpose, the analysis of the data, and its presentation in reporting to optimally guide use (SP4.A.a).



## CHAPTER 7

### STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

*The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

#### 7.1 Introduction

This chapter demonstrates the College's facility in effectively attaining its mission and goals through its governance and administration. The chapter shows how these structures benefit the institution, students, and other stakeholders effectively. The chapter confirms that Brooklyn College is transparent in its governance and administrative structures. Information gained through the exploration of the Self-Study's [original research questions](#) (p.12) for this area has been integrated into the discussion as indicated.

#### 7.2 Governance

All educational institutions in New York State that grant degrees are required to be members of the [University of the State of New York](#) and are governed by the Board of Regents, an unpaid board of 17 member elected by the state legislature for five-year terms. [New York State Education Law, the Rules of the Board of Regents, and the Commissioner's Regulations Concerning Postsecondary Education](#) constitute the state-level framework within which CUNY and its constituent colleges operate.

Brooklyn College operates within a framework of governance policies and structures established by CUNY. CUNY has one Board of Trustees, composed of 17 members. Ten are appointed by the Governor, including the Chair and Vice Chair, and five are appointed by the mayor. All appointments are made with the advice and consent of the New York State Senate. One ex officio member is the Chair of the University Student Senate and another ex officio Trustee (non-voting) is the Chair of the University Faculty Senate.

Within CUNY, the corpus of policy documents that guide all operations are the [Bylaws of the Board of Trustees](#), the [Minutes of the Board of Trustees](#), the [Manual of General Policy](#), and the [Records Retention and Disposition Schedule](#). All of these documents are publicly available and searchable on the [CUNY's Policy](#) website.

The "constitution" of the University is the *Bylaws of the Board of Trustees* (last amended, January 2017). Colleges are required to follow the *Bylaws* and to organize themselves according to a local [Governance Plan](#), which is subject to the Board of Trustee's approval. CUNY Bylaws, Article IX, Section 9.6 states the following with regard to the organization and duties of academic

departments: “The provisions in a duly adopted governance plan shall supersede any inconsistent provisions contained in this article.” This provision allows colleges to shape their own faculty personnel processes and to each specify the purview of [academic departments](#) through their approved governance plans.

In accordance with CUNY policy, Brooklyn College maintains its own fully-articulated set of governance structures and policies that are clear and transparent and in alignment with those of the University. The College has sufficient independence to ensure integrity. Both the University and the College support a governance structure for the College that effectively benefits the institution and advances its mission.

The Brooklyn College Governance Plan specifies the following governance bodies: the [Policy Council](#), [the Faculty Council](#), the Council on Administrative Policy, the College-wide Committee on Personnel and Budget, the Committee on Promotion and Tenure, the Academic Department (with prescribed standing committees), and the Student Governments. The bylaws of these bodies clarify voting rules, purpose, and limitations, as described in the following documents: [Bylaws of the Brooklyn College Policy Council](#), [Faculty Council By-Laws](#), and the constitutions of the CLAS, [SGS](#) and [GSO](#) student governments.

The [Policy Council](#) is the body responsible for approving any and all new governance proposals, and ensuring that such amendments meet the standards of the CUNY and of Brooklyn College. The Policy Council also monitors the functions of legislative and administrative bodies to ensure that no constituent body exceeds its jurisdiction. [The Faculty Council](#), is responsible for the formulation of policy related to the admission and retention of students, student attendance, curriculum, awarding of college credit, and granting of degrees.

The governance bodies on campus each have their own constituencies and role in decision-making and guiding the work of the College. [Student Government](#) and [Faculty Council](#) are elected bodies with a single constituency. Other governance bodies include multiple constituencies. The Council on Administrative Policy (CAP) and the Committee on Personnel and Budget (P&B) include academic department chairs and College administrators; the Committee on Promotion and Tenure includes department chairs as voting members and academic administrators (provost, associate provosts, and deans) as non-voting members with voice; [Policy Council](#) includes equal representation from the three major campus constituencies; students, faculty, and administrators, each nominated and elected annually by their constituencies.

In addition to governance bodies covered by the Governance Plan, both the [Brooklyn College Association](#) and the Brooklyn College Auxiliary Enterprises Corporation have their own boards or oversight panels. The College also benefits from an independently operated [Brooklyn College Foundation](#), which funds scholarship, endowed professorships and administers substantial gifts to the College. The Foundation Board includes 36 trustees, including President Anderson as a non-voting member, six governors, and three honorary governors. The board also serves as an informal advisory body on important College matters and has fiduciary responsibility for the Foundation.

All CUNY colleges are also subject to the provisions included in the [various collective bargaining agreements](#) between the University and the faculty and staff unions, and to the [Conflict of Interest Policy](#) and all others pertaining to impartiality as described in Chapter 2 of this Self-Study Report.

The CUNY Board of Trustees is the ultimate authority for personnel decisions; the Board of Regents and the State Education Department are the ultimate authority for curricular and degree-granting programs and innovations proposed by the College. The New York State Legislature, the State Education Department, and the CUNY Board of Trustees together and separately impose other requirements on personnel, curriculum, and operating procedures at the College.

### **7.2.1 Changes to Local Governance and Bylaws**

In a continued effort to clarify and streamline the governance processes, the Brooklyn College Governance Plan has been revised or amended five times since the 2009 Self-Study and approved by CUNY Board of Trustees. The adoption of the Governance Plan amendments are included in the Board of Trustees Meeting Minutes: [June 27, 2011](#); [September 24, 2012](#); [May 5, 2014](#) [item in appendix is erroneously labeled April 28, 2014]; [January 26, 2015](#); and [May 1, 2017](#). Many of these revisions were editorial; others rectified the unintentional exclusion of an individual because of a title error or change. Some changes were substantive as described below.

The list of standing committees of Policy Council (Article I) was removed to allow changes to this council's standing committees and ad hoc committees without the need for further revision to the Governance Plan, conforming with the [Policy Council Bylaws](#) and College practice. The CAP Liaison Committee membership (Article IV) and the membership of the Committee on Personnel and Budget (Article V) were aligned with the structure of the College's five schools upon their establishment in 2011. There was also clarification about the participation of the academic administrative officers in the Personnel and Budget Committee. Revisions were made to the Committee on Promotion and Tenure (Article VI). These include alignment with the new five-school structure, clarification of the review process for college laboratory assistants not housed in an academic department, and explicit clarification of the deans' role at the school level.

Since the last Self-Study, Policy Council was the only governance body to modify its bylaws. The March 2016 revision was the first update since April 1986. Most significant are adjustments to the required standing committees, the composition of their membership, and their charge.

## **7.3 Administration**

The Chancellor of CUNY is charged by the Board of Trustees to uphold the CUNY bylaws, promote the CUNY Mission Statement, and ensure the academic and financial integrity of all CUNY campuses by defining yearly CUNY performance goals. Much of this work is delegated to the presidents of the colleges. The President ensures that the educational needs of the College are met and that the mission is actualized. In addition, the President, with the input and support of the college community, articulates and provides the support necessary to meet the goals of the Strategic Plan. Yearly assessment of the Chancellor's and the President's performance is detailed in the [CUNY Manual of General Policy 5.05](#).

Brooklyn College is led by our President Michelle Anderson and is organized according to six executive divisions: (1) the Office of the President, (2) the Office of the Provost and Senior Vice President for Academic Affairs, (3) the Office of the Senior Vice President for Finance and Administration, (4) the Office of the Vice President for Enrollment Management, (5) the Office of the Vice President for Institutional Advancement, and (6) the Office of the Vice President for Student Affairs. All administrators have the appropriate academic credentials (Appendix I.E) and were appointed by the College and the University following established search and hiring procedures. The relationships among these functions and their respective divisions are specified on the College's [organizational charts](#).

The administration executes the activities of our very complex institution. During the academic year, the President meets regularly with her direct reports, both individually and in cabinet meetings. Meetings such as the Academic Affairs Council (provost's cabinet) and Enrollment Management Division managers meetings, include high-level administrators from across the College and ensure that coordination among and between administrative offices occur with regularity. Top level administrators meet regularly with faculty leadership, governance committees, and other constituencies to ensure open lines of communication and information sharing (SP4.A).

The elected Council on Administrative Policy (CAP) Liaison Committee meets monthly with the President and Provost to discuss issues of interest and concern to the department chairs. The CAP Agenda Committee meets monthly with the President, Provost, and Senior Vice President for Finance and Administration to jointly set the agenda for that month's CAP meeting. The Faculty Council Steering Committee meets with the President and Provost before each Faculty Council meeting to review the agenda. The President, Provost, and Senior Vice President for Finance and Administration also meet with the Faculty Council Committee on Master Planning, Educational Policy and Budget each semester. Meetings are held once or twice each semester with the President, Provost, Vice President for Finance and Administration, and Assistant Vice President for Human Resource Services with the officers of the local chapter of the Professional Staff Congress (PSC), the union of the faculty and professional staff at CUNY. Similar meetings are convened with representatives from District Council (DC) 37 and other unions representing the College's employees.

There have been significant changes to the College's administrative structure since the last Middle States Self-Study in 2009, including the institution of a school structure and other adjustments to administrative units. These are discussed in more detail below.

### **7.3.1 Implementation of a Five-School Structure**

A wide-reaching transformation occurred in fall 2011 with the creation of four new schools and the arrival of deans to head them. The information below provides an illustration of transparent shared governance in action and the integration of clear financial management processes into decision-making about policy. It shows how trust and transparency continue to be built at the College; these are issues that were identified for improvement during President Anderson's initial Listening Tour as described in the Introduction of this Self-Study Report.

During the 2010-2011 academic year, then President Karen Gould held a series of town hall meetings to discuss the reasons for moving the College to a five-school structure. Specially-prepared documents that explained the need for the school structure also circulated as part of the transition process.

One such document is entitled “Benefits of a School Structure at Brooklyn College.” It lists benefits for students, faculty, and the College at large. Among those for the students: The school structure “increases student engagement by establishing a ‘home’ for students and bonding them more closely to the College.” Other benefits listed in the document include fostering greater interdisciplinary efforts, facilitating scheduling and academic services, creating a “focal point for broadcasting clear, consistent institutional messages about learning outcomes [and] student responsibilities,” and expanding “horizons of high impact educational activities such as research, place-based learning, study abroad, and career exploration.”

For faculty, the new structure was envisioned as a “framework for improved peer mentoring and more informed peer review through increased opportunities for colleagues from related disciplines to interact.” The schools would facilitate “increased collaboration” among faculty, enable more focused “programmatic and resource decision-making,” and “provide faculty with more immediate access and improved response time.” An additional benefit was the “potential of a middle management career ladder for those faculty interested in pursuing career opportunities in academic administration.”

The College as a whole would benefit from a school structure that could support student success, provide “nimble academic leadership,” bolster “data-informed strategic planning and resource allocation,” offer a “platform for the consideration of issues from a broader, college-wide perspective within the existing governance structure,” and create a “framework for increased, targeted fundraising.” The administration indicated that the adoption of a school structure “enables the College to more effectively participate in CUNY initiatives on a level playing field.”

Participants in the town hall meetings that were held by the administration also received a document identifying “Primary Responsibilities of the Deans at Brooklyn College” and another sketching out “School Configurations for Discussion.”

As mentioned above, the Faculty Council Committee on Master Planning, Educational Policy and Budget developed a report on the school structure. It describes some of the planning process and focuses on the implementation and the reactions of the College community. The report was based on town hall meetings, interviews with the deans, and a survey of department chairs. The Committee on Master Planning reported that constructive criticism regarding the school structure fell into three major categories: (1) the process by which schools were established; (2) the creation of silos and competition; and finally, (3) dean effectiveness/cost.

In response to the Committee on Master Planning’s report, President Anderson made a presentation to Faculty Council on October 2017. She reviewed the changes in dean/administrative positions as a result of the creation of the schools. Overall, positions remained the same in number, but they were reallocated and mostly transformed into more senior positions. For example, the position of Dean of Research and Graduate Studies was eliminated, as were associate and assistant

dean lines, but four new school dean positions were created to join the already existing Dean of the School of Education.

With regard to financial impact, President Anderson's presentation detailed how the cost of the Dean Structure was covered. More than two-thirds of tax levy costs came from existing sources. 20% came from Central or Compact Funds and 13% came from reallocation of tax levy funds. Brooklyn College's administrative costs are below average compared to other CUNY colleges. The President also stated that the current school structure would not be eliminated or radically altered. However, she recognized that some work needs to be done regarding the schools. Steps towards this end include clarifying the roles of the deans: providing greater transparency in school budgets, priorities, and decision-making; and decreasing redundancies across the schools (SP4.A, SP4.C.c).

The Master Planning report on the schools included various recommendations. A report on the discussion at a chairs' retreat, which was included as an addendum to the master planning report, offered a general perception that schools were created to alleviate administrative burdens but were not properly focused on addressing departmental, faculty, curricular, or student needs.

Better defining the roles of the school deans in relationship to chairs continued as a major item of discussion. Through continued dialogue, decanal actions in their positions, and the appointment of a new provost in fall 2018, remaining ambiguities about the dean's role have been largely resolved. A search for the Dean of the Humanities and Social Sciences is currently underway. The position description (Appendix I.F) based on customary best practice and tailored to the institution, specifies clearly the Dean's responsibilities and role in the organization. At the chair's annual retreat held February 1, 2019, which included the President, Provost, deans, and other key senior administrators, it was resolved to update governance documents to include the dean's role (SP4.C.c).

In conjunction with the establishment of the new school structure in Fall 2011, the college-wide programs and services previously managed by the offices of the undergraduate and graduate deans were consolidated under a newly constituted Office of the Associate Provost for Academic Programs. This included programs and services such as student tutoring services, graduate studies, the honors programs, career services, student advisement, and first year programs. In response to financial pressures in 2017, the office was discontinued. Oversight for the programs and services under its umbrella was distributed to other areas of the College. The College plans to evaluate the impact of this change in 2019.

### **7.3.2 Technology to Support Administration in the Delivery of Services to Students**

Since the previous Self-Study, the University has replaced the majority of the University-wide data systems with a customized Oracle/PeopleSoft suite of products, branded as [CUNYfirst](#) (CUNY's Fully Integrated Resources and Services Tool). This massive systems overhaul has attempted to integrate all the institution's data and processes into a unified system. While certain reporting processes (faculty workload reporting, limited human resources reporting) were included early in the process, the major implementation of CUNYfirst was achieved in 2013-2014. This occasioned integrated student services (admissions, registration, course scheduling, billing, transcripts),

financial aid, purchasing and procurement, and human resources functions (recruiting, appointments, payroll). Combined, these systems affect every student, faculty member, staff and administrator at Brooklyn College and across the entire University.

Since its roll-out at Brooklyn College, training for administrative functions has shifted from University level to the individual campuses. The Brooklyn College Office of Information Technology Services (ITS) has developed a responsive team of specialists to provide troubleshooting and technical support. Frustrations with CUNYfirst are generally expressed in relation to the facility of the previous systems that were designed to meet the specific needs of its users. It is expected that as personnel turn over occurs, the older systems fade from the collective memory and CUNYfirst undergoes upgrades, it will become the fully appreciated system it is meant to be.

Since 2015 Brooklyn College has made available to faculty new tools to facilitate and improve student advising at the departmental level. These include E-notes, Department Advisement Appointment Tool (DATE) and DegreeWorks. E-notes allows all advisors of a particular student and the student to summarize the meeting, allowing for transparency, consistency, and accountability. E-notes is at its core a virtual student record. Users can e-mail the entry to the students after the meeting creating a sturdier connection and providing an easily accessible reference of the session for the students. Students are able to correspond directly with the sender of the e-note, which enables students to have a more robust connection with their advisor. Unique text can be entered or users can choose pre-loaded text from a drop down menu. There are safeguards that protect privacy. Additionally, E-notes is an excellent communication tool; a user may add content to one student's note and then send blind copies to an unlimited number of other students. Many offices on campus have begun to use E-notes as a way to memorialize not only advisement interactions, but also important notes related to Financial Aid, SEEK, and Registrar activities. A more widespread use of the system would be beneficial to our students.

DATE is an online application created by the BC ITS Database Group in August 2015. Faculty advisors can create schedules that reflect their availability for student advisement appointments. Previous to this tool being created there was no comprehensive way that faculty advisors across campus were able to make their availability transparent to students. Currently 19 academic departments use DATE. Since the implementation of DATE appointment scheduling has gone from 865 appointments in 2015 to 3456 in 2017.

DegreeWorks is a web-based program that enables students to easily track their academic progress. Advisors and students are able to see how specific College requirements have been met and what courses students can take to fulfill the requirements which are remaining. Grades, GPAs, major average, transfer information, degree composition, impact of selections on degree plans, academic standing, semesters to completion and pre-requisites are also part of the available student information.

The assessment of administrative units is discussed within Chapter Six of this Self-Study Report.



### **7.3.3 Assessment of the College President, College Leadership and Administration**

The [CUNY Manual of General Policy](#) describes the review and evaluation process for all college presidents, who are appointed by the University Board of Trustees. Evaluation occurs at least every five years. Every three to five years the Chancellor may seek additional feedback from the college community. The evaluation focuses on ensuring that “educational quality” (5.05.5) is the primary purpose of the institution and that all facets of leadership and administration are reviewed as per Standard VII. The criteria for the President’s evaluation also include communication of the mission and priorities to the college community and larger public. The policy specifically states, “The President must understand and be committed to the educational needs of his/her college, and have the ability to articulate and to meet these needs at all levels.” She must also work to “maintain an effective administrative team, to develop sound and responsive management practices, to develop and carry out an effective affirmative action program, to designate the appropriate use of fiscal resources, to coordinate the advancement of campus construction programs, where relevant, and to maintain ongoing programs of planning, evaluation and review” (5.05.4).

The CUNY [Performance Management Process](#) (PMP) is the annual mechanism that CUNY uses to evaluate the institution and the leadership of the President. The Chancellor and the presidents set PMP goals for the coming year for their respective colleges, consistent with the strategic plans of the University and the colleges, sometime in the spring or summer. At Brooklyn College, both the PMP campus-based objective/target planning and assessment processes are led by the President. At the end of the academic year, the President then reports progress on the PMP to the Chancellor; the report assesses each goal set forth, marks progress on each, identifies strengths and accomplishments of the College, and sets out challenges. After receiving these assessments, the Chancellor conferences with the President to discuss her performance and to set priorities for the coming year. The discussion between the Chancellor and the President is memorialized in a confidential letter from the Chancellor that specifies areas of leadership and administrative strength, as well as areas for improvement. Based on these assessments and any new University priorities, the President engages her cabinet in refining campus goals for the following year’s PMP.

As part of CUNY, the College also has specified processes in place to evaluate its senior leadership. The President conducts yearly evaluations of her vice presidents and other direct reports. They are responsible for the oversight of their units and for meeting specific yearly goals aligned with and designed to carry out the goals of the campus Strategic Plan. The President evaluates her direct reports based on their accomplishments of a set of task-focused goals established during the prior year, as well as based on her evaluation of behavioral goals for the strong leadership of executives. The vice presidents also evaluate their direct reporting administrators and staff, who are in turn responsible for the evaluation of their staff.

Through governance, newly introduced Town Halls, special task forces and working groups, regular campus-wide events, socials, openings and other venues, the entire administration of the campus engages regularly with students, staff, and faculty in advancing the College’s mission.

#### **7.4 Recommendations Aligned with the College's Strategic Plan**

Based on our analysis of Standard VII: Planning, Resources, and Institutional Improvement, we recommend the following:

- Continue to focus on developing a culture of transparency, service, and trust (SP4.A).
- Complete revision of governance documents to incorporate the responsibilities and authority of the deans (SP4.C.c).

## CHAPTER 8

### CONCLUSION

The Self-Study Report describes the College's assessment of its compliance with the MSCHE Standards of Accreditation. We believe that we meet the criteria for each of the Standards. Through the process of self-study, we have learned a great deal about the institution and have established the following 27 recommendations. As the Self-Study Report shows, we already have begun to implement many of these recommendations in alignment with the College's Strategic Plan. We are eager to close the loop and advance the work of Brooklyn College to fully realize our mission.

1. Ensure full discussion of the mission at all student, staff and faculty orientations; there should be concrete information shared about how it guides decision-making at the College (SP4).
2. Make the mission statement more visible in all facilities on campus, in promotional materials, and on major access points on the web (SP4, SP5).
3. Monitor shifts in enrollment to ensure that the campus's diversity is fully representative of the borough (SP1).
4. Expand Implicit Bias and conflict management development opportunities to all faculty and staff and strengthen our efforts to provide students, faculty, and staff with an inclusive campus environment (SP5.B.d). Conduct a regular, local campus climate survey.
5. Provide development opportunities for departmental and college-wide grade appeals committees to discuss criteria and standards (SP.1).
6. Make the Student Handbook and Faculty Handbook easily accessible on the Brooklyn College website. Consider adding grievance procedures to the Faculty Handbook and website (SP4.A.a).
7. Create a Staff Handbook comparable to the Faculty Handbook, and make it easily accessible on the Brooklyn College website. Consider the addition of grievance procedures (SP4.A.a).
8. Make the CUNY guidelines and procedures on ethical conduct easily accessible on the Brooklyn College website. (SP4.A.a).
9. Bolster support for faculty research and creativity. Develop funding to support faculty research and conference travel and align funding levels with those of peer institutions (SP1.B.c).
10. Establish specialized mentoring programs for junior faculty, post-tenure faculty, and faculty of color (SP1.B.b).
11. Establish regular campus NESSE participation on a two-year schedule.
12. Continue evaluation of the graduate programs, including resourcing and administrative structures; develop an action plan that includes a timeline to address findings (SP1.A.a).
13. A thorough assessment of the Brooklyn College website's navigability for students is needed. Student participation in the assessment of their informational needs is critical (SP4.E.e).

14. Improve advisement through resource and staffing assessments, the development of a campus-wide Advisement Council (faculty and staff) for campus-wide coordination and development for all advisors. Continue efforts to address the *Sophomore Slump* (SP2.A.e).
15. Establish improved predictive scheduling models to ensure course availability (SP2.A.c, Sp4.C.a).
16. Up-date scheduling software to move campus to a uniform two-to-three-year course scheduling model for all programs.
17. Improve review processing time of transfer credits and consider robust and rigorous Prior Learning Assessment guidelines and procedures (SP2.D).
18. Build out the assessment document repository.
19. Complete operationalizing distributed leadership model for assessment. Build responsibility for assisting in closing the loop on program assessment into the deans' and vice presidents' roles.
20. Reduce the number of years that departmental self-studies/program reviews cover from ten to five and limit reviews to individual programs. Assign responsibility for implementation of the review to program directors (SP1.A.a).
21. Leverage and publicize the success of departments and units that are sustaining an assessment process. Share these successes as models that others can follow. Continue to award model initiatives and departments and provide opportunities for mentorship (SP1.A.a).
22. Orient faculty and staff to assessment soon after onboarding. Target new faculty and staff for professional development, and focus effort on program directors, department chairs, and unit heads in areas where assessment practices could be most improved. Work with deans and vice presidents to identify development needs.
23. To facilitate the consistent use of data in assessment, analyses of data needs to be disseminated to units across the College based on a regular schedule that is tied to the assessment and planning cycles (SP4.E.a).
24. Because data collection and analyses are critical functions throughout the planning, budgeting and assessment processes, more attention needs to be given to prioritizing requests across the campus so that the offices that conduct the analyses and do the reporting can manage the processes effectively (SP4).
25. While the Working Group found a great interest in getting data, the generated reports did not always match the need. More attention needs to focus on end user needs with regard to purpose, the analysis of the data, and its presentation in reporting to optimally guide use (SP4.A.a).
26. Continue to focus on developing a culture of transparency, service, and trust (SP4.A).
27. Complete revision of governance documents to incorporate the responsibilities and authority of the deans (SP4.C.c).

<b>Count of Citation (full)</b>	<b>Year</b>										
<b>Work Group for MSCHE</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Grand Total</b>
Art Exhibit, Curated or Juried	6	9	10	22	14	1		10	4	5	81
Book (Authored)	33	37	29	45	28	25	26	24	14	39	300
Book (Edited)	18	29	19	13	18	18	18	20	15	13	181
Book Section	71	115	108	90	83	80	99	95	88	58	887
Conference Presentation	439	293	312	279	255	360	233	333	366	297	3167
Conference Presentation, Proceedings	33	15	6	3	24	16	187	27	11	4	326
Direction/Choreography/Dramaturgy/Design (dance, theater, film)	10	9	15	16	23	22	9	24	17	7	152
Invited Lecture	13	184	195	251	250	223	205	256	145	237	1959
Journal Article, Peer-Reviewed	210	272	294	269	281	305	346	232	266	254	2729
Music Composition, Published or Performed	13	48	53	63	28	42	58	45	5	36	391
Newspaper, Magazine, Review or Journal (Not Peer-Reviewed)	79	92	81	142	108	88	183	140	122	143	1178
Other Publication or Scholarly Work	11	17	5	14	16	49	30	45	13	23	223
Patent						1	1	1	1		4
Performance (music, dance, theater, film, etc.)	30	20	14	4	19	17	11	35	65	47	262
Poem or Short Story								12	1	4	17
Technical or Policy Report, Peer-Reviewed								1			1
<b>Grand Total</b>	<b>966</b>	<b>1140</b>	<b>1141</b>	<b>1211</b>	<b>1147</b>	<b>1247</b>	<b>1406</b>	<b>1300</b>	<b>1133</b>	<b>1167</b>	<b>11858</b>



# University Performance Monitoring Project 2017-18 Report

## Pillar: Knowledge Creation and Innovative Research

*CUNY will invest in and support its faculty's knowledge creation, research, creative activities and innovation as engaged scholars, teachers, and members of the community.*

**Goal 2: CUNY will expand its full-time faculty and implement new strategies to build greater diversity in the faculty.**

### Percentage of annual instructional full-time equivalencies (FTEs) in undergraduate courses delivered by full-time faculty

	2012-13	2013-14	2014-15	2015-16	2016-17
Baruch	47.3	48.1	49.9	44.3	45.6
Brooklyn	47.7	53.6	52.7	50.9	51.1
City	44.1	45.9	44.6	47.4	44.6
Hunter	31.4	36.0	36.3	34.8	33.7
John Jay	35.8	36.9	34.9	35.3	31.3
Lehman	49.5	50.3	48.3	45.5	41.0
Medgar Evers	42.5	46.2	45.3	44.7	40.1
NYCCT	44.4	43.0	40.8	37.4	34.7
Queens	41.3	41.1	39.2	38.1	38.1
Staten Island	34.8	34.9	34.7	34.2	33.0
York	45.3	47.1	44.9	43.8	40.5
<b>Senior College Average</b>	<b>41.4</b>	<b>42.9</b>	<b>42.4</b>	<b>40.8</b>	<b>39.2</b>
BMCC	48.8	56.7	52.7	50.9	49.9
Bronx	57.5	59.5	58.6	56.5	56.6
Guttman	65.4	59.4	61.3	62.7	59.4
Hostos	55.4	54.7	51.8	48.9	49.9
Kingsborough	57.1	59.3	57.5	58.5	57.9
LaGuardia	39.6	40.4	45.2	45.4	44.5
Queensborough	59.7	60.1	57.9	58.0	61.9
<b>Community College Average</b>	<b>50.8</b>	<b>53.4</b>	<b>53.6</b>	<b>52.8</b>	<b>52.8</b>
<b>University Average</b>	<b>45.8</b>	<b>47.7</b>	<b>47.0</b>	<b>45.6</b>	<b>44.6</b>

Note: Percentage is the total number of student (instructional) FTEs in undergraduate courses taught by full-time faculty divided by the total number of student (instructional) FTEs in all undergraduate courses for both the fall and spring semesters of a given academic year.

Instruction by full-time professors (all ranks including chairs), instructors and lecturers is counted as instruction delivered by full-time faculty.

Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (in which case, instructional FTEs are added to both the numerator and the denominator). Other winter session sections are excluded. Instruction is credited to the faculty member's college of appointment except for those appointed to the Graduate Center, the School of Journalism, and the Law School; their teaching is credited to the college where instruction took place. College Now sections are excluded. Senior College Averages for FY 2013-15 have been updated because the comprehensive college break has been discontinued.

Source: The Faculty Workload Collection, Office of Institutional Research and Assessment

Office of the Provost

Date: January 19, 2019 Draft

Academic Affairs  
Academic Department Assessment Planning 2018-2019

Name\_\_\_\_\_

Department \_\_\_\_\_

1. Department Data

- a. Number of full-time faculty\_\_\_\_\_
  - 1. Tenure track
  - 2. Lecturer
  - 3. Distinguished Lecturer
- b. Number of part-time faculty\_\_\_\_\_
- c. Full-time faculty capacity fall 2019\_\_\_\_\_
  - 1. Number of faculty on sabbatical\_\_\_\_\_
  - 2. Number on special leaves\_\_\_\_\_
- d. Number of majors\_\_\_\_\_
- e. Number of minors\_\_\_\_\_
- f. Number of faculty teaching in graduate programs\_\_\_\_\_
- g. Total number of sections gen ed & all programs per semester \_\_\_\_\_
- h. Special programming\_\_\_\_\_
- i. Total number of enrollments—headcount—per semester\_\_\_\_\_
- j. Department administration (Check all that apply and include # if more than 1).

Chair\_X\_\_ Deputy 1\_\_\_\_Deputy 2\_\_\_\_Major Coordinator\_\_\_\_Minor  
Coordinator\_\_\_\_\_

- k. Number of Graduate Program Directors housed in the department this year:

Face-to-Face\_\_\_\_\_

Online\_\_\_\_\_

- l. Department personnel and resources



Staffing (Number for each category)

Full-time administrative\_\_\_\_\_Number \_\_\_\_\_

Part-time administrative\_\_\_\_\_Number \_\_\_\_\_

CLT: Number-Full-time\_\_\_\_\_and Part-time\_\_\_\_\_

Other\_\_\_\_\_

Budget (Total amount for each category)

Total \$ allocations from college general administration\_\_\$\_\_\_\_\_

Faculty travel allocation—College/Dean\_\_\$\_\_\_\_\_

Other: (undergraduate only) \$\_\_\_\_\_

## 2. Assessment of Programs

Based on program assessment data and all additional information you have about student performance (grades, marks, online, hybrid, face-to-face section differences), please identify **your department's priorities for improvement.**

- Are there specific courses and programs that require attention?
- Are your enrollments commensurate with full-time faculty capacity? Are there majors, general education courses or graduate programs for which you seek to grow or shrink enrollments? If so, which? Why?
- Are there programs in which students are particularly unsuccessful based on student outcomes and degree/certificate attainment? How might you best address this?
- Are there programs the department offers that appear to be particularly successful based on assessment?
- What are the main issues you plan to address based on the above information? What are your three top improvement goals for next year? Where do you want to be with these programs/courses in five years?

Priorities for 2018-2019	Goal for 2018-2019	Strategies to address	Long-term goal/target
1.			

2.			
3.			

### 3. Faculty Capacity

Please identify your needs for full-time faculty recruitment and hiring based on the following: curricular area coverage, full-time faculty headcount to section/credit counts, faculty rank distribution in the department, diversity--underutilization data and all other criteria that you deem relevant.

Please identify your adjunct faculty needs based on areas of expertise needed to support the curriculum and appropriate section coverage.

Please describe the mentoring activity your department currently provides new and non-tenured faculty. How can the college assist the department in mentoring junior faculty? What can the college do to assist with the mentoring of junior faculty college-wide?

Please describe the status of under-representation in your department related to faculty diversity.

Planning: Based on the information and activities described above, please identify your **department's priorities for contributing to the recruitment, support and mentoring of your** faculty for next year. Are there specific areas that require attention? If so, kindly identify them?

4. Faculty Development

What would you identify as the development needs of your full-time and adjunct faculty? Examples include: teaching online courses, hybrid courses, culturally relevant practices, using new technologies, facilitating difficult conversations in the classroom, grant proposal writing, managing the faculty role, **curricular assessment, other...**

5. Student Advisement

How engaged is your department currently in the advisement of students? Is your department interested in providing additional faculty advisement in the major? How might advisement in your major best be organized to meet student needs and address our current resource limitations? What are your plans for addressing the issue of major advisement next year?

6. Describe current status of program assessment activities for this year and last year. Please append reports.

7. Resources

As chair, what additional resources do you need to perform your core functions? What resources do you need to meet your program goals for next year? What resources do you think you will need to **meet your department's goals in five years? Would you reallocate any current resources, including workload, to better support your department's core functions?** How? How can the college support your work more?

8. Anything else?

This planning document and the data provided herewith are meant to help you plan for the future of **your department both short term and long term. If there's anything the administration needs to know** to help support your work, please specify it below.

**Fall 2017 Race and Ethnicity, Full Time Staff**

Racial or Ethnic Category	Count	Percent
American Indian or Alaskan Native	2	0.3%
Asian	59	8.1%
Black or African American	250	34.2%
Hispanic	103	14.1%
Native Hawaiian or Other Pacific Islander	2	0.3%
White	302	41.4%
Two or More Races	7	1.0%
Missing/Unknown	0	0.0%
Non-Resident Alien	5	0.7%
Total	730	100.0%

Source: IPEDS, Compiled by the Office of Institutional Research and Data Analysis



## JASON CAREY

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### PROFILE

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A strategic and creative marketing executive who conceptualizes and leads multi-million-dollar marketing and branding initiatives that break through cluttered media messages and drive year-over-year growth in engagement, reach, and revenue.

Diverse leadership successes spanning academia, nonprofit, and corporate sectors. Deeply knowledgeable regarding integrated media mix (print, digital, mobile, social, outdoor, live), consumer landscape and research, and path to purchase.

Proven performance translating messaging, content, events, and experiences into meaningful milestones that engage the target audience.

Change agent equally effective defining brand and creating marketing strategies that drive growth and steward transition. Innovative right and left-brain thinker who is solution- and results-oriented. Dynamic relationship management and strong influencing skills when working with cross-functional stakeholders.

**Branding & Creative Direction**  
**Budget Administration**  
**Business Intelligence**  
**Client Services**  
**Competitive Positioning**  
**Consumer Insights**  
**Digital & Mobile Content**  
**Experiential Marketing**  
**Marketing Strategy & Management**  
**Media Relations**  
**Organizational Leadership**  
**Partner & Sponsor Marketing**  
**Project Management**  
**Social Media Engagement**  
**Strategic Planning**

### EXPERIENCE

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#### BROOKLYN COLLEGE, CITY UNIVERSITY OF NEW YORK | Brooklyn, NY

**2014 to Present**

**Assistant VP, Communications & Marketing:** Provided decisive new leadership to drive organizational change, consolidating digital, print, and editorial teams into integrated unit, in order to amplify quality of marketing communications and seamlessly deliver marketing initiatives. Defined and staffed new positions, to improve client service, project planning, and social media execution. Collaborated with President and Senior Leadership on communications regarding controversial campus events, academic freedom, cultural diversity, and political ideology.

- Launched recruitment campaign for inaugural cohorts of Feirstein Graduate School of Cinema, a new program with no track record, and whose physical building remained under construction.
  - Engaged ad agency partner and closely collaborated with enrollment management to drive media messaging across print, digital, outdoor, web, and social channels.
  - Generated 250 applications in year 1; admitted 175 graduate students. Brought marketing in house for year 2, and optimized performance to reach registration goals in even shorter time frame.
- Drove social media presence by defining overarching vision, then transforming and elevating content to include multi-media and branded content, including launching new video series and longform editorial platform.

#### BROOKLYN PUBLIC LIBRARY | Brooklyn, NY

**2005 to 2014**

**VP, Marketing & Communications:** Advanced from Director to VP, driving change management to transform old-school marketing department to an innovative operation that developed and executed integrated strategies to build the library's image, increase reach, and promote engagement across all library services and programs. Delineated overarching marketing and branding strategy, instituted leading-edge marketing operational infrastructure, and administered \$2M budget. Led creative development and production of all marketing assets, advertising and collateral, and advised senior leadership regarding external communications, crisis management, and controversial library policies. Managed 10-member team.

- Optimized promotional partnership with Sesame Workshop for their 40<sup>th</sup> anniversary. Planned family events driving record attendance, and created limited edition Elmo library card generating 30,000 registrations in 30 days.

## JASON CAREY

161 West 133 Street, #4B | New York, NY 10030 | 917.536.5914  
jasoncarey73@gmail.com | linkedin.com/in/jason-carey-1165b | Page 2

- Captured top prize of \$250K in AmEx Partners in Preservation contest. Mounted aggressive 30-day social media, PR, and event campaign that generated public interest and votes for iconic restorations at the Central Library.
- Raised \$200K+ through high-profile branding partnerships with corporate sponsors, including Brooklyn Industries, Snapple, the NY Mets, and Target Corporation.

### MERVYNS, LLC / TARGET CORP. | Hayward, CA

2000 to 2005

**Manager, Marketing Planning:** Elevated to new position to strategically guide digital and ethnic marketing, media planning, research, and credit card programs. Managed \$85M national media spend for 250+ Mervyns stores. Steered 7-member team to fulfill marketing for men's, kids, home, and accessories & shoes divisions. Led comprehensive research of Hispanic markets to build insights on shopper attitudes, preferences, and behaviors. Leveraged qualitative and quantitative insights data to formulate market-specific merchandising and product strategies. Additionally, provided key expertise to transition core marketing functions, including media planning and buying, as well as website infrastructure and code, following sale of Mervyns from Target Corp.

- Partnered with Director of Strategy to orchestrate targeted initiative in women's division to introduce new size profile across full women's line. Also modified price points and store layout to entice targeted customers.
- Directed multi-tiered marketing for La Plaza, an outdoor event that replicated Mexican markets and featured authentic Mexican craft products, food, and entertainment. La Plaza markedly increased same-store sales 20% and marked company dedication to Hispanic consumers.
- Represented the marketing division on companywide Hispanic Initiative team, which defined ideal markets for investment, disseminated information from corporate leadership to store management, and ensured product mix reflected trends in leading Hispanic markets.

### NETNOIR.COM | San Francisco, CA

2000

**Marketing Director:** Conceptualized marketing plan for pre-IPO site spinning off from AOL, which encompassed target audience definition, focus group research, focus groups to inform, content strategy, logo creation, promotions, and media placement.

### LEVI STRAUSS & Co. | San Francisco, CA

1998 to 2000

**Associate Brand Manager, SilverTab Division:** Merited fast-track promotion to this role, to direct consumer market research on viability of SilverTab as standalone brand. Produced video on product direction and consumer insights for national sales teams. Orchestrated SilverTab exhibition at major New York and Las Vegas trade shows, generating 100+ sales applications from urban vendors. Previously held title of *Sales & Marketing Associate*.

## EDUCATION

MASTER OF BUSINESS ADMINISTRATION (MBA) | Baruch College

New York, NY

BACHELOR OF ARTS (BA), HISTORY | Duke University

Durham, NC

## CERTIFICATION

Marketing Management | New York University, School of Professional Studies

New York, NY

# ***TODD MICHAEL GALITZ***

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## **SUMMARY OF QUALIFICATIONS**

Entrepreneurial nonprofit leader with 25 years of experience in cultural and educational management. A natural team builder with a track record of leading organizational growth and with expertise in:

Organizational Leadership	Capital Campaigns
Board Engagement	Marketing and Communications
Strategic Planning and Implementation	Partnerships

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## **EXPERIENCE**

### **Brooklyn College, The City University of New York**

Vice President, Institutional Advancement &  
Executive Director, Brooklyn College Foundation

2018-Present

- Lead fundraising, alumni engagement, and communications for major public college with an enrollment of 18,000 students and 150,000 alumni
- Serve on president's senior leadership cabinet responsible for college-wide strategies and operations
- Oversee the Brooklyn College Foundation, an independent 501(c)3 philanthropic foundation that raises private support for the college
- Manage Foundation Board and implement trustee engagement strategies
- Lead a team of 35 full-time professional staff, plus part-time administrators and volunteers

### **Independent Nonprofit Strategy Consultant**

2015-18

Serviced client organizations with innovative solutions in strategic planning, board development, long-range financial planning, major gift fundraising, and strategic communications. Select clients included Cambridge University, Johns Hopkins University, and The Whelan Group. Long-term leadership engagements included:

**The Royal Oak Foundation:** Interim Executive Director & CEO (Sept. 2016-May 2017). Developed strategic plan and related implementation strategy, board development, budget plans, and staff and infrastructure assessment for the American affiliate of the National Trust of England, Wales and Northern Ireland. Oversaw daily operations, capital campaign, membership, public programs, board relations, and staff management.

**Museum Travel Alliance:** Founding President (June 2015-Jan. 2017), Senior Advisor (Jan. 2017-Feb. 2018). Launched the Museum Travel Alliance, a new travel consortium for museums offering international luxury travel with an arts and cultural focus for donors. Museum partners include The Metropolitan Museum of Art, Museum of Fine Arts, Houston, The Nelson-Atkins Museum of Art, The Phillips Collection, and more than 50 regional and college art museums.

### **Pratt Institute**

Vice President, Institutional Advancement

2009-15

## **STRATEGIC VISION WITH RESULTS**

- Provided creative vision and leadership for institution's external development and internal effectiveness
- Led marketing, media relations, publications, website, creative design services, alumni relations, and fundraising for leading college of art, design, and architecture

- Served on senior management team leading institution-wide strategies, operations, and management of institution's \$220 million operating and capital budgets

#### BOARD RELATIONS

- Oversaw board engagement strategies and managed trustee Development and Trusteeship committees
- Managed recruitment of new board members
- Maintained active board relationships in collaboration with the President

#### DEVELOPMENT

- Launched and managed \$100 million comprehensive capital campaign, the first in the institution's history
- Transformed major gift fundraising program
  - Quadrupled major gift results in first three years
  - Raised \$5 million building gift and \$2.5 million gift to establish Pratt's first-ever endowed chair
- Grew donor base and annual contributions to the institution
- Achieved 140 percent increase in contributions, doubled alumni giving
- Delivered five largest fundraising galas in the institution's history, including first \$1 million event
- Increased annualized grant and sponsorship revenue by 230 percent in three years

#### MARKETING AND COMMUNICATIONS

- Developed and implemented integrated communication strategies, based on market research
- Completed major rebranding campaign and website redesign
- Created multi-platform marketing campaign for 125th Anniversary season in 2012-13
  - Achieved 60 million media impressions and press placements in, among others, *The New York Times*, *The Wall Street Journal*, *Daily News*, Associated Press, and public radio
  - Produced 30-minute primetime documentary for broadcast on PBS stations
  - Created advertising and publicity campaign, and interactive microsite
  - Conceived and curated special exhibition at Pratt Manhattan Gallery
- Produced award-winning publications: *Prattfolio* and *Differentiation by Design* magazines, *Pratt News* digital newsletter, *Inspire* donor newsletter, and multimedia web content; launched first comprehensive social media strategy
- Launched *Inside Pratt* campus community news blog to improve internal communications

#### PARTNERSHIPS AND SPECIAL INITIATIVES

- Created *Pratt Presents* public programming series; engaged media partners including *Fast Company*, *Paper*, *Surface*, and WNYC radio
- Conceived and implemented the Pratt Innovation Fund, a school-wide faculty seed-grant program, in collaboration with the Provost
- Led special initiatives promoting sale of alumni and faculty designs; launched alumni art + design fair
- Participated actively in launch of online store and management of licensing agreement with major retailer
- Provided strategic guidance in the creation and launch of Brooklyn Fashion + Design Accelerator, a 21,000-square-foot incubator in South Williamsburg

#### STAFF MANAGEMENT

- Managed an effective team of 50 full-time staff; implemented new goals and metrics systems; promoted professional development opportunities
- Managed division's \$6.5 million operating budget

#### **Asia Society and Museum**

Vice President, External Affairs

2005-09

Director, Foundation and Corporate Relations

2001-05

#### STRATEGIC VISION WITH RESULTS

- Developed and implemented external relations strategies for rapidly expanding global institution
- Provided vision and strategic direction for greater centralization and coordination among 11 regional centers and 3 museums in U.S. and Asia

#### EXECUTIVE AND FINANCIAL MANAGEMENT

- Directed \$30 million annual international fundraising and membership program
- Oversaw \$3 million departmental operating budget
- Served as officer-representative on board committees: Executive; Finance & Budget; Investment; Nominating & Governance; and Development

#### BOARD RELATIONS

- Coordinated board recruitment strategies that resulted in new, high-profile trustees
- Managed board committees for Nominating & Governance and Development
- Administered international council of senior business leaders and philanthropists

#### DEVELOPMENT

- Completed successful \$81 million capital campaign in 2008
- Developed and executed strategic fundraising growth to meet 10-15 percent annual operations increases
- Solicited six- and seven-figure operating and endowment contributions from trustees, individuals, and institutional donors
- Doubled annual corporate contributions through sponsorship and corporate membership program
- Created and managed new corporate advisory committee, Asia Society Business Council
- Launched Corporate Diversity outreach program to Asian American affinity and networking groups in Fortune 500 companies
- Oversaw signature fundraising events, including record-breaking \$4 million gala dinner

#### MARKETING AND PUBLIC COMMUNICATIONS

- Participated in creating market research initiatives and focus groups for the museum, website redesign, 50th Anniversary, and membership marketing
- Implemented new electronic marketing initiative, upgraded box office systems, visitor information kiosks
- Created special AsiaStore member sales promotions, Free Friday initiatives, and sponsor collaborations to promote increased store sales

#### EDUCATION

- Engaged donors for Asia Society Global Education initiatives and the Museum's K-12 programs

#### STAFF MANAGEMENT

- Supervised staff of 25 development and visitor services professionals; created regular professional development and team-building opportunities

#### **Columbia University**

Development Officer

1999-2001

#### **Lincoln Center for the Performing Arts, Inc.**

Assistant Director, Institutional Support

1997-99

Grant Writer

1995-97

#### RELATED PROFESSIONAL EXPERIENCE

##### Curator

***Blurred Horizons: Contemporary Landscapes, Real and Imagined***

Art Projects International, New York, Jan – Mar 2018

***125 Icons: A Celebration of Works by Pratt Alumni and Faculty 1887-2012***

Pratt Manhattan Gallery, New York, Nov 2012 – Jan 2013

***Jean Shin: RECALL***

Pratt Institute, Brooklyn, Sept 2012 – May 2013

**Havana Heritage Foundation** 2015-Present  
Founding Board Member and Treasurer

Aided in the establishment of a new nonprofit focused on preserving and protecting the rich architectural and cultural heritage of Havana, Cuba.

**Manhattan College** 1998  
Adjunct Professor of History

**Hunter College, The City University of New York** 1997  
Adjunct Professor of History

**Brown University** 1993  
Instructor, Department of History

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**EDUCATION**

**Brown University, Providence, RI**

*Doctor of Philosophy, History* 1997

*Master of Arts, History* 1990

Andrew W. Mellon Teaching Fellow; University of Warwick Research Fellow

Doctoral Dissertation: "The Challenge of Stability: Religion, Politics and Social Order in Worcestershire, 1660-1715"

**University of Southern California, Los Angeles, CA**

*Bachelor of Arts, History (Highest Honors) and Political Science* 1989

Magna Cum Laude, Phi Beta Kappa

**University of Kent at Canterbury, United Kingdom** 1987-88

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**PROFESSIONAL AFFILIATIONS:** Council for Advancement and Support of Education (CASE); Association of Independent Colleges of Art and Design (AICAD); Brooklyn Chamber of Commerce, Government Affairs Committee Member (2014-15); Co-chair, Institutional Giving Program, Association of Fundraising Professionals New York Conference (2008)

**PERSONAL INTERESTS:** Studio art; museums and galleries; music; travel

# Alan Gilbert

## EMPLOYMENT

### BROOKLYN COLLEGE

<i>Senior Vice President for Finance and Administration</i>	February 2018 - Present
<i>Associate Vice President for Budget and Planning and Chief Financial Officer</i>	May 2013 - January 2018
<i>Assistant Vice President for Finance, Budget, and Planning/Comptroller</i>	November 2004 - April 2013
<i>Assistant Vice President for Budget and Planning</i>	September 2000 - November 2004

Direct staff of over 450 in the administration of the budget and planning, student financial services, comptroller, institutional programs, information technology, facilities, human resources, campus safety, and compliance functions. Collaborate with academic and administrative personnel.

Oversee the administration of annual budgets in excess of \$175 million that span several funding sources. Implement processes to monitor each funding source at an institutional level and to provide detailed budget reports to budget administrators at all levels. Develop and maintain detailed position control functionality for full time employees that provide quality control for human resources and payroll functions, and support reconciliations and projections. Facilitate campus-wide trainings on financial operations.

Provide financial oversight and support to the Brooklyn College Foundation as its Chief Operating Officer. Work collaboratively with the Vice President for Institutional Advancement/Executive Director of the Brooklyn College Foundation and Board Members to achieve fiscal accountability, unitized investment accounting, and successful audits.

Serve as Finance functional lead for Brooklyn College as part of CUNY-wide PeopleSoft implementation (CUNYfirst). Successfully implemented Payroll Interface as the senior college pilot college. Selected to participate on Red Team and Shared Services RFP Selection Committee as part of the University's Administrative Excellence Transformation Initiative.

Developed and implemented operational plans to improve the collection rate for tuition and fees to almost 99% from rates in the low 90% range while simultaneously enhancing customer service. Restructured the Bursar and Financial Aid Offices to enhance effectiveness and accountability. Received two CUNY Productivity Awards (one before and one after CUNYfirst) for this initiative.

Created the Fiscal and Business Services Center (FBSC), a one-stop shared services office that processes documents from all funding sources. The FBSC reduced turnaround time on most transactions from one week to 24-48 hours while providing better utilization of staff so highly trained individuals were relieved from performing basic transactions. Received CUNY Productivity Award for this initiative.

Reorganized the Office of Institutional Research and Analysis to provide increased service and concise reports. Established processes to review and validate the quality of data inputs and to automate standard reports insuring information is accurate and available. Present information to the college community to enhance decision making for institutional priorities. Serve on committees to support Middle States accreditation and institutional effectiveness.



## **THE CITY UNIVERSITY OF NEW YORK (CUNY)**

*Director of Fiscal Services*

*December 1998 - August 2000*

Managed staff of 25 employees in the administration of business functions for the Central Office. Administered multiple budgets with a value in excess of \$50 million. Developed and generated financial reports used to monitor expenditures. Established internal controls to insure compliance with appropriate business practices. Introduced a service-oriented philosophy to improve responsiveness to all users of departmental services. Trained staff on operational procedures and business practices.

Devised new systems and processes to procure and account for all centralized services, including central supplies, the copy center, mail room, telecommunications, and motor vehicle operations. Created models to improve ordering practices and the maintenance of acceptable inventory levels. Allocated costs appropriately and prepared reports to analyze the utilization of resources.

Served as liaison for the Interim Deputy Chancellor with the Chancellor and department heads on all tax levy budget issues. Conducted meetings to discuss current and projected personnel and OTPS expenditures.

Implemented tracking procedures to account for all purchase requisitions resulting in increased accountability and efficiency. Managed development of comprehensive database. Monitored accounts payable transactions enabling easier reconciliation of budgets and reduced occurrences of duplicate payments.

Coordinated time and leave operation. Oversaw five year audit of time and leave records to generate baseline information. Created database used to record data and generate employee and management reports. Designed new timesheet to simplify employee reporting. Initiated proactive notification practices for employees and managers.

Supervised property management function. Reorganized procedures, in accordance with University guidelines, to insure all fixed assets were accounted for appropriately. Substantially reduced the volume of unlocated property.

Continued to provide fiscal services to the University Application Processing Center.

## **UNIVERSITY APPLICATION PROCESSING CENTER**

*Director of Administrative Services*

*March 1998 - December 1998*

*Assistant Director of Administrative Services*

*March 1994 - March 1998*

Managed staff of 11 employees in the administration of all organizational accounting, facilities, and office service functions. Oversaw a \$14 million budget comprised of multiple accounts and projects. Coordinated all budgeting, financial reporting, cash management, auditing, payroll, accounts payable, and purchasing activities. Developed internal controls and procedures that increased accountability and produced cost savings. Supervised facilities, including the mail room, stock room, shipping and receiving, inventory control, reprographics, renovations, and telephone systems.

Responsible for operational functions on several University initiatives, including COPE (a collaborative contract between CUNY and the city's Human Resources Administration), the CUNY Skills Assessment Testing process, and the CUNY Citizenship project. Coordinated various special projects, including data

analysis and report preparation on admission standards and academic progress, preparation of materials for training sessions, and training of administrative staff in software applications.

*Assistant Director of Financial Aid Processing*  
*Assistant Coordinator of Financial Aid Processing*

*October 1992 - March 1994*  
*October 1986 - October 1992*

Supervised a staff of 15 employees responsible for the annual processing of more than 100,000 applications. Redesigned operation to streamline process, resulting in substantial staffing reductions and improved service to students. Implemented quality control procedures that detected problems at critical processing stages. Developed a comprehensive procedural manual documenting clerical procedures and system functionality related to these procedures. Prepared training materials and conducted sessions on operational topics and application software.

**BERNARD M. BARUCH COLLEGE**  
*Graduate Research Assistant*

*September 1984 - June 1986*

**THE DREYFUS CORPORATION**  
*Junior Accountant*

*September 1983 - June 1984*

Prepared daily cash forecasts and investment schedules for upper management. Recorded and maintained all cash and investment transactions. Analyzed general ledger accounts, including accounts receivable, and travel and entertainment. Generated financial statements for various subsidiaries. Organized schedules and other appropriate backup necessary for year-end audit. Worked on various special projects, including management fee projections and 1099 analysis.

## **EDUCATION**

**The Bernard M. Baruch College of the City University of New York**

*Degree:* Master of Business Administration - June 1986  
*Major:* Finance *Overall Index:* 3.95

*Degree:* Bachelor of Business Administration - June 1983  
*Major:* Accounting *Overall Index:* 3.95

**EDUCATION****UNIVERSITY OF PENNSYLVANIA**

2011

**Graduate School of Education**

Ed.D., Higher Education Management

Dissertation Topic: *Moving Beyond the Margins: An Exploration of Low Performing African American Male College Students at High Performing Institutions*

**THE GEORGE WASHINGTON UNIVERSITY**

1998

**Graduate School of Education and Human Development**

M.A., Higher Education Administration

**UNIVERSITY OF MICHIGAN**

1996

**College of Literature, Science and the Arts**

B.S., Biology

**EXPERIENCE****BROOKLYN COLLEGE****Brooklyn, NY**

*Established in 1930 by the New York City Board of Higher Education, Brooklyn College, a 4-year, public, urban institution, is a senior college of the City University of New York. The college, with an enrollment of approximately 14,207 undergraduate and 3,203 graduate students, offers more than 70 undergraduate majors, and more than 60 graduate majors, as well as advanced certificates and programs in the humanities, sciences, performing arts, social sciences, education, and pre-professional and professional studies.*

**Vice President for Student Affairs/****Dean of Students, Division of Student Affairs****April 2017 – present****Interim Vice President for Student Affairs/****Dean of Students, Division of Student Affairs****June 2016 – March 2017**

As the College's chief student affairs officer, advise the President on matters related to non-academic student life in addition to being responsible for the development and implementation of a strategic vision for the Division of Student Affairs. Provide leadership, general management and evaluation of the Brooklyn College Student Center, Center for Student Disability Services, Health Programs, LGBTQ Resource Center, Personal Counseling, Student Activities, Student Engagement, Judicial Affairs and Student Ombuds Services, Veterans and Military Services, and the Women's Center. Additional responsibilities include the oversight and management of the College's Commencement Ceremony and the Gottschalk Memorial Loan Fund. Provide direct supervision, training, and evaluation for 9 professionals, and 1 paraprofessional.

**Institutional Committees**

- Behavioral Education and Support Team (BEST), *Member*
- Brooklyn College Association, *Member*
- Brooklyn College Student Services Corporation, *Member*
- Campus Events Screening Committee, *Member*
- Campus-wide Commencement Committee, *Chair*
- Council on Administrative Policy, *Member*
- First Year Experience Committee, *Chair*
- Health and Wellness Committee, *Member*
- Institutional Assessment Committee, *Member*
- Middle States Monitoring Report Team, *Member*
- Policy Council, *Member*
- Residence Life Committee, *Member*
- Student Event Management Team, *Member*

## **RONALD C. JACKSON**

**rcjackson@brooklyn.cuny.edu**

- Student Success Team, *Chair*
- Task Force on LGBTQ Issues, *Member*
- Vice President's Task Force for Veterans Affairs, *Member*

### Selected Accomplishments

- Implemented the College's Student Success Team charged with identifying and addressing systemic problems through the use of data analysis to increase positive student outcomes using a holistic approach toward student development.
- Realigned the hierarchical structure of the division to better maximize the utilization of staff.

### **Dean of Students, Division of Student Affairs**

**August 2014 – May 2016**

Under the supervision of the Vice President for Student Affairs, responsible for providing leadership, guidance and evaluation of the Center for Student Disability Services, Civic Engagement and Social Responsibility, Residential Living, Student Activities Central, Student Ombuds Services, and Veterans and Military Programs and Services. Additional responsibilities included the development and implementation of a divisional assessment plan, management and assessment for new student orientation programs, and management of the Carroll and Milton Petrie Student Emergency Grant Fund. Provided direct supervision, training, and evaluation for 9 professionals, and 2 paraprofessionals.

### Institutional Committees

- Brooklyn College Association, *Member*
- Campus Events Screening Committee, *Member*
- Council on Administrative Policy, *Member*
- First Year Experience Committee, *Chair*
- Health and Wellness Committee, *Member*
- Middle States Monitoring Report Team, *Member*
- Policy Council, *Member*
- Residence Life Committee, *Member*
- Student Event Management Team, *Member*
- Student Programming Advisory Committee, *Member*
- Unity Week Steering Committee, *Member*
- Vice President's Task Force for Veterans Affairs, *Member*

### Selected Accomplishments

- Developed and implemented an on campus food pantry in collaboration with the City University of New York Central Office and the Food Bank of New York City.
- Redesigned the orientation program for all incoming students including first years, transfers and graduates increasing the show rate and overall satisfaction.
- Implemented an online system to more effectively manage processes and procedures for student organizations.

## **COMMUNITY COLLEGE OF PHILADELPHIA**

**Philadelphia, PA**

*Founded in 1964, the Community College of Philadelphia is a public urban institution with one Main Campus and three Regional Centers. The College has an enrollment of approximately 19,000 undergraduate students and offers more than 70 Associate's degree, academic and proficiency certificate programs of study.*

### **Dean of Students, Division of Student Affairs**

**September 2008 – August 2014**

Under the supervision of the Vice President for Student Affairs, responsibilities included providing leadership, strategic direction, assessment, and management of programs and services that enhance student life, development, and retention at the Main Campus and three Regional Centers. Collaborated with campus constituencies to develop and improve policies, programs, and services aimed at supporting student learning, satisfaction, and success. Managed and provided direction for planning, supervision, and evaluation of Athletics, Career Services, Center for Male Engagement, Counseling, Judicial Affairs, Student Life, which included the Student Leadership and Involvement Center and Veterans Resource

## **RONALD C. JACKSON**

**rcjackson@brooklyn.cuny.edu**

Center, Student Success Initiatives, and the Women's Outreach and Advocacy Center, which included the Child Development Center. Served as chair for the Student Affairs Assessment Team and Professional Development Work Group. Provided direct supervision, training, and evaluation for 7 professionals, and 1 paraprofessional.

Directed the development and management of departmental and office budgets including the oversight of the expenditure of student activity fee and grant funds totaling over \$8.5 million.

### Institutional Committees

- Achieving the Dream Core Team, *Member*
- Behavioral Intervention Team, *Chair*
- Emergency Response Management Team, *Member*
- Enrollment Management Committee, *Member*
- Facilities Task Force, *Member*
- Health and Safety Committee, *Member*
- Institution-wide Assessment Committee, *Member*
- Middle States Accreditation Work Team, *Work Group Chair for Standards 8 and 9*
- Standing Committee on Academic Affairs, Sub-Committee on Academic Support, *Member*
- Standing Committee on Student Affairs, *Chair*
- Student Success Team, *Member*

### Selected Accomplishments

- Assisted in the development and oversight of grants totaling over three million dollars.
- Created school spirit initiatives to increase community development and engagement which included the redesign of athletic uniforms, creation of a new school mascot and rebranding of the Student Handbook.
- Established grant funded programs such as the Center for Male Engagement, Colonial Colleagues Program, Homeless Student Support Project and Project Achieve to improve persistence and academic performance for at-risk populations in addition to creating the Veterans Resource Center.
- Developed and implemented the Student Affairs Guide to Assessment, a divisional assessment model used as a framework for creating and evaluating programs and services based on student learning outcomes incorporating the College's various strategic plans and retention initiatives.
- Reorganized Judicial Affairs to provide a greater focus on student development and learning to avoid recidivism, and implemented the Maxient student conduct software system to improve the management of judicial incidents.
- Restructured the new student orientation program to increase effectiveness and efficiency in addition to increasing student satisfaction.
- Represented the College on the City of Philadelphia College Ready Work Team designed to coordinate efforts between the School District of Philadelphia and higher education institutions to improve outcomes for Philadelphia residents.

## **MARYMOUNT MANHATTAN COLLEGE**

**New York, NY**

*Originally established as the city campus of Marymount College, Tarrytown, New York, the College was independently chartered in 1961 as Marymount Manhattan College. The College is a 4-year, public, urban institution with an enrollment of approximately 2,000 undergraduate students offering Bachelor's degrees in 25 major programs of study.*

### **Dean of Students, Division of Student Affairs**

**September 2004 – August 2008**

Under the supervision of the Vice President for Student Affairs, responsibilities included the development of a comprehensive student life program based on theories of student engagement and moral development for a diverse student population. Responsibilities included supervision of Campus Ministry, Counseling and Psychological Services, Disability Student Services, Health and Wellness Services, Program for Academic Access, Student Activities, and the operation of the Student Affairs suite. Coordinated special events including Baccalaureate, the College's awards ceremony, Commencement and Parents' Weekend, as well as ensuring services are provided that embrace Manhattan as a

## **RONALD C. JACKSON**

**rcjackson@brooklyn.cuny.edu**

part of the MMC campus. Served as the Chief Judicial Officer. Advised the Student Government Association. Created and distributed the Student Handbook. Served as primary contact for parent concerns. Supervised 5 professionals and 1 paraprofessional.

Directed the development and management of departmental and office budgets totaling over \$1.5 million in addition to managing the Louis Martarano Scholarship Fund and Student Emergency Scholarship Fund.

### Institutional Committees

- Board of Trustees, Student Affairs Sub-Committee, *Co-Chair*
- Budget Committee, *Member*
- Enrollment Management Committee, *Member*
- Facilities Task Force, *Member*
- First Year Experience Committee, *Chair*
- Mental Health Response Team, *Member*
- Outcomes Assessment Committee, *Member*
- Strategic Planning Committee, *Member*
- Technology Steering Committee, *Member*

### Selected Accomplishments

- Created the First Year Experience Committee designed to improve retention among first year students.
- Researched, developed and implemented the Mental Health Response Team.
- Established the Multicultural Leadership Retreat and Student Leadership Retreat.
- Improved fiscal management of departmental budgets by reorganizing processes and procedures.
- Improved the coordination of the college's graduation exercises operationally and fiscally.
- Revamped Parents' Weekend program to emphasize academics, school pride, and community development.

### **Director of Student Activities, Division of Student Affairs**

**January 2004 – August 2004**

Under the supervision of the Vice President for Student Affairs, responsibilities included the development and fiscal management of a comprehensive student activities and leadership program based on student development principles for a diverse student population. Additional responsibilities included advising and developing clubs and organizations, a leadership scholars and development program, multicultural programs, adult student programs, Campus Activities Board, and media groups. Coordinated major College events such as new student orientation, Homecoming, Senior Activities, components of Commencement, and Honor's Day. Supervised 1 paraprofessional and approximately 30 faculty/staff advisors.

Developed and managed a budget of \$75,000.

### Selected Accomplishments

- Restructured student programming such as New Student Orientation, Intramural Sports, and Leadership Scholars to promote and increase school spirit and better address the needs of current students.
- Established the Campus Activities Board with a staffing and programmatic structure to provide more diverse programming than previously existed.
- Created new student initiatives on campus to provide development and recognition including a leadership development series, and the First Annual Leadership Awards Reception.

## **COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK**

**New York, NY**

*Founded in 1754, Columbia University is a 4-year, private, not-for-profit, research-based institution with an enrollment of over 26,000 students with approximately 8,000 representing the undergraduate student population. The university offers Bachelor's, Master's and Doctoral degrees with approximately 100 programs of study for its undergraduate population.*

## **RONALD C. JACKSON**

[rcjackson@brooklyn.cuny.edu](mailto:rcjackson@brooklyn.cuny.edu)

### **Manager of SDA and Special Events, *Student Development and Activities***

**July 1999 – December 2003**

Under the supervision of the Assistant Director of Student Development and Activities, responsibilities included the creation and fiscal management of small and large-scale events for the University community including receptions, parties, barbecues, concerts, comedy shows, and a variety of other special events such as Bacchanal, the annual spring festival, Columbia Concerts, Homecoming, and Senior Week. Negotiated and handled all aspects of contracts and contract negotiations for performers and vendors including pre-event invitations, hospitality riders, technical riders, air and ground transportation, hotel arrangements, and on site production. Coordinated and implemented a variety of training programs for specialized groups. Supervised 4 paraprofessionals.

Researched, developed and managed the programmatic components of Student Development and Activities with a budget of approximately \$235,000.

#### Selected Accomplishments

- Coordinated the programmatic component of the New Student Orientation Program for approximately 2000 new students on an annual basis.
- Managed the Urban New York Program establishing relationships with local venues in an effort to expose students to the greater New York City through participation in events such as Broadway shows, museums, restaurants, television shows, dance performances, and the opera.

### **WILLIAM PATERSON UNIVERSITY OF NEW JERSEY**

**Wayne, NJ**

*Founded in 1855, William Paterson University is a 4-year, public, suburban institution with an enrollment of approximately 11,000 students with approximately 1,000 representing the undergraduate student population. The university offers Bachelor's, Master's and Doctoral degrees with 44 programs of study for its undergraduate population.*

### **Resident Director, *Department of Residence Life***

**July 1998 – June 1999**

Under the supervision of the Assistant Director of Residence Life, administered the physical and personal aspects of a residence hall housing approximately 250 students in addition to providing community programming. Maintained campus safety and security of students and buildings on a rotational basis. Co-facilitated the alcohol and other drugs workshops. Supervised 9 paraprofessionals.

#### Selected Accomplishments

- Coordinated all components of the first ever Residence Life Fashion Show aimed at promoting the department while raising funds for the Resident Assistant Banquet.
- Co-chaired the fundraising and multicultural committees.
- Developed a staff training program.
- Managed the departmental billing process for building damages in all residence halls.

### **THE GEORGE WASHINGTON UNIVERSITY**

**Washington, DC**

*Founded in 1821, The George Washington University is a 4-year, private, not-for-profit, research-based institution with an enrollment of over 25,000 students with approximately 10,000 representing the undergraduate student population. The university offers Bachelor's, Master's and Doctoral degrees with over 70 programs of study for its undergraduate population.*

### **Interim Director, *Office of Community Service***

**March 1998 – June 1998**

Under the supervision of the Vice Provost and Dean of Student Affairs, provided oversight to office operations, established major campus community service events for students, and served as the liaison to over 20 service oriented student organizations, and direct advisor to three community service organizations. Organized financial campaigns to support University philanthropies. Supervised an office staff of 39 consisting of full time employees, work-study students, and AmeriCorps members.



**Selected Accomplishments**

- Created a strategic plan for the incoming director.
- Established marketing plans for events.
- Managed grants that fund the office.
- Organized University AIDS Walk Team establishing it as the District's top University team and one of the top ten overall teams.

**HONORS AND AWARDS**

- 2013 Black History Month Award: Pennsylvania's Governor Advisory Commission on African American Affairs
- 2004 Outstanding Contribution to the Standing Committee for Multicultural Affairs: American College Personnel Association

**PROFESSIONAL ORGANIZATIONS****NASPA Student Affairs Administrators in Higher Education****2015 – present**

*NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry.*

**American College Personnel Association****1998 – 2015**

*The American College Personnel Association is a comprehensive student affairs association whose mission is to foster college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community.*

- |  |                    |
|--|--------------------|
| • 2015 ACPA Convention Planning Team, <i>Constituent Groups Chair</i>                                  | <b>2014 – 2015</b> |
| • Association of College Unions International's Physical Place on Campus Summit, <i>Representative</i> | <b>2011</b>        |
| • Professional Development/Equity and Inclusion Workgroup, <i>Member</i>                               | <b>2011</b>        |
| • Assembly, <i>Assembly Coordinator for Standing Committees</i>  | <b>2009 – 2011</b> |
| • 2009 ACPA Convention Planning Team, <i>Exhibits Chair</i>  | <b>2008 – 2009</b> |
| • ACPA Governance Implementation Team, <i>Member</i>   | <b>2006 – 2007</b> |
| • Executive Council, <i>Member</i>   | <b>2005 – 2007</b> |
| • Standing Committee for Multicultural Affairs, <i>Chair</i>   | <b>2005 – 2007</b> |
| • Standing Committee for Multicultural Affairs, <i>Historian</i>                                       | <b>2003 – 2005</b> |
| • Standing Committee for Multicultural Affairs, <i>Convention Showcase Chair</i>                       | <b>2001 – 2002</b> |
| • Standing Committee for Multicultural Affairs, <i>Pan African Network Chair</i>                       | <b>2000 – 2001</b> |
| • Standing Committee for Multicultural Affairs, <i>Cultural Festival Co-Chair</i>                      | <b>1999 – 2000</b> |

**SELECTED CONFERENCE PRESENTATIONS**

- Hirsch, S., Jackson, R., Perkins, D., & Bright, D. "Engaging African American Males in Higher Education." DREAM 2014: The Achieving the Dream Annual Institute on Student Success [Conference]. Lake Buena Vista, FL. February 2014.
- Hirsch, S., & Jackson, R. "Utilizing Assessment in Student Affairs at the Community College." 2013 Middle States Commission on Higher Education Annual Conference [Conference]. Philadelphia, PA. December 2013.
- Hirsch, S., Jackson, R., & Bright, D. "Engaging African American Males in Higher Education." 2012 League for Innovation in the Community College Conference [Conference]. Philadelphia, PA. March 2012.
- Jackson, R., & Moore, C. "Using Assessment in Student Affairs." 2012 League for Innovation in the Community College Conference [Conference]. Philadelphia, PA. March 2012.
- Hirsch, S., Jackson, R., Robinson, M., & Bright, D. "Engaging African American Males in Higher Education." A Dream Deferred 2011: The Future of African American Education [Conference]. Philadelphia, PA. April 2011.
- Hirsch, S., Jackson, R., & Williams, J. "Early Alert: An Innovative Systemic and Systematic Student Success Strategy." 2010 Achieving the Dream Strategy Institute [Conference]. Charlotte, NC. February 2010.
- Hirsch, S., Jackson, R., & Williams, J. "Early Alert: A Strategy for Student Success." Pennsylvania Governor's Conference on Higher Education: Pathways to Success [Conference]. State College, PA. March 2008.

**CIVIC ENGAGEMENT**

## Alpha Phi Alpha Fraternity, Incorporated

- |   |                    |
|---|--------------------|
| • Epsilon Alumni Collective, Epsilon Chapter Alumni, <i>Co-Chair</i>      | <b>2008 – 2014</b> |
| • Education Committee for the Eastern Region, <i>Member</i>               | <b>2013 – 2014</b> |
| • Alpha Leadership Academy, Philadelphia Alpha Chapters, <i>Chair</i>     | <b>2013 – 2014</b> |
| • Education and Scholarship Committee, Rho Chapter, <i>Co-Chair</i>       | <b>2012 – 2015</b> |
| • Epsilon Centennial Planning Committee, Epsilon Chapter, <i>Co-Chair</i> | <b>2007 – 2009</b> |

## University of Michigan Alumni Association

- |   |                       |
|---|-----------------------|
| • Alumni Student Recruitment, <i>Alumni Recruiter</i> | <b>2010 – present</b> |
|---|-----------------------|

**REFERENCES**

Available upon request

## ANNE LOPES

### Education

- 1982 Freie Universität, Berlin, Germany  
**Dr. phil.** in Political Science, *summa cum laude*
- 1979 Goddard-Cambridge, Goddard College, Cambridge, MA.  
**Master of Arts** in Political Theory
- 1976 Ramapo College, Mahwah, NJ  
**Bachelor of Arts** in Political Science with honors, concentration in American Studies, minor in Women's Studies

### Executive Academic Leadership

- 2018- **Brooklyn College—City University of New York**, Brooklyn, New York  
Tenured appointment - Professor, Department of Political Science

#### **Provost and Senior Vice President of Academic Affairs**

As the Chief Academic Officer provide academic vision and leadership for planning and assessment across the college to ensure academic quality. In partnership with the President, provide leadership for achieving the goals of the college's strategic plan, the university's annual Performance Measurement Plan and the University Strategic Framework goals. Oversee the work of the academic deans, associate provosts, cross-institutional academic service program directors and the schools and departments in the delivery of curriculum and support for faculty research and creativity. Oversee the mentoring and development of faculty in teaching, research, and creative endeavors. Address all faculty personnel matters, from recruitment to disciplinary actions. Lead academic planning and development within and across schools and disciplines. Provide oversight for accreditation issues across all schools. Partner with vice presidents on related strategic initiatives, institutional planning, and assessment. Work in partnership with the Office of Academic Affairs at CUNY central administration on university strategic initiatives. Work closely with all governance committees and faculty leadership. Member of the college-wide Promotion and Tenure Committee (non-voting), the CAP (non-voting) and the college-wide Policy Council; Member of the University Academic Council and the Academic Policy Committee.

### Selected Accomplishments

- Iq4 pilot funding, January 2019

- 2009-2018 **John Jay College of Criminal Justice—City University of New York**  
New York, New York

Tenured appointment - Professor, Department of Political Science

2017-

### **Interim Provost and Senior Vice President of Academic Affairs**

Chief Academic Officer with responsibility for the offices of Undergraduate Studies, Graduate Studies, Professional Studies, Faculty Services, the Advancement of Research, Strategic Initiatives, and Institutional Effectiveness. Supervise the work of academic deans and associate provosts; oversee the chairs of 24 academic departments, including recruitment and hiring, budget, scheduling of classes, assignment of faculty, and development and review of academic programs. Responsible for Academic Affairs budget. Oversee faculty personnel process and all faculty personnel matters. Oversee the management and delivery of 31 majors, 14 master's degrees, 12 research centers, and two doctoral programs conferred by the City University of New York and housed at the college. Represent the college on the university-wide Academic Council and the Academic Policy Committee of the City University of New York. Member of the President's Executive Staff; co-chair of Budget and Planning Committee, and member of the Foundation Board.

#### **Selected Accomplishments**

- Oversaw in collaboration with vice presidents college-wide institutional strategic planning for the 2017-2018 academic year.
- Expanded and executed plan to improve faculty satisfaction.
- Designed and implemented a comprehensive faculty diversity hiring plan.
- Developed and authored proposal to individual donor for The Ron & Kerry Moelis Social Innovation Project," funded at \$711,870, November 2017.

2013-

### **Associate Provost for Strategic Initiatives, Dean of Graduate Studies**

Oversee Office of Strategic Initiatives, Office of Graduate Studies, John Jay Online, the Office of Professional Studies, and the Office of International Studies and Programs. Responsible for approximately 70 full-and part-time employees. Direct strategic planning and program development for all areas to increase synergies, expand offerings and revenue. Develop strategic partnerships and negotiate contracts with public sector agencies and private sector organizations in the U.S. and abroad. Conduct fundraising, working in close collaboration with the college's president. Oversee program review and assessment. Supervise over \$7,000,000 in budgets for all reporting areas. Establish yearly Performance Measurement Plan targets and assessment plans for all areas and programs.

Act as the chief academic administrator for all graduate programs on campus. Plan and promote academic success and retention initiatives related to the graduate programs serving approximately 1700 students face-to-face and online. Oversee program review and assessment. Collaborate with faculty to plan and meet strategic priorities, improve academic outcomes, ensure rigor and promote new program development. Oversee graduate program directors. Manage program review and assessment. Conduct faculty reviews in the personnel process. Collaborate with faculty, executive and administrative staff across the college and university to plan and implement programs and to achieve goals. Provide academic services to students through collaborations with graduate faculty and oversight of associate dean and directors.

### Selected Accomplishments

- Conducted comprehensive strategic planning for all areas to increase revenue, promote rigor advance excellence, and maximize resources.
- Reorganized Graduate Studies, Professional Studies and John Jay Online; launched Office of Strategic Initiatives and Office of International Studies and Programs. Hired directors of Professional Studies, Strategic Initiatives, International Studies and Programs and Associate Dean of Graduate Studies. Streamlined administrative processes and moved offices to research and evidence-based decision-making processes. Doubled staffing in administrative areas in two years to meet rapid expansion in programming and services.
- Increased revenue by over 100% in Professional Studies over two years by diversifying contracts and offerings in mission-related areas. Initiated the development of six online professional certification programs: Investigative Psychology (Spring 2016); ADA Compliance (Fall 2016); Law Enforcement Leadership (Fall 2016), Writing Across the Professions, Corporate Social Responsibility, and Cybersecurity (2016-2017).
- Planned and established comprehensive set of public-private partnerships (CUNY, John Jay College, six community colleges, the NYC Department of Education, law enforcement agencies, financial services industry leaders, technology firms, and non-profits).
- Planned and authored multiple, successful grant proposals to support strategic initiatives.
  - The City of New York, “Building the Leadership Cadre of the New York City Police Department: A Partnership between the NYPD and John Jay College, funded April 2016, \$705,000 yearly through 2020.
  - NSA-NSF GenCyber Student Summer Program, funded April 2016, \$100,000.
  - The Price Family Foundation, “The Price Family Foundation Cyber Scholars Program at John Jay College,” funded January 2016, \$100,000.
  - CUNY Strategic Investment Initiative, “Advancing Virtual CUNY: Accelerating the Growth of John Jay Online, funded, November 2015, \$750,000.
  - J.P. Morgan Chase Foundation, CUNY Tech Industry Initiative, “John Jay College of Criminal Justice: Building the Cybersecurity Pipeline,” funded November 2015, \$96,000 yearly for three years, \$289,800.
  - The Carrol and Milton Petrie Foundation, “The CUNY Justice Academy: Expanding the Pipeline in Computer Science and information Security, funded May 2016, \$301,222
  - CUNY Workforce Development Initiative, “Education to Employment (E2E),” funded October 2016, \$20,000

#### Co-authored

- Tides Foundation (Google), Faculty Development in Computer Science, funded April 2016, \$35,000.
- DANY, The Institute for Innovation in Prosecution, funded fall 2015, \$3,000,000

#### Pending

- New York State Challenge Grant Program, CUNY 2020, “The Center for Applied Cyber Studies at John Jay College, \$7,000,000.
  - The City of New York, Office of Criminal Justice Services, “Enhancing the Capacity of Public Safety Agencies in NYC,” \$757,513 yearly.
- Developed and implemented comprehensive five-year academic plan to significantly increase the number of masters and advanced certificate programs.

Completed and launched Advanced Certificate in Criminal Investigation; Advanced Certificate in Race and Criminal Justice; Advanced Certificate in Terrorism Studies; Advanced Certificate in Victimology; Security Management M.S. Online, Criminal Justice MA Online, MPA PPA Online, MPA: IO-Healthcare Online. MPA/JD; Emergency Management MS, and NYPD Executive Leadership Criminal Justice; Economics MA, Forensic Mental Health Counseling MA/JD, International Crime and Justice MA Online, and Advanced Certificate in International Crime fall 2018.

The following program will launch in fall 2018: Human Rights MA.

- Initiated comprehensive review and revision of graduate academic policies and guidelines in collaboration with faculty to promote achievement and completion, including policies on incompletes, grade appeals, and the thesis. Established a series of co-curricular workshops with micro-credentialing to improve academic outcomes. Developed and piloted virtual internship and career passport technologies.
- Expanded academic and career advisement; introduced technological tools to advisors. Launched Race and Justice initiative to provide a regular forum to discuss issues of concern to the community.
- Increased compensation to academic program directors and reallocated administrative resources to bolster support to directors and students. Established calendar of community events for faculty, students and staff to promote a culture of community for graduate students, faculty and staff.
- Developed and implemented a recruitment communications and marketing plan to increase student yield in graduate programs based on SEM principles. Designed degree plus program. Launched high school to professional education pipeline program in TECH and cybersecurity.
- Promoted curricular revision to update all offerings using community of practice model. Worked with graduate program directors for successful accreditation of Forensic Science MS by FEPAC and reaccreditation of the MPA by NASPAA. Updated and regularized academic program review for all offerings and integrated outcomes assessment.
- Increased faculty-led study abroad offerings by 200%; instituted services targeted to international students, including orientation, advisement and mentoring.

- Developed Latin America Initiative to advance institutional collaborations, faculty research, and technical assistance projects. Expanded scope of international technical assistance projects related to college mission to Guatemala and Mexico.
- Initiated and negotiated faculty license agreement for online course development. Initiated incentive program for faculty online course development.

2009 - 2013

### **Dean, Undergraduate Studies**

Chief academic administrator of Undergraduate Studies (UGS). Directed UGS' strategic planning and led programmatic innovations and initiatives to increase student retention and academic success for approximately 13,000 undergraduates. Collaborated with faculty to improve outcomes and enhance curriculum. Oversaw expansion of liberal arts offerings. Oversaw program review and outcomes assessment. Worked closely with administrators and staff across the college and collaborated with university staff to facilitate student academic attainment. Managed all UGS budgets.

Oversaw the general education program, Honors Program, CUNY Macaulay Honors College at John Jay, Office of Academic Advisement, Foundational Math and Quantitative Reasoning, SEEK, Writing Intensives, Office of Student Academic Success Programs, Office of Undergraduate Research, Pre Law Institute and Office of Fellowship and Scholarship Opportunities, International Studies and Programs, Pre College Programs, and Academic Planning. Conducted faculty reviews in the personnel process.

### **Selected Accomplishments**

#### **Academic Program Development**

- Led the development of a new all campus general education curriculum consistent with the faculty's vision and university-wide Pathways Program through extensive consultation and collaboration with faculty and CUNY's central administration.
- Launched the John Jay College Honors Program, with a focus on retention and diversity. Expanded scope of faculty oversight and participation. Improved entrance scores and rates of academic success.
- Implemented a comprehensive academic and recruitment plan to launch the Macaulay Honors College at John Jay College.
- Established the Office for Undergraduate Research. Expanded the day-long administrator-led research showcase into a week-long faculty-led program. Instituted undergraduate research course options.
- Initiated Prior Learning Assessment (PLA) to increase adult population.
- Introduced a community of practice approach for new majors in Fraud & Forensics and Human Services & Community Justice.



- Formed a planning subcommittee for new liberal arts majors in the Undergraduate Curriculum and Academic Standards Committee (UCASC) and created an academic planning function to support faculty.
- Worked with major coordinators and UGS directors to introduce a culture of assessment (2009-10). Expanded program assessment to minors (2012-3). Developed feedback mechanisms for program improvements.

### **Academic Success Outcomes**

Implemented plans to improve undergraduate academic success, with significant results for First Year Experience (FYE), student retention, credit accumulation, and GPAs (2011-2). General newly reported undergraduate system outcomes for John Jay students include the following.

- The four-year system graduation rate of full-time, first-time freshmen increased from 21.3 for the 2010 cohort to 27.0 for the 2012 entering cohort.
- The six-year graduation rate was 45.4 for the 2009 cohort of full-time, first-time freshmen; it increased to 48.6 for the 2010 cohort.
- First-year retention for full-time first-time freshmen increased from 76.7% in 2009 to 83.1% for the 2015 cohort.
- 45.1% of full-time, first-time freshmen accumulated 30 or more credits in the first year in 2013; by 2015 that number had increased to 54.4%
- 71-73% of our first-time, full-time freshmen passed credit bearing math in 2009; by 2015 it increased to 85.6%.
- 88.6% of full-time, first-time freshman passed composition in the first year in 2013; in 2015, 89.4% passed; this is almost 8 points above the senior and comprehensive college average.
- Improved SEEK outcomes significantly by reorganizing office and staff. Summer 2012 outcomes include the following.
  - The Math 1 pass rate increased by 9% (from 86% to 95%)
  - The Math 2 pass rate increased by 15% (from 61% to 76%)
  - The Reading pass rate increased by 9% (from 72% to 81%)
- Established a Math Foundations and Quantitative Reasoning Program and a comprehensive plan for the hiring of math educators. Outcomes include > 6% increase in the pass rate for Math 104 in the program's first semester.
- Initiated a Latina/o retention initiative that led to a college-wide work group, new first year academic programming, and UGS faculty development activities.
- Initiated comprehensive review of undergraduate academic policies and guidelines to promote student achievement, including policies on incompletes and grade appeals, and guidelines on academic internships, the model syllabus, curriculum scaffolding, and capstones.

### **Academic Services**

- Academic services were rated more highly at John Jay by undergraduates in 2011 than were services by students at all other CUNY campuses.

- Reorganized Undergraduate Studies to expand services despite budget cuts by streamlining costs (22% budget cut 2009-2011). Created Student Academic Success Programs (SASP) to expand high impact practices and promote synergy between programs and services.
- Improved faculty and staff morale in the SEEK Program through reorganization and more efficient and effective student academic support services.
- Expanded tutoring services through formal staff training programs, academic professional oversight, and standardized tracking and scheduling systems.
- Developed pilot with major coordinators for faculty advisement in the majors; over 80% of targeted faculty participated.
- Initiated Early Warning programming in the Honors Program and for selected subgroups in gateway math, composition, and science courses.
- Established Transfer Central, a comprehensive website to facilitate Justice Academy student transfer.

### **Personnel**

- Collaborated with major coordinators to define roles and establish regularly scheduled training in student information systems. Coordinated resources with the Provost to support major coordinators' assessment activities.
- Instituted a UGS directors' team for planning and decision-making. Initiated systematic UGS staff development and staff recognition activities (topics included: accelerated learning; grant writing; project management; Latina/o retention).
- Improved communication by establishing *Undergraduate Studies News*, a monthly UGS newsletter. Updated all UGS websites.
- Increased staffing for math education, academic advisement, transfer academic transition programming, first year experience, sophomore programming, the CUNY Justice Academy, academic internships, International Studies and Programs, the honors programs, and the Pre Law Institute & Fellowship and Scholarship Opportunities, and the Office of Undergraduate Research.

### **Grant Funding**

Successfully competed for CUNY funding for special undergraduate initiatives, including:

- Office of Academic Affairs, Student Success Research Projects Program 2013-2014, "An Evaluation of Early Start Program Strategies: A Promising Practice to Promote Credit Accumulation, Academic Achievement and Persistence," \$145,719.
- Office of Academic Affairs, CUNY General Education Implementation Grant 2011-2012,

\$147,793.

- Office of Academic Affairs, Expanding Summer Immersion Grants Program 2011-2012, “Summer 2012 Immersion Expansion Grant,” \$56,000.
- Office of Special Programs, Achieving Program Goals Program, “Toward a Comprehensive Learning Community for SEEK Students: Faculty and Tutor Development,” 2010-2011, \$32,854.
- Office of Academic Affairs, Improving Undergraduate Learning Outcomes Program 2010-2011, “Improving Undergraduate Learning Outcomes in Writing and Mathematics through Early Start and Passport Programming,” \$40,000.
- Office of Academic Affairs, Innovation Grant Program 2009-2010, “Teacher Scholar Model,” \$70,000.

In addition:

- UGS, SEEK New York State Higher Education Grant Program, Online Math Modules. \$49, 645, 2011-2012.
- UGS, FYE, multi-year joint grant with Department of Sciences, Title V, approximately \$221,000 yearly.
- UGS, Justice Academy, Cooperative Title V multi-year grant with Bronx Community College, Secondary Partner (2012-2015), approximately \$140, 000 yearly.
- Solicited university funding for extensive summer immersion programming and student recruitment to meet enrollment targets 2009-2010, \$95,000.

### Selected Committees

Chair, Provost’s Working Group on Adult Program Development, 2016-  
 Chair, Search Committee for Dean of Undergraduate Studies, 2016  
 Chair, Search Committee for Director of Admissions, 2015  
 Chair, Search Committee for the Director of Special Academic Sessions, 2014  
 Chair, Committee on Graduate Studies, 2013-  
 Chair, UCASC; Chair, Principles, Policies and Procedures Subcommittee; Co-chair Academic Standards Subcommittee, 2010 -2013  
 Chair, Council of Major Coordinators, 2009-2013  
 Chair, *ad hoc* Council of Minor Coordinators, 2012-2013  
 Chair, Director of Online Learning Search Committee 2011  
 Chair, Director of Development Search Committee 2011  
 Chair, John Jay Online Task Force, 2010-2011  
 Co-chair, Middle States Self Study Work Group Six 2011-2013  
 Member, Strategic Enrollment Workgroup, 2016-  
 Member, International Advisory Board (college-wide) 2014 –  
 Member, Strategic Positioning Group, 2011-2014  
 Member, Pathways Steering Committee (university-wide), 2011-2012  
 Member, Strategic Positioning Group, 2011-2013  
 Member, Retention Workgroup (college-wide) 2011-2013  
 Member, Middle States Steering Committee 2010-2013

Member, President's Cabinet, 2009-  
 Member, Faculty Personnel Committee, 2009-  
 Member, Budget and Planning Committee, 2009-

2007- 2009     **Empire State College—State University of New York.** Metropolitan Center, New York, New York, with units in Staten Island and Brooklyn  
**Associate Dean and Professor, Political Science**

Responsible for academic leadership and oversight of curriculum. Oversaw faculty development and support for individual faculty scholarly and creative work. Chaired faculty searches. Managed the center-wide accessory instruction budget. Hired and supervised all adjunct faculty. Provided leadership on academic review, prior learning assessment, curricular and cultural diversity initiatives, blended learning and teaching and mentoring innovations. Directly supervised the Director of Academic Support Services, Director of Academic Review, Director of Partnership Programs, Coordinator of Student Services, Documents Specialist, and Assistant to the Dean. Oversaw all student waivers, grievances, appeals, academic standing, conduct and disciplinary cases. Selected to participate in SUNY-wide residential, week-long Leadership Development Program, summer 2008.

### **Selected Accomplishments**

- Conducted an assessment of curricular offerings that led to the development of systems and processes to improve the scope and depth of offerings.
- Established administrative and faculty review structures for center-wide academic planning.
- Co-led center's 2008 Middle States Self-Study and authored final report
- Established an *ad hoc* faculty committee to develop transparent student portfolio assessment guidelines for academic review.
- Designed and implemented a comprehensive program of faculty development opportunities that included monthly workshops, short courses, writing groups, a resource "library" and individual consultations.
- Chaired nine national faculty searches.
- Instituted a systematic adjunct hiring process and development plan.
- Designed and authored a grant proposal for an e-portfolio faculty development initiative--successfully funded (externally).
- Initiated, developed and wrote grant proposal for the design of a virtual mentoring site--successfully funded (internally).
- Initiated, developed and wrote grant proposal for the retention of African-American male students--successfully funded (internally).
- Initiated and organized four conference panels on academic quality.
- Developed a faculty scholarship and teaching directory in order to foster collaborations among faculty.
- Reviewed and improved educational service agreements with external institutions.

### **Student Academic and Support Services**

- Instituted a center-wide academic and administrative calendar.

- Established bi-monthly group supervision to improve cooperation and communication among departments.
- Moved graduation to the Jacob K. Javits Convention Center and managed the graduation planning and implementation team.
- Expanded tutoring services and initiated planning for in-class tutoring and supplemental instruction.
- Updated and expanded the adjunct and tutor database.
- Initiated the redesign of student orientation, transforming it from a two-hour event to an ongoing process based on student need.
- Initiated a center-wide bi-monthly newsletter to improve communication across the center.

### **Selected Committees**

Co-chair, Metropolitan Center Middle States Self-Study Steering Committee, 2007–2009  
 Chair, Middle States Self-Study Student Learning Assessment Committee, 2008-2009  
 Co-convenor, Associate Provost and Associate Dean Working Group, 2007-2009  
 Convener, Learning Resource Committee, 2007-2009  
 Member, Center for Mentoring and Learning Working Group on Program Priorities, 2009  
 Member, United University Professors (UUP) Individual Faculty Development Award Committee, 2008-2009  
 Member, Strategic Planning Advisory Committee, 2007-2009  
 Member, Faculty Development and Academic Issues Committee, 2007-2009

### **Teaching/Administration/Research**

1987-2007     **Metropolitan College of New York**, New York, NY  
                   **Professor**, 2003-2007  
                   **Chairperson** (Team Leader), 1991-2002  
                   **Member of the Faculty**, 1987-1991

### **Selected Accomplishments**

#### **Program Development**

- Facilitated and coordinated the development of a college-wide 45-credit, liberal arts core curriculum.
- Proposed and coordinated the school's first computer-integrated curriculum.
- Initiated and launched an externally funded pilot online learning program.
- Founded, externally-funded and managed the college-wide "Mentor Program."

#### **Faculty**

- Coordinated and administered the development of comprehensive processes for faculty development and assessment.
- Facilitated the work of the Faculty Status Committee for faculty rank, recommendations for promotion and contract renewal.
- Developed college-wide systems and processes for faculty peer observation. Conducted college-wide faculty development in peer observation.

- Planned and moderated an online pedagogical discussion group for part-time faculty.
- Developed faculty training in the integration of new media technologies.
- Initiated a system for faculty research sabbaticals.
- Authored a comprehensive adjunct faculty development plan.
- Conducted a college-wide faculty IT curriculum integration study.
- Conducted faculty workshops in portfolio development.

### **Conference and Workshop Coordination**

- Developed and coordinated a national Education and Media Conference, March 5, 2004.
- Coordinated the American Association of Colleges and Universities, New York Regional Seminar on Integrative Learning, November 14, 2002.
- Coordinated the college's first faculty convocation.
- Facilitated and managed semi-annual workshops with internship organizations for faculty team.
- Coordinated periodic faculty forums on research in progress.

### **Selected Courses Taught and Developed**

(face-to-face, blended, and/or online; undergraduate and graduate)

Social Issues and Trends in Urban Education; History of Public Education in the U.S.; Developmental and Comparative Study of Educational Philosophies; History of Political Thought; Economic and Political Theory; Internship Seminar/Practicum History of Public Welfare; Social Policy  
U.S. History and Politics; Social Movements; Sex, Gender and Diversity

### **Selected Committees**

#### **Chairperson**

Middle States Sub-Committee on Standards 11-13, 2005-2007  
Core Curriculum Development Committee, 2005-2007  
Faculty Convocation on Assessment, 2004  
Faculty Assessment and Compensation Committee, 2003-2006  
Faculty Status Committee, 2003-2005  
Middle States Self-Study Sub-Committee on Educational Services, 1998  
College-Wide Instructional Technology Committee, 2001- 2003  
Faculty Search Committee, 1999  
Presidential Search Committee, 1998

#### **Member**

Middle States Self-Study Steering Committee, 2006-2007  
Core Curriculum Academic Implementation Committee, 2006-2007  
Middle States Self-Study Continuous Improvement Council, 2005-2007  
Search Committee for the Vice President of Enrollment Management, 2005  
Masters of Education Accreditation Review Committee, 2005-2006. Authored final report: "The Best Fit: Selecting an Accreditation Agency for the Master's of Education Program" report, 2005.  
Middle States Sub-Committee on Related Educational Programs. Wrote interim and final reports, 2004-2005.  
College-Wide Strategic Planning Committee, 2001-2003 and 2006

Faculty Council Curriculum Review Committee, 2001  
Faculty Assessment and Compensation Committee, 2000-2003  
Search Committee for the Vice President of Academic Affairs, 1999  
Editorial Committee, *Reflections*, 2004-2006  
Curriculum Committee, School for Human Services and Education, 2002-2003  
School for Human Services and Education Hiring Committee, 2002-2003  
Faculty Search Committee, 2000

1985-2007     New York University, New York, NY  
                  **Adjunct Professor of Social Sciences**, Liberal Arts B.A. Program, The Paul McGhee  
                  Division, School of Continuing and Professional Studies

**Selected Courses Taught and Developed** (face-to-face, blended, or online)

Modern Political Thought; The Nature of Knowledge: The Modern Age; Senior Seminar: Social Sciences.  
Women and Work; Third World Women; Sex, Gender and Society; Women and Politics; Women's Health Care; Women in American and European History  
Historical Methods; The Nineteenth Century; The American Family 1945-Present; Politics of Epidemics: Honors Course; Modernization and Social Change

**Faculty Development Activities**

Faculty training in evaluation, collaborative learning methodology, computer-assisted instruction, online course development and delivery. Conducted peer faculty observations and assessments.

**Selected Committees**

Core Curriculum Review Committee  
Philosophy of Natural and Social Sciences  
Women's Studies Curriculum Committee  
Honors Thesis Selection Committees

**Other Grants**

LaGuardia Community College/FIPSE sponsored, "Making Connections: An ePortfolio Mini-Grant and Seminar Program. January – December 2009. Project Director.

Irving Stern Foundation, ""Innovating the Liberal Arts Core for the 21<sup>st</sup> Century: Toward a National Model for Urban College Students." Spring 2007. Project Director.

AAC&U/NSF-Sponsored Project Application for Advance Representative Status SENCER Summer Institute 2004/2005; 2005/2006. Proposal developer/author.

Alfred P. Sloan Foundation, "Anytime, Anywhere, Everyone: Audrey Cohen College--Closing the Digital Divide," Project Director for a College-Wide Distance Learning Pilot Program, Summer 2002-Spring 2003. Project Director.



Metropolitan College of New York, Faculty Development Research Award, 2000-2001.

National Endowment for the Humanities, American Social History Project, New Media Classroom, Faculty Development Institute, Summer 2000, New York City. (Proposal developer/author for participation of a faculty team).

Philip Morris Foundation, The Mentor Program, MCNY, 2000. Project Director.

National Endowment for the Humanities, American Social History Project, New Media Classroom, Faculty Development Institute, Summer 1999, New York City, (Proposal developer/author for participation of a faculty team).

Deutscher Akademischer Austausch Dienst (DAAD), Study Visit Grant for Archival Research on August Bebel in Amsterdam, Bonn, and Berlin, 1993.

Faculty Research Semester Grant, Metropolitan College of New York, 1993.

Faculty Research Mini-Grant, SCE/New York University, 1992/1993.

Dissertation Limited Publication Scholarship (full), Freie Universität, Berlin, 1982.

## **Publications**

Lopes, Anne and Gary Roth. *Men's Feminism: August Bebel and the German Socialist Movement*, Second Edition (Under Consideration, Brill/Haymarket, March 2018).

Lopes, Anne, "Leadership in Higher Education," *Global Encyclopedia of Public Administration and Public Policy*, ed. Carole L. Jurkiewicz. New York: Springer, 2019 (In progress).

Lopes, Anne. "Feminisms, Foucault and the Berlin Women's Movement." In "Rights and Practices of Modern Resistance," *Historical Reflections/ Réflexions historiques*, Vol. 35:1. Winter 2009: 114-136.

Lopes, Anne. "The Women's Movement." *Encyclopedia of Sex, Love and Culture*, Vol. 6. ed. James T. Sears. Westport, CT: Greenwood Publishing Group, 2008.

Lopes, Anne and Gary Roth. *Men's Feminism: August Bebel and the German Socialist Movement*. Amherst: Humanity Books/Prometheus Press, 2000.

Lopes, Anne. "The Overproduction of Intelligence and the Democratization of the University." In *Faculty Occasional Papers Series #3*, ed. Bassam Abed. New York: New York University, Spring 2000.

Lopes, Anne. "Learning to Learn: Good Notes Make Good Grades." In *The First Year College Student*, ed. Robert De Lucia, New York: Prentice Hall, 1995. (Revision of 1992 article).

Gary Roth and Anne Lopes. "Marxism's Feminism: Bebel and Zetkin in Opposition." *Rethinking Marxism*, Vol. 6:3. Fall 1993: 66-78.

Lopes, Anne. "Developing Note-Taking Skills." In *Transitions: Urban College Student's First Year Experience*, ed. Robert De Lucia, Needham Heights: Ginn/Simon & Schuster, 1992.

Lopes, Anne. "Techno-Scientific Politics." *Critical Texts*. Vol. 6:2. Fall 1989: 85-91.

Alliance Against Sexual Coercion (co-author). *Sexual Harassment: an Advocacy Handbook*. Boston: Alyson. 1981.

### **Conference Papers and Lectures (Selected)**

Lopes, Anne. "Benefits and Challenges for Higher Education: Partnering with the Private Sector." Panel presentation. The Seventh Annual Cybersecurity Education Conference, NICE, November 1-2, 2016 Kansas City, MO.

Lopes, Anne. "Individualized Curricula: Models that Stimulate Social Responsibility." Education for Social Responsibility: Deepening Student and Campus Commitments Conference. The Association of American Colleges and Universities, October 1-3, 2009, Minneapolis, Minnesota.

Lopes, Anne. "Rethinking Teaching and Learning for a Global Classroom." Empire State College, All College Conference 2009, January 2009, March 25-27, 2009, Saratoga Springs, NY.

Lopes, Anne. "Sustainable Mentoring: Intersections between Mentoring Principles and Sustainability Theory." All Areas of Study Conference 2008, Empire State College, Saratoga Springs, NY, November 21, 2008.

Lopes, Anne. "Contextualizing Learning Contracts and Contract Evaluations in the History of Ideas on Student Learning." Stimulating Student Learning: Rethinking the World of LCs and CEs. All College Conference, Empire State College, Saratoga Springs, NY, March 26, 2008.

Lopes, Anne "Subjectivities and Citizenship: Representing Narratives of Outsiders." All Areas of Study Conference, 2007. Empire State College, Saratoga Springs, NY, November 16, 2007.

Lopes, Anne. "Peer Learning from Theory to Practice" presented at the Graduate Division of Behavioral Sciences, Educational Psychology, Fordham University, New York, July 2, 2007.

Lopes, Anne. "Learning from Peers: New Directions, Insights and Strategies." Montclair State University, March 29, 2007.

Lopes, Anne, "Transnational Feminist Movements," Discussant's paper, presented at the Association for Political Theory, Bloomington, Indiana, November 4, 2006.

Lopes, Anne and Joanne Ardovini. "Innovating the Liberal Arts Core in Light of New Challenges: A Student-Centered Approach toward Social Justice," presented at the Annual Conference of the Society for the Study of Social Problems, August 12, 2006, Montreal, Quebec, Canada.

Lopes, Anne. "Shifting Perspectives: The Socialist Medical Advice Literature on Women's Health, Sexuality and Work," presented at the European Social Science History Conference, March 22-25, 2006, Amsterdam, the Netherlands.

Lopes, Anne, "Rethinking Autonomy," Discussant's Paper, Association for Political Theory, St. Louis Missouri, October 21, 2005.

Lopes, Anne. "Sexualities and Socialism: Working with Foucault," presented at Twenty-Ninth Annual Conference of the German Studies Association, September 29 - October 2, 2005, Milwaukee, Wisconsin.

Lopes, Anne, Laurence Miller & Nancy Velazquez-Torres. "Toward a New Model for Integrating Technology into Teacher Education," presented at the Spring 2005 NYSATE/NYACTE Conference, Saratoga Springs, New York, April 21-22, 2005.

Lopes, Anne. "Using Purpose to Enrich Praxis: What PCE Offers," presented at the Third International Conference on Practice-Oriented Education, June 14-17, 2005, Northeastern University, Boston, Massachusetts USA.

Lopes, Anne. "Sexualities after Foucault: Inside Feminist Historiography," presented at the European Social Science History Conference, Berlin, March 24-27, 2004.

Lopes, Anne and Clyde Griffin. "Innovating the Liberal Arts Core: A Student-Centered Approach Toward Justice," presented at the 90<sup>th</sup> Annual Meeting of the Association of the Association of American Colleges and Universities, Washington, D.C., January 21-24, 2004.

Lopes, Anne. "Feminisms after Foucault: Rethinking Power and Subversion," presented at the Inaugural Conference, the Association for Political Theory, Calvin College, Grand Rapids, MI, October 17-19, 2003.

Lopes, Anne. "Integrative Learning as Experiential Learning," presented at the American Association of Colleges and Universities, New York Regional Seminar on Integrative Learning, Metropolitan College of New York, New York, November 14, 2002.

Lopes, Anne. "Prostitution and Nation: Moral Panic, Regulation and Opposition," presented at the Northeastern Political Science Association Conference, 2002 Annual Meeting, Providence, R.I., November 7-9, 2002.

Lopes, Anne. "Peer Mentors: Retention Benefits for All Students," presented at the International Mentoring Association's and Western Michigan University's Diversity in Mentoring Conference 2002, Fort Worth Texas, April 4-6, 2002.

Lopes, Anne. "Prostitution: Between the Social Democrats and the Berlin Women's Movement," presented at the European Social Science History Conference, the Hague, February 27-March 2, 2002.

Lopes Anne. "Teaching Urban College Students: Technology and Pedagogy," presented to the Graduate School, Division of Behavioral Sciences, Educational Psychology, Fordham University, New York, October 23, 2001.

Lopes, Anne. "Common Ground: Prostitution and the Women's Movement of the 1880s," presented at the German Studies Association Annual Conference, Washington, D.C., October 4-7, 2001.

Lopes, Anne. "The Roots of German Feminism," presented at the Conference on Politics and Society in the New Germany, the Working Group on Germany and the New Europe, The Center for Global Change and Governance, and the Graduate School, Rutgers University--Newark, May 4, 2001.

Lopes, Anne. "The Liberal Arts and Professional Studies: an Integrated Approach," presented at The Association of American Colleges and Universities, Association of New American Colleges National Dissemination Conference, New Orleans, January 17, 2001.

Lopes Anne. "The Overproduction of Intelligence and the Democratization of the University," presented at SCPS, Paul McGee Division, Faculty Symposium, "Nice Work (If You Can Get It)," New York University, April 21, 1999.

Lopes, Anne. "Problems of Evidence and Interpretation in Late 19th Century Feminism: The Berlin Socialist Women's Movement," presented at the twenty-third Annual German Studies Association Conference, Atlanta, Georgia, October 7-10, 1999.

Lopes, Anne. "No Escape, No Absolution: Postmodernisms Between Sokol and Aronowitz," The Science 'Wars': Postmodernism in Practice. Faculty Colloquium in the Humanities, New York University, October 29, 1996.

Lopes, Anne. "Multiculturalism as Dream: The Politics of Diversity in Education," the Karen Gillespie Distinguished Faculty Lecture, the Sixtieth Anniversary Celebration of the School of Continuing Education, New York University, November 15, 1994.

Lopes Anne and Gary Roth. "Distinguishing Bebel: Readings on Women and Socialism," presented at the Eighteenth Annual Conference of the German Studies Association, Dallas, Texas, September 30, 1994.

Lopes, Anne. "Women, Work and Trust: Problems in Globalizing Feminist Theory," presented at The National Women's Studies Conference, Iowa State University, Ames, Iowa, June 16, 1994.

Lopes, Anne. "Political Theories and Feminisms" presented at the annual Celebration of Our Work Conference, Rutgers University, Institute for Research on Women, Douglass College, May 21, 1991.

Lopes, Anne. "Diversity Engendered," presented at the Brooklyn College Humanities Symposium, the Wolfe Institute and the Women's Center, October 23, 1990.

Lopes, Anne. "Diversity: Thinking about the Future," presented at the Honor's Symposium on the 21st Century," New York University, January 1990.

Lopes, Anne. "Feminist Research and Diversity: Ideas on Process." Presented at the Seminar on "Feminist Perspectives on Leadership, Power and Diversity" the Blanche, Edith, Irving Laurie New Jersey Chair in Women's Studies, Douglass College, Rutgers University, May 1989.

Cook Saunders, Anne and Anne Lopes. "The Triple Burden: Coping Strategies of Urban, Black College Women," presented at the Annual Women's Studies Conference, Western Kentucky University, Bowling Green, September 29, 1988.

Lopes, Anne. "Modern Educational Controversy: Problems in Bloom's Epistemology," presented Alpha Sigma Lambda Faculty Symposium, New York University, May 20, 1988.

### **MCNY Presentations and Workshops: Selected (2000-2007)**

“The Smart Classroom: Urban College Students from College to Career,” Consolidated Edison of New York, presented April 27, 2007.

“Using Smart Classrooms to Prepare Urban College Students,” George I. Alden Trust, March 23, 2007.

“MCNY’s Core Curriculum: Preparing Urban College Students for Tomorrow’s Work World, The Board of Trustees, March 20, 2007.

“The New Core: A Teach-In,” Town meeting, November 30, 2006.

“Scholarship, Research, Development and Assessment,” New Faculty Orientation, School for Human Services and Education, August 12, 2005.

“Teaching for Social Justice: Practice-Oriented Learning,” Convocation, December 12, 2004.

“Purpose-Centered Education at MCNY: An Overview,” Dean’s Forum, December 2, 2004.

“Teaching Renewal through Assessment,” Faculty Convocation, October 24, 2003.

New Faculty Orientation, “The Portfolio as Application for Contract Renewal,” School for Human Services and Education, July 17, 2003.

New Faculty Orientation to PCE, Sponsored by the Office of the Vice President for Academic Affairs, October 8, 2002. “The Portfolio as an Application for Rank,” Faculty Forum, December 14, 2002.

“PCE: Experiential Learning at MCNY,” New Faculty Orientation, Sponsored by the Office of the Vice President for Academic Affairs, September 7, 2001.

“Purpose-Centered Education: What is it Today,” the Advance on Purpose-Centered Education, sponsored by the Office of the Vice President for Academic Affairs, March 23, 2001.

“The Integration of IT Resources,” Workshop on Integrating IT Resources into the Classroom, Sponsored by the Office of the Vice President for Academic Affairs, December 15, 2000.

### **Current Professional Service**

Tech Talent Pipeline, Member, Advisory Board, 2015 -

Member, Board of Directors, CAI Global, New York, New York, 2014-

### **Professional Honors and Awards**

High Merit, Annual Faculty Evaluations, MCNY, 2003, 2004, 2005, 2006.

Visionary Award, Mentor Program, Metropolitan College of New York, May 2003.

Outstanding Teaching/Service Award, Metropolitan College of New York, 1997.

Scholar/Participant Award, The Blanche, Edith, Irving Laurie Chair in Women's Studies, Rutgers University Seminar, Spring 1989.

The 1987 Award for Teaching Excellence, SCE/New York University, May 7, 1987.

# Lillian Esposito O'Reilly, J.D.

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Extensive experience at diverse Higher Educational Institutions on senior management levels. Familiarity with university governance, administration of extended and continuing education divisions, admissions and financial aid specifications, academic advisement, student retention and momentum towards degree completion, and International Student recruitment and partnership development. Experienced with on-line registration systems, financial aid compliance and administration, best practices in academic advisement, community outreach, development of community based programs, admissions procedures, strategic enrollment management planning, data analysis, and budgeting and personnel systems. Experience working extensively on accreditation procedures, including Middle States and American Bar Association.

## Education

**J.D. Fordham University School of Law New York, New York**

Admitted to New York State Bar

**B.A. Marymount Manhattan College New York, New York**  
Magna Cum Laude

## Experience

2017-Present Brooklyn College of the City University of  
New York

### **Vice President of Enrollment Management and Retention**

Reporting to the President, this position is responsible for the administration of the Division of Enrollment Management and Retention initiatives. This division includes Admissions and Recruitment ( Undergraduate and Graduate Recruitment and Admissions, International Student and Scholar Services), Student Success (Center for Academic Advisement and Student Success, First College Year, Learning Center), Enrollment Services (Registrar, International Education and Global Engagement, Enrollment Services Center and Call Center (One-Stop), Transfer Student Services Center, Testing). As a member of the President's Cabinet and Senior Leadership Team, the Vice President is responsible for overall leadership for strategic enrollment management and retention for the campus of Brooklyn College, which has an enrollment of over 17,000 students. This position manages external recruitment, partnerships



with community colleges to support transfer student recruitment and retention, develops new markets, explores and researches best practices for strategic enrollment management, academic momentum towards degree completion, academic advisement, and retention of freshmen, sophomores, and transfer students, and implements strategies to enhance local, national and international recruitment.

2015-2017      Vice President of Enrollment Management

2011-2015      Brooklyn College of The City University of  
New York

### **Assistant Dean, Enrollment Management**

Working directly under the supervision of the Vice President, this office is responsible for assisting with the Division of Enrollment Management. In addition, this position was responsible for the establishment and administration of the Office of Student Enrollment Advocacy, which is designed to assist and support prospective and current students with obstacles to their admissions, enrollment, or persistence. The Office of Enrollment Advocacy works in collaboration with various departments to streamline and resolve complex student issues, involving student advisement, registration, financial aid, bursar, and the Enrollment Services Center. The Office also works closely with International Student and Scholar Services to address matters involving international students. In addition, the Office works closely with the international office on the development and implementation of special programs for international institutions, and relaunched the American Language Academy for English Language Learners.

2002-2011

### **Assistant Dean, Professional Advancement and Continuing Education, Department of Adult Literacy, and Adult Degree Programs**

Responsible for all recruitment, marketing enrollment, and fiscal management for adult and continuing education programs in the college and Adult Degree Programs, including community outreach and establishment of off campus programs. Provide overall and encompassing services for non-traditional students in non-credit areas.

Major accomplishments include:

- Fiscal and administrative responsibility for the Department of Professional Advancement and Continuing Education, providing non-credit training to 3,000 students per year; oversight of an administration annual budget of \$1 million;
- Development and implementation of marketing plan, administration

- of advertising budget and negotiations with media outlets;
- Responsible for the administration of the Department of Adult Degree Programs (2002-2009), which provided access and services to adults returning to school to complete their degrees, or adults who were embarking on their college careers for the first time (the Adult Degree Program was disbanded in 2010 and integrated into the college mainstream)
- Maintain accreditation standards for the English as a Second Language Program as stipulated by American Association of International English Programs;
- Procurement of New York City and New York State Grant Funding for Adult Education Program, which services 800 students per year;
- Establishment of "Bridge to College" program, which enables academically eligible juniors and seniors to take college credit courses while still in high school.
- Establishment of program at Downstate Medical Center under Healthcare Workforce Retraining Grant;
- Establishment of Brooklyn College as authorized testing site for the GED exam;
- Advising international students seeking entry into American Language Academy;
- Recruitment and hiring faculty for continuing education programs;
- Implementation of staff development training, focusing on non-credit program development, student recruitment and retention;
- Identification of locations for off campus training initiatives, such as partnerships with several hospitals and community based organizations;
- Development of new program initiatives, including the Young Persons' Academies, TOEFL program, and CPA review program;
- Development of partnerships with various corporations, community organizations, and hospitals to meet training needs in both credit and non-credit areas.

2001-2002 Director, Department of Continuing Education

2000-2001

Union County College

Cranford,  
New Jersey

#### **Director of Recruitment**

#### **Adjunct Faculty Member, Department of Political Science**

Responsible for development and implementation of recruitment and retention strategies for multi campus community college, including development of marketing plan and data compilation and analysis, and student tracking system. Major accomplishments included:

- Increased new student enrollment by 6%, and retention of continuing students by 3%;
- Developed new data reporting system; including inquiry tracking System using SCT Banner.

1995-2000

Berkeley College

New York and  
New Jersey

**Vice President, Enrollment Services and School of Professional  
Development and Certification  
Director of Admissions**

Responsible for recruitment, enrollment, registration, and student finance for the New York City campus. Also responsible for the development and administration of the School of Professional Development and Certification, and the continuing education division of the college. Major accomplishments include:

- Increased new students enrollments by 9%, resulting in revenue increase of \$5million annually for the campus;
- Established the Center for Returning Adults, to address the needs of Non-traditional students. Through the Center, partnerships were forged with several corporations and workforce agencies;
- Established "One-Stop" registration procedure, whereby students could complete financial aid, bursar, and registrar matters by visiting one administrative office;
- Established partnership with The Justice Resource Center of the Board of Education. As a result, the college was a sponsor of the New York City Mock Trial Competition, in which 110 high schools Compete.

1991-1995

Berkeley College

New York, New York

**Chairperson and Faculty Member, Department of Legal Studies**

Responsible for the administration of the Department of Legal Studies, including instruction of legal courses, curriculum development, hiring and the evaluation of faculty, coordination of internship program, and conducting presentations in high school concerning the legal profession. Major accomplishments included:

- The initiation and implementation of the accreditation process for Approval for the program by the American Bar Association.

1981-1991

Danzas Corporation

New York, New York

**Corporate Counsel**

Responsible for development of strategy and supervision of litigation for multi-branch transportation and logistics company, with over Twenty branches throughout the United States. Developed regulatory Policy for all branch offices, and implemented internal audit procedures.



## CITY UNIVERSITY OF NEW YORK – JOB VACANCY NOTICE

<b>JOB TITLE</b>	<b>Dean of the School of Humanities and Social Sciences</b>
<b>JOB ID</b>	(Template Job ID 3053)
<b>LOCATION</b>	Brooklyn College--CUNY
<b>REGULAR / TEMPORARY</b>	Regular

### POSITION DETAILS

(Campus-specific Information and duties)

Brooklyn College, a vibrant senior college of the City University of New York, invites applications for the position of Dean of the School of Humanities and Social Sciences. Founded in 1930 on a beautiful 35-acre campus, Brooklyn College is one of 25 higher educational institutions of the City University of New York (CUNY), the largest urban university system in the nation. The College enrolls approximately 18,000 undergraduate and graduate students and includes 524 full-time faculty members. Students benefit from a broad set of curricular offerings across five schools: Business; Education; Humanities and Social Sciences; Natural and Behavioral Sciences; and Visual, Media and Performing Arts.

Grounded in its mission, Brooklyn College provides a transformative education to students from all backgrounds. Educating immigrant and first-generation students and improving the communities the College serves are among the core values of the institution. Rigorous academic programs across the liberal arts, sciences, and professional studies prepare students to become creative problem-solvers and leaders in their chosen fields. Brooklyn College has been nationally-recognized for its ability to act as an engine of social mobility. In 2017, it was ranked 8<sup>th</sup> nationally among four-year public institutions for student mobility. The quality of its academic programs, and the outstanding scholarly and creative contributions of its faculty and alumni further distinguish Brooklyn College.

We seek a dynamic advocate for the Humanities and Social Sciences with a history of innovative program development and collaborative academic leadership. The School of Humanities of Social Sciences includes 152 full-time faculty in 12 academic departments, eight interdisciplinary programs, and three centers. It educates students to be leaders of character, wisdom, and influence in an interdependent, global society through high quality humanities and social science programs. The School's **curricula** offer students engagement with faculty in research, place-based learning, and creative and experiential learning opportunities.

Working collaboratively with faculty, students, and staff, the Dean will shape the academic and intellectual identities of the school **to meet the needs of today's students and faculty** in our rapidly changing world. Reporting to the Provost, the Dean serves as the chief academic and administrative officer of the School. The Dean sets the standard for intellectual engagement and accomplishment; provides strategic vision and operational leadership based on best practices; vigorously promotes diversity, inclusion, **and collaboration in all of the School's practices and programs**; builds community across faculty, staff, and students; ensures students are served by academic programs of the highest quality and effectiveness; oversees systems and processes that ensure academic integrity and rigor, including program assessment, program review, departmental planning, and accreditation activities; advances improvements in faculty life; promotes and supports faculty scholarship and grant-seeking pre-and post-tenure; encourages experimentation in pedagogy and programming, and oversees processes for faculty hiring and retention. The Dean conducts third-year review of all new faculty.

As part of the **Provost's Academic Cabinet**, the Dean manages the implementation of the college's strategic plan on the school level in close collaboration with all members of the academic leadership team. She/he oversees the work of the Chairs and the academic departments. The Dean works with the vice presidents, deans, senior administrators, and staff across the College to conduct day-to-day operations, improve student success, and advance the work of the School.

The Dean formulates fundraising priorities for the School in collaboration with the Provost, faculty, and the Academic Cabinet. She/he works in partnership with the Vice President for Institutional Advancement and the larger development team to help create materials that advance the case for funding and engages in fundraising activities to achieve support. The Dean is a member of the college-wide Policy Council and the **Provost's Academic Cabinet**.

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## QUALIFICATIONS

This position is in CUNY's Executive Compensation Plan. All executive positions require a minimum of a Bachelor's degree and eight years' related experience.  
(Campus-specific qualifications)

### Required

- A PhD in a relevant discipline
- Deep understanding and appreciation for the Humanities and Social Sciences
- Extensive knowledge of best practices in higher education administration
- A record of outstanding teaching, scholarship, and service
- Academic leadership experience at the chair level or above
- Budget management experience
- Experience in innovative program development
- Potential to fundraise effectively
- Demonstrated commitments to diversity and inclusion
- Demonstrated ability to identify, address and diffuse conflict and problem-solve effectively
- Excellent communication and interpersonal skills
- Knowledge of assessment and accreditation
- Demonstrated commitments to team-building and team work
- Collaborative management style
- Strong work ethic and orientation to academic service

### Preferred

- Progressive experience in academic administration at a mid-size public institution
- Interest in shared leadership
- Experience in grant writing
- Successful record of innovative program development

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## CUNY TITLE

Dean

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## COMPENSATION AND BENEFITS

Salary commensurate with education and experience.

CUNY's benefits contribute significantly to total compensation, supporting health and wellness, financial well-being, and professional development. We offer a range of health plans, competitive retirement/pension benefits and savings plans, tuition waivers for CUNY graduate study and generous paid time off. Our staff also benefits from the extensive academic, arts, and athletic programs on our campuses and the opportunity to participate in a lively, diverse academic community in one of the greatest cities in the world.

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## HOW TO APPLY

Applicants should upload one paginated PDF document that includes the following three components:

- a cover letter that discusses the candidate's qualifications and interest in the position;
- an up-to-date CV;
- The names and contact information for five professional references; references will not be contacted without consultation with finalists.

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#### **CLOSING DATE**

## Brooklyn College Integrated Planning Overview 2018-2019

Brooklyn College Strategic Plan 2018-2023	Brooklyn College Strategic Plan Sub-Goals and Responsible Units		CUNY Performance Management Process (PMP) Goals and Responsible Units 2018-2019		Connected CUNY CUNY Strategic Framework 2017-2020
Goal 1: Enhance our Academic Excellence	1.A. Improve undergraduate, masters, and doctoral programs that distinguish our strengths in the liberal arts, sciences, business, creative arts, and education to support students for success locally and globally.	AA	1. Partner with the Borough of Manhattan Community College to develop courses in Secondary Special Education and a pipeline of transfer students to Brooklyn College	AA	Pillar 1: College Readiness
	1.B. Attract, develop, and retain an innovative, diverse, productive, and engaged faculty and staff.	AA DE FA IA	2. Expand accessibility for students pursuing Early Childhood teacher certification by converting a new graduate course to an online format	AA	
	1.C. Enhance the excellence of our teaching to support students’ success and promote critical thinking and problem solving.	AA	3. Convert a bilingual education course into a hybrid format and partner with the NYC Department of Education to enroll 20 new graduate students in the program for an Advanced Certificate in Bilingual Education	AA	
	1.D. Support and promote excellent research and increase sponsored research to advance intellectual inquiry.	AA IA			
Goal 2: Increase Undergraduate, Master’s and Doctoral Students’ Success	2.A. Increase our rates of student retention and degree completion	AA EM FA	1. Increase the percentage of first-time, fulltime students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations.	AA EM FA SA	Pillar 2: Access and Completion
	2.B. Increase students’ opportunities for high-impact academic engagement, such as service learning/community-based learning, research, study abroad, and capstone courses and projects.	AA EM FA	2. Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%.	AA FA SA	
	2.C. Increase scholarships and financial aid and facilitate students’ access to them.	AA CM EM FA IA	3. Increase the two-year persistence rate for transfer students by 2% over the previous year, from 68.9% to 71.9%.	AA SA	
	2.D. Enhance student support programs, including those for special populations, such as transfer students, students with disabilities, veterans, and international students.	AA EM FA IA SA	4. Develop a comprehensive transfer student success plan and seek external funding to implement it.	AA EM SA	
			5. Develop and publish degree maps for undergraduate programs.	AA EM	



Brooklyn College Strategic Plan 2018-2023	Brooklyn College Strategic Plan Sub-Goals and Responsible Units		CUNY Performance Management Process (PMP) Goals and Responsible Units 2018-2019		Connected CUNY CUNY Strategic Framework 2017-2020
Goal 3: Educate Students for Fulfilling Work and Leadership in Their Communities	3.A. Enhance career services for students and alumni	IA SA	1. Develop Career Plan Templates for students in ten academic departments	AA EM SA	Pillar 3: Career Success
	3.B. Increase students’ opportunities for engagement in the workplace and community.	AA BCAA FA IA SA			
	3.C. Infuse career development into curricular and co-curricular offerings.	AA SA	2. Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate	AA SA	
	3.D. Prepare students to become engaged, global citizens and decision makers in a complex, diverse, and sustainable society.	CM DE EM FA IA PO SA			
Goal 4: Develop a Nimble, Responsive, and Efficient Structure to Serve our Students and Carry Out our Mission	4.A. Develop a culture of transparency, service, and trust.	CM FA	1. Establish organizational structure to support faculty research grant activity.	AA	Pillar 4: Knowledge Creation and Innovative Research
	4.B. Streamline processes and make our bureaucracy more responsive and efficient.	AA CM DE EM FA IA PO SA	2. Institute faculty mentoring program.	AA	
	4.C. Develop governance and management structures to advance the mission.	AA EM FA PO			
	4.D. Increase resources to support College priorities and realign resources to those priorities.	CM FA IA PO	3. Develop plan to retain underrepresented faculty.	AA DE	
	4.E. Enhance campus facilities, technology, and infrastructure, with an emphasis on sustainable best practices.	AA FA PO			

Brooklyn College Strategic Plan 2018-2023	Brooklyn College Strategic Plan Sub-Goals and Responsible Units		CUNY Performance Management Process (PMP) Goals and Responsible Units 2018-2019		Connected CUNY CUNY Strategic Framework 2017-2020
Goal 5: Leverage Brooklyn College’s Reputation for Academic Excellence and Upward Mobility	5.A. Develop Institutional pride and a shared sense of purpose.	AA CM DE EM FA IA PO SA	1. Increase external fundraising by 5% from \$6.75 million to \$7.1 million.	AA IA	Pillar 5: A New Economic Model
	5.B. Promote Brooklyn College’s leadership in accessibility, diversity, excellence, and social mobility.	AA CM DE EM FA IA PO SA			
	5.C. Position and develop Brooklyn College as a vital resource to advance the public good in our borough.	AA CM FA IA PO SA	2. Link academic priorities of Schools to fundraising opportunities.	AA IA	
	5.D. Improve the mechanisms of communication to strengthen our reputation and identity.	AA CM FA			

**KEY***President's Council***AA** = Provost and Senior Vice President for Academic Affairs**CM** = Assistant Vice President of Marketing, Communications and Public Relations**DE** = Vice President for Diversity and Equity**EM** = Vice President for Enrollment Management and Retention**FA** = Senior Vice President for Finance and Administration**IA** = Vice President for Institutional Advancement**PO** = President's Office**SA** = Vice President for Student Affairs*Other***BCAA** = Brooklyn College Alumni Association

## BROOKLYN COLLEGE STRATEGIC PLAN 2018 - 2023 REPORT CARD

<b>GOAL 1: ENHANCE OUR ACADEMIC EXCELLENCE</b>	<b>7%</b>
A. Improve undergraduate, master's, and doctoral programs that distinguish our strengths in the liberal arts, sciences, business, creative arts, and education to support students for success locally and globally.	33%
B. Attract, develop, and retain an innovative, diverse, productive, and engaged faculty and staff.	0%
C. Enhance the excellence of our teaching to support students' success and promote critical thinking and problem solving.	0%
D. Support and promote excellent research and increase sponsored research to advance intellectual inquiry.	0%
<b>GOAL 2: INCREASE UNDERGRADUATE, MASTER'S, AND DOCTORAL STUDENTS' SUCCESS</b>	<b>60%</b>
<b>GOAL 3: EDUCATE STUDENTS FOR FULFILLING WORK AND LEADERSHIP IN THEIR COMMUNITIES</b>	<b>10%</b>
<b>GOAL 4: DEVELOP A NIMBLE, RESPONSIVE, AND EFFICIENT STRUCTURE TO SERVE OUR STUDENTS AND CARRY OUT OUR MISSION</b>	<b>23%</b>
<b>GOAL 5: LEVERAGE BROOKLYN COLLEGE'S REPUTATION FOR ACADEMIC EXCELLENCE AND UPWARD MOBILITY</b>	<b>24%</b>
<b>TOTAL PROGRESS ACHIEVED IN YEAR 1 FY 2018 - 2019</b>	<b>25%</b>

## BROOKLYN COLLEGE STRATEGIC PLAN 2018 - 2023 REPORT CARD

### GOAL 2: INCREASE UNDERGRADUATE, MASTER'S, AND DOCTORAL STUDENTS' SUCCESS

PERCENT COMPLETE

#### A. Increase our rates of student retention and degree completion.

20%

a. The Office of Enrollment Management and Retention will develop, implement, and communicate a comprehensive admissions, retention, and graduation plan, including greater availability to take gateway courses, degree maps, and block schedules to facilitate full-time students' access to 15 credits per semester and 30 credits per year.

**YEAR 1 BENCHMARK:** Coordinate and promote a "Your Future in Four" campus-wide campaign. This will involve coordinating resources across the campus, ensuring there are sufficient course offerings, and assisting students

Complete

b. The Office of Budget and Planning and the Office of Institutional Research and Data Analysis, in conjunction with academic departments, will conduct a comprehensive assessment of the demand for classes at various times to optimize offerings and scheduling for students.

**YEAR 1 BENCHMARK:** Review enrollment data to establish historical trends. Establish Instructional Capacity Working Group.

In Progress

c. Departments will develop degree maps for all majors and, in concert with deans and the Office of Enrollment Management and Retention, optimize offerings and scheduling for students.

**YEAR 1 BENCHMARK:** Departments and programs will complete degree maps. Departments and programs will develop optimal student schedules from the perspective of students.

In Planning

d. The Office of Enrollment Management and Retention and the chair of the Faculty Council will work together to develop a process to ensure proper student advisement is integrated with Faculty Council's decisions regarding Bulletin changes.

**YEAR 1 BENCHMARK:** Convene working group of faculty and staff, under the leadership of Faculty Council chair, to review the current curriculum management process, Bulletin process, scheduling, advisement, DegreeWorks, registration, financial aid, and other areas impacted

In Revision

e. The Office of Enrollment Management and Retention, in consultation with the provost, deans, and chairs, will develop a strategy to enhance academic advisement across campus.

**YEAR 1 BENCHMARK:** The Office of Enrollment Management and Retention will convene CAASS, deans, and chairs to develop a campus-wide academic advisement plan that is transparent and increases communication,

In Progress

#### B. Increase students' opportunities for high-impact academic engagement, such as service learning/ community-based learning, research, study abroad, and capstone courses and projects.

40%

#### C. Increase scholarships and financial aid and facilitate students' access to them.

100%

#### D. Enhance student support programs, including those for special populations, such as transfer students, students with disabilities, veterans, and international students.

100%

## BROOKLYN COLLEGE STRATEGIC PLAN 2018 - 2023 REPORT CARD

GOAL 1: ENHANCE OUR ACADEMIC EXCELLENCE	7%
GOAL 2: INCREASE UNDERGRADUATE, MASTER'S, AND DOCTORAL STUDENTS' SUCCESS	60%
GOAL 3: EDUCATE STUDENTS FOR FULFILLING WORK AND LEADERSHIP IN THEIR COMMUNITIES	10%
GOAL 4: DEVELOP A NIMBLE, RESPONSIVE, AND EFFICIENT STRUCTURE TO SERVE OUR STUDENTS AND CARRY OUT OUR MISSION	23%
GOAL 5: LEVERAGE BROOKLYN COLLEGE'S REPUTATION FOR ACADEMIC EXCELLENCE AND UPWARD MOBILITY	24%
TOTAL PROGRESS ACHIEVED IN YEAR 1 FY 2018 - 2019	25%

**General Education  
Brooklyn College, CUNY**

**ASSESSMENT PLAN  
for the Academic Years 2019-2023**

**Program Coordinator: Caroline E. Arnold**

**Date Updated Report Submitted: January 9, 2019**

## **1. Mission Statement for General Education**

The goal of general education at Brooklyn College is to graduate informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity.<sup>1</sup> Our general education curriculum emphasizes the skills that students need to think critically and creatively and become informed and responsible citizens of the world. Central to our general education philosophy is proficiency in writing, speech and a foreign language. This curriculum develops the ideas, knowledge, understanding, judgment, experiences and skills that students need to make meaningful contributions to a diverse and global society, assume leadership roles, and develop an appreciation of and capacity for lifelong learning.<sup>2</sup>

## **2. Student Learning Outcomes (SLOs)**

The student learning outcomes for the Required Core and Flexible Core courses are specified by the City University of New York's Pathways Common Core structure (see Appendix 1).

## **3. Mapping Student Learning Objectives to Courses**

Student Learning Outcomes, as specified by the Pathways curriculum, vary across General Education requirements. The Flexible Core curriculum, effectively a distribution requirement, identifies five thematic areas. All courses in the Flexible Core must meet the following learning outcomes: 1) Gather, interpret, and assess information from a variety of sources and points of view; 2) Evaluate evidence and arguments critically or analytically and 3) Produce well-reasoned written or oral arguments using evidence to support conclusions. In addition, any course in the Flexible Core must also meet three SLOs specific to the five thematic areas defined by Pathways' Flexible Core (see Appendix 2).

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<sup>1</sup> [http://www.brooklyn.cuny.edu/web/aca\\_facultycouncil/160308\\_CDU\\_381.pdf](http://www.brooklyn.cuny.edu/web/aca_facultycouncil/160308_CDU_381.pdf)

<sup>2</sup> <http://www.brooklyn.cuny.edu/web/academics/core.php>

**4. Assessment Cycle**

Assessment activities will be conducted according to the following schedule:

**Required Core**

<b>General Education Requirement</b>	<b>Course(s) assessed:</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2023</b>	<b>Spring 2023</b>
English Composition	ENGL 1010, 1012	<b>X</b> (ENGL 1010)					<b>X</b> ENGL 2012				
Mathematical and Quantitative Reasoning	CISC 1001, CISC 1002, MATH 1311, MATH 1501	<b>X</b> (MATH 1311)						<b>X</b>			
Life and Physical Sciences	ANTH 1200, BIOL 1010, CHEM 1007				<b>X</b>						



**Flexible Core**

<b>General Education Requirement</b>	<b>Course(s) assessed:</b>	<b>Fall 2018</b>	<b>Spr 2019</b>	<b>Fall 2019</b>	<b>Spr 2020</b>	<b>Fall 2020</b>	<b>Spr 2021</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2023</b>	<b>Spring 2023</b>
World Cultures and Global Issues	AFST 3135, ANTH 1105, ARTD 1035, ARTD 3134, CLAS 1110, CLAS 2104, CLAS 3245, ENGL 2007, ENGL 2008, ENGL 2009, HIST 3005, JUST 2545, PRLS 3105		<b>X</b> HIST 3005	<b>X</b>						<b>O<sup>1</sup></b>	
U.S. Experience in Its Diversity	AMST 1010, ANTH 3135, ENGL 2011, HIST 3401, HIST 3402, JUST 3485, MUSC 3101, POLS 1230, PRLS 1001, PRLS 3203, SEED 1001, SPCL 3000, WGST 1001	<b>X</b> PRLS 1001 (Intro to Puerto Rican and Latin@ Studies)	<b>X</b> HIST 3401, 3402, POLS 1230, PRLS 1001				<b>X</b>				<b>O<sup>1</sup></b>
Creative Expression	ARTD 1001, MUSC 1300, MUSC 1400		<b>X</b>								
Individual and Society	CASD 1707, CBSE 2001/SEED 2001, CLAS 2109, CLAS 3200, ENGL 2002, ENGL 2006, MLAN 2015, MLAN 2610, PHIL 2101, PHIL 2501, SOCY 1200	<b>X</b> SPEC/CAS D 1707 (Public Speaking)				<b>X</b>					
Scientific World	ANTH 1205, ANTH 2205, CHEM 1011, CHEM 1012, EESC 1010, EESC 1050, PHYS 1005, PHYS 1040				<b>X</b>						

**1 Proposed additional assessment.**

**College Option (3-12 credits, 1-3**

<b>General Education Requirement</b>	<b>Course(s):</b>	<b>Fall 2018</b>	<b>Spr 2019</b>	<b>Fall 2019</b>	<b>Spr 2020</b>	<b>Fall 2020</b>	<b>Spr 2021</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2023</b>	<b>Spring 2023</b>
Language Other than English (LOTE)	Courses in a language or literature other than English offered by the departments of Classics, Judaic Studies, or Modern Languages and Literatures			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Intercultural Competency (ICC)	AFST 3349, CLAS 3209, JUST 3025, SPAN 2204	<b>X</b> AFST 3349 (The Caribbeanization of North America)		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	

**5. Students/Artifacts Chosen:** What student artifacts will be included in your assessment activities, and why? How will instructors, sections, or students be identified for participation in your assessment?

See Appendix 3

**6. Data Analysis:** What kinds of data analysis will you perform? What questions do you think the data will help you answer? How will the assessment data be used by the program to better understand student learning?

See Appendix 3

**7. “Closing the Loop”:** How will assessment data be usefully integrated into departmental decision making? Who will evaluate assessment data on the departmental level? How will you ensure that assessment efforts are worth doing?

In the semester following assessment and completion of assessment analysis, the Coordinator for General Education will meet with the relevant department chairs, departmental and College assessment officers, and the Curriculum Committee for General Education to discuss assessment results and discuss next steps for further assessment and possible curricular reforms.

## REPORTING RESULTS

**8. Results:** Describe what you found in your assessment activities. Please note how many students or documents were assessed, and try to list any numerical data you have – for example, % of students scoring at different proficiency, average rating on a rated portfolio, %s of students answering a given way on a survey instrument, etc. Attach summary/tables/graphs/data as needed.

Students/Artifacts Assessed (number, type, course)	Results

\* Attach summary/tables/graphs/data as needed

**9. Analysis and Action Plan:** Please briefly discuss your analysis, with a particular focus on what you learned about student performance, and whether the results appear acceptable to the program or indicate areas of needed improvement. Optionally, list ways you would modify your assessment efforts in the future.

<b>Analysis</b> <b>(What did you learn?)</b>	<b>Action Plan</b> <b>(What will you do in light of results?)</b>

## Appendix 1 GENERAL EDUCATION Pathways Learning Outcomes

### Required Core Learning Outcomes

English Composition: A course in this area must meet all of the following learning outcomes. A student will:

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Mathematical and Quantitative Reasoning: A course in this area must meet all of the following learning outcomes. A student will:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

Life and Physical Sciences: A course in this area must meet all of the following learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a life or physical science.
2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

**Flexible Core (18 credits/6 courses):** One additional course will be taken from one of the above areas.

- A. World Cultures and Global Issues**
- B. U.S. Experience in its Diversity**
- C. Creative Expression**
- D. Individual and Society**
- E. Scientific World**
- F. Life and Physical Sciences**

Learning Outcomes Flexible Core:

All Flexible Core courses must meet the following three learning outcomes. A student will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

World Cultures and Global Issues: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
3. Analyze the historical development of one or more non-U.S. societies.
4. Analyze the significance of one or more major movements that have shaped the world's societies. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
5. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

U.S. Experience in its Diversity: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
4. Explain and evaluate the role of the United States in international relations.

5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Creative Expression: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
2. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present and describe the significance of works of art in the societies that created them.
3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
4. Demonstrate knowledge of the skills involved in the creative process.
5. Use appropriate technologies to conduct research and to communicate.

Individual and Society: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
2. Examine how an individual's place in society affects experiences, values, or choices.
3. Articulate and assess ethical views and their underlying premises.
4. Articulate ethical uses of data and other information resources to respond to problems and questions.
5. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Scientific World: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
4. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
5. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.



while also developing skills in:

- A. Research methodologies,
- B. Oral, written, and visual communication,
- C. Quantitative and mathematical reasoning, and
- D. A language other than English.”

**College Option:**

College Option courses consist of Language Other than English (LOTE) courses and Intercultural Competency (ICC) courses. Each category has its own outcomes.

LOTE: Students will

- Demonstrate level-appropriate skills at listening, speaking, and writing
- Demonstrate familiarity with products, practices, and perspectives of the culture studied.

ICC: Students will

- Understand linguistic and cultural differences, whether they are defined by national boundaries or the coexistence of different language communities within countries
- Use appropriate tools to identify and analyze behavioral norms and social values
- Explore the relationships among region, nation, culture, migration, and identity
- Apply appropriate knowledge about language, culture, nation and identity to interactions with individuals from cultures other than their own

**Appendix 2: CUNY Common Core Structure of General Education**  
**Flexible Core**  
**Alignment of Brooklyn College General Education Courses to Learning Outcomes**  
**World Cultures and Global Issues**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts and methods of a discipline exploring world cultures</b>	<b>Analyze culture, globalization, or global cultural diversity</b>	<b>Analyze historical development of non-U.S. societies</b>	<b>Analyze significance of major movements</b>	<b>Discuss role that forms of social differentiation play in world cultures</b>	<b>Speak, read, and write a language other than English</b>
AFST 3135 Black Political Identity in a Transnational Context	✓	✓		✓		
ANTH 1105 Comparative Studies in Cultures and Transformation	✓	✓			✓	
ARTD 1035 Development of the Silk Road	✓	✓	✓	✓	✓	
ARTD 3134 Subject, Creator, Consumer: Women and African Art	✓	✓	✓	✓	✓	
CLAS 1110 Classical Cultures	✓	✓	✓	✓	✓	
CLAS 3245 Contemporary Identity Politics	✓	✓	✓		✓	

ENGL 2004/CLAS 2104 Literature and Film	✓	✓		✓		
ENGL 2007 Emergence of the Modern		✓	✓	✓		
ENGL 2008 Quest for Ethnic, Cultural, and National Identities in Literature	✓	✓			✓	
ENGL 2009 Introduction to Literary Studies	✓	✓			✓	
HIST 3005 Shaping of the Modern World	✓	✓	✓	✓	✓	
JUST 2545 Classical Jewish Texts		✓	✓	✓		
PRLS 3105 Puerto Rican and Latin@ Cultural Formations	✓	✓	✓	✓	✓	

**CUNY Common Core Structure of General Education**  
**Flexible Core**  
**Alignment of Brooklyn College General Education Courses to Learning Outcomes**  
**US Experience in its Diversity**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts and methods of a discipline exploring US experience</b>	<b>Analyze major themes of US history from more than one perspective</b>	<b>Evaluate how indigenous populations, slavery, or immigration shaped US</b>	<b>Evaluate role of US in international relations</b>	<b>Differentiate among legislative, judicial, and executive branches and analyze their influence on development of US</b>	<b>Discuss institutions in US society and influence of forms of social differentiation</b>
AMST 1010 American Identities	✓		✓			✓
ANTH 3135 American Urban Experience: Anthropological Perspectives	✓		✓			✓
ENGL 2001 Literature, Ethnicity, and Immigration	✓		✓			✓
HIST 3401 American Pluralism to 1877	✓	✓	✓			
HIST 3402 American Pluralism since 1877	✓	✓	✓			
JUST 3485 Jews of New York	✓	✓	✓			

MUSC 3101 Music in Global America	✓	✓				✓
POLS 1230 People, Power, and Politics	✓	✓	✓			
PRLS 1001 Introduction to Puerto Rican and Latino Studies			✓	✓		✓
PRLS 3203 Latino/a Diasporas in the U.S.	✓	✓	✓			✓
SEED 1001 Critical Issues in U.S. Education	✓	✓				✓
SPCL 3000 LGBTQ Youth in Educational Contexts	✓	✓	✓			✓
WGST 1001 Introduction to Women's Studies: Sex, Gender, and Power	✓	✓				✓

**CUNY Common Core Structure of General Education**  
**Flexible Core**  
**Alignment of Brooklyn College General Education Courses to Learning Outcomes**  
**Creative Expression**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts &amp; methods of a discipline exploring creative expression</b>	<b>Analyze how arts from cultures of the past serve as foundation for those of the present</b>	<b>Articulate how meaning is created in the arts or communications</b>	<b>Demonstrate knowledge of the skills involved in the creative process</b>	<b>Use appropriate technologies to conduct research and to communicate</b>
ART 1010 Art: Its History and Meaning	✓	✓	✓		
MUSC 1300 Music: Its Language, History, and Culture	✓	✓	✓		
MUSC 1400 Fundamentals of Music	✓	✓			✓

**CUNY Common Core Structure of General Education**  
**Flexible Core**  
**Alignment of Brooklyn College General Education Courses to Learning Outcomes**  
**Individual and Society**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts &amp; methods of a discipline exploring relationship between individual and society</b>	<b>Examine how an individual's place in society affects experiences, values or choices</b>	<b>Assess ethical views and their underlying premises</b>	<b>Articulate ethical issues of information resources to respond to problems</b>	<b>Engage with trends or ideologies and analyze impact on decision-making</b>
CASD 1707 Public Speaking		✓	✓	✓	
CBSE 2001/SEED 2001 Historical, Philosophical, and Cultural Foundations of Education	✓	✓		✓	✓
CLAS 2109 Self and Society	✓	✓	✓		
CLAS 3200/RELG 3030 Heroes, Gods, Monsters: Classical Mythologies	✓	✓	✓		
ENGL 2002 Ideas of Character in the Western Literary Tradition		✓	✓		✓
ENGL 2006 Text/Context	✓	✓			✓



MLAN 2015 Con, Cop, and Mark: Representations of Criminality and Authority		✓	✓		✓
MLAN 2610 Literature in Translation	✓	✓			✓
PHIL 2101 Introduction to the Problems of Philosophy	✓		✓		✓
PHIL 2501 Philosophical Issues in Literature	✓	✓	✓		✓
SOCY 1200 Sociology of Sport	✓	✓			✓

**CUNY Common Core Structure of General Education**  
**Flexible Core**  
**Alignment of Brooklyn College General Education Courses to Learning Outcomes**  
**Scientific World**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
2. All courses must meet at least three of the following additional learning outcomes:

<b>Course</b>	<b>Apply concepts &amp; methods of a discipline exploring the scientific world</b>	<b>Demonstrate how tools of science, math, technology or analysis can be used to analyze problems and develop solutions</b>	<b>Evaluate empirical evidence supporting a scientific or formal theory</b>	<b>Evaluate impact of technologies and scientific discovery on contemporary world</b>	<b>Understand scientific principles underlying policy or public concern</b>
ANTH 1205/CHEM 1037 Studies in Forensic Science	✓	✓			✓
ANTH 2205 Forensic Anthropology	✓	✓			✓
CHEM 1011 Pharmaceutical Research, Development, and Approval	✓		✓	✓	✓
CHEM 1012 Chemistry in the Arts and Archaeology	✓	✓	✓	✓	✓
EESC 1010 The Dynamic Earth		✓	✓	✓	✓
EESC 1050 Society and the Ocean	✓		✓		✓

PHYS 1005 Physics: The Simple Laws that Govern the Universe	✓	✓	✓		✓
PHYS 1040 Making of the Atomic Bomb	✓	✓		✓	

**Brooklyn College General Education Courses that Develop Oral Communication Skills**

Course	Core Requirement	Assignment Assessing Oral Communication Skills		
		Oral Presentations	Group Work and/or Team Activities	Focused Class Discussion in Discussion-based Course
<b>Required Core</b>				
CHEM 1007 Chemistry in Modern Life: An Introduction for Non-Majors	Life & Physical Sciences		✓	
CISC 1002/PHIL 2200 The Outer Limits of Reasoning	Mathematical and Quantitative Reasoning	✓		
ENGL 1010: English Composition 1				✓
<b>Flexible Core</b>				
ANTH 1205/CHEM 1307 Forensic Science	Scientific World	✓		
ARTD 1035 The Development of the Silk Road	World Cultures & Global Issues	✓		
ARTD 3134 Subject, Creator, Consumer: Women and African Art	World Cultures & Global Issues			✓
CASD 1707 Public Speaking	Individual & Society	✓		
CHEM 1012 Chemistry in the Arts and Archaeology	Scientific World	✓		
CLAS 1110 Tyranny, Democracy, Empire: Classical Cultures	World Cultures & Global Issues			✓
CLAS 2109 The Self and Society	Individual & Society			✓
CLAS 3200/RELG 3030 Heroes, Gods, Monsters: Classical Mythologies	Individual & Society			✓
CLAS 3245 Comparative Identity Politics: The Ancient Mediterranean and the Modern World	World Cultures & Global Issues			✓
EESC 1050 Society and the Ocean	Scientific World	✓		
ENGL 2001 Literature, Ethnicity, and Immigration	U.S. Experience in Its Diversity			✓

ENGL 2002 Ideas of Character in the Western Literary Tradition	Individual & Society			✓
ENGL 2006 Text/Context	Individual & Society			✓
ENGL 2008 The Quest for Ethnic, Cultural, and National Identities in Literature	World Cultures & Global Issues	✓		
ENGL 2009 Introduction to Literary Studies	World Cultures & Global Issues			✓
HIST 3401 American Pluralism to 1877	U.S. Experience in Its Diversity			✓
JUST 3485 Jews of New York	U.S. Experience in Its Diversity	✓		✓
MLAN 2015 Con, Cop, and Mark: Representations of Criminality and Authority	Individual & Society	✓		
MLAN 2610 Literature in Translation	Individual & Society	✓		
MUSC 3101 Global Music in America	U.S. Experience in Its Diversity	✓		
PHYS 1040 The Making of the Atomic Bomb	Scientific World		✓	✓
PRLS 3105 Puerto Rican & Latin@ Cultural Formations	World Cultures & Global Issues		✓	✓
PRLS 3203 Latino/a Diasporas in the United States	U.S. Experience in Its Diversity		✓	✓
SOCY 1200 Sociology of Sport	Individual & Society	✓	✓	
SPCL 3000 LGBTQ Youth in Educational Contexts	U.S. Experience in Its Diversity	✓		✓
WGST 1001 Introduction to Women's Studies: Sex, Gender, and Power	U.S. Experience in Its Diversity	✓	✓	

**Brooklyn College General Education Courses that Develop Information Literacy**

Course	Core Requirement	Collect and Analyze Source and/or Data		Evaluate Sources, including work with primary sources	Interpret Statistics and/or Statistical Analyses	Interpret Other Forms of Data
		Research Paper and/or presentation	Lab Component			
Required Core						
ANTH 1200: Human Origins	Life & Physical Sciences		✓			
BIOL 1010: Biology: The Study of Life	Life & Physical Sciences		✓			
CHEM 1007: Chemistry in Modern Life	Life & Physical Sciences		✓			
CISC 1001: Computing and Quantitative Reasoning	Mathematical and Quantitative Reasoning					✓
CISC 1002/PHIL 2200: The Outer Limits of Reasoning	Mathematical and Quantitative Reasoning					✓
ENGL 1010: English Composition 1	English Composition			✓		
ENGL 1012: English Composition 2	English Composition	✓		✓		
MATH 1311: Thinking Mathematically						✓
MATH 1501: Elements of Statistics with Applications					✓	
Flexible Core						
ANTH 2205: Forensic Anthropology						✓

CASD 1707: Public Speaking	Individual & Society	✓				
CBSE 2001/SEED 2001: Historical, Philosophical, and Cultural Foundations of Education	Individual & Society					
CHEM 1037/ANTH 1205: Studies in Forensic Science	Scientific World					✓
EESC 1010: The Dynamic Earth	Scientific World					✓
EESC 1050: Society and the Ocean	Scientific World					✓
JUST 3485: Jews of New York	U.S. Experience in Its Diversity	✓				
PHYS 1040: The Making of the Atomic Bomb	Scientific World				✓	

**Brooklyn College General Education Courses that Develop Technological Competencies**

Brooklyn College General Education Courses that Develop Technological Competencies						
Course	Core Requirement	Use Technology to Gather Sources		Use digital resources, databases	Use internet, computer software, online resources	Use/ Learn about discipline-specific technologies
		Research Paper	Lab Component			
<b>Required Core</b>						
ANTH 1200: Human Origins	Life & Physical Sciences		✓			
BIOL 1010: Biology: The Study of Life	Life & Physical Sciences		✓			
CHEM 1007: Chemistry in Modern Life	Life & Physical Sciences		✓			
CISC 1001: Computing and Quantitative Reasoning	Mathematical & Quantitative Reasoning				✓	
CISC 1002/PHIL 2200: The Outer Limits of Reasoning	Mathematical & Quantitative Reasoning				✓	✓
ENGL 1010: English Composition 1	English Composition			✓	✓	
ENGL 1012: English Composition 2	English Composition	✓		✓	✓	
<b>Flexible Core</b>						
ARTD 1035: The Development of the Silk Road	World Cultures & Global Issues				✓	
CASD 1707: Public Speaking	Individual and Society	✓				
CHEM 1012: Chemistry in the Arts and Archaeology	Scientific World					✓
CHEM 1037/ANTH 1205: Studies in Forensic Science	Scientific World					✓



CLAS 1110: Tyranny, Democracy, Empire: Classical Cultures	World Cultures & Global Issues			✓	✓	
EESC 1010: The Dynamic Earth	Scientific World					✓
JUST 3485: Jews of New York		✓				
MUSC 1400: Fundamentals of Music	Creative Expression					✓
PHYS 1005: Physics: The Simple Laws that Govern the Universe	Scientific World		✓			
PHYS 1040: The Making of the Atomic Bomb	Scientific World			✓	✓	✓
SEED 1001/CBSE 2001	U.S. Experience in Its Diversity	✓				
<b>STEM Variant</b>						
CHEM 1040: General Chemistry for Health-Related Professions	Life & Physical Sciences		✓		✓	
CHEM 1100: General Chemistry IA	Life & Physical Sciences		✓		✓	
CHEM 1150: General Chemistry 1	Life & Physical Sciences		✓			
CHEM 2050: General Chemistry 1B	Life & Physical Sciences		✓		✓	
<b>College Option (2017-2019)</b>						
PHYS 1070: Cosmology	Exploring Science			✓	✓	
PHYS 1080: Energy Use and Climate Change	Exploring Science			✓	✓	

### Appendix 3: Timeline for Course-Level Assessment in General Education

Action	Responsible Parties	Timeline for Spring semester assessment	Timeline for Fall semester assessment
Selection of General Education Requirement and/or Thematic Area of Flexible Core	Committee on General Education, Director of General Education	Early October	Early February
Selection of departments	Meetings between department chairs and Director of General Education to discuss department's involvement in the assessment of general education courses during the next semester	October-November	February-March
Selection SLO for assessment	Department chair and department assessment representative <sup>3</sup>	October-November	February-March
Development of Research Design	Option A: BC Assessment Committee  Option B: see following forms  Option C: Department chair and department assessment representative, with any needed assistance from Director of General Education	October-November	February-March
Selection of sections for assessment	Department chair and department assessment representative	November	Late March-early April
Selection of assignments (artifacts)	Department chair and department assessment representative	November	Late March-early April
Rubric Design	Samples to be provided by BC Assessment Committee, or by Department chair and department assessment representative, if desired	November	Late March-early April
Informing of instructors	Department chair and department assessment representative	December	May

<sup>3</sup> As assessment of the General Education curriculum proceeds, the Committee on General Education and Director of General Education will provide feedback to department chairs regarding program-level assessment of the general education program.



### New Academic Programs at Brooklyn College (since 2009) by School and Credential

	Certificate	Bachelor's	Master's
SCHOOL	Adv. Cert, Cert, Adv. Dipl.	BA, BBA, BS	MA, MAT, MFA, MS, MSED
Koppelman School of Business	1	2	0
School of Education	2	0	1
School of Humanities and Social Sciences	1	1	0
School of Natural and Behavioral Sciences	2	2	1
School of Visual, Media and Performing Arts	6	0	4
	12	5	6
		23	

Source: CUNY Chancellor's Reports, 11.16.18 as compiled by  
Lea Honigwachs, Special Assistant to the Provost



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September 2018

## Credit Hour Action Plan Summary

**Team:** James Eaton, Douglas Cohen, Robert Shapiro, Lea Honigwachs

The following summarizes Brooklyn Colleges Action Plan to address credit hour concerns and specifies progress to date. The College developed a four-phase plan to remedy inconsistencies in the determination of credit hour assignments.

### Phase 1

**Goal** Complete Review of all curricula with regard to the determination of credit hour assignments.

#### Activities

- Review all courses for consistency in nomenclature use for all course component and their related credit hour to contact hour ratio.

#### Status

- All 4,500 courses listed in all bulletins were reviewed.
- Courses with seemingly inconsistent credit hours to contact hours were identified. Inconsistencies in nomenclature and credit hour ratios were found.

### Phase 2

**Goal** Develop a Glossary of Standard Nomenclature/Credit Ratio.

#### Activities

- Establish working group of faculty and administrators to develop glossary.
- Draft glossary.
- Adopt glossary through faculty curriculum committees.
- Identify courses in compliance and out of compliance.
  - Review curriculum for rationale for all non-standard courses.
  - Identify courses that do not meet standard ratio requirements.
  - Identify obsolete or inappropriate nomenclature.

#### Status

- Completed.

### Phase 3

**Goal** Correct all non-standardization.

#### Activities

- Establish administrative team from working group members to work with faculty to make corrections.
- Monitor and track to ensure consistent and appropriate nomenclature adoption in application of glossary.
- Add rationale to curriculum as indicated.
- Correct inconsistencies and errors in notation, e.g. punctuation.

#### Status

- In progress; individual team member review completed; second team member review in progress; work with faculty in progress. Completion target: April 2019.

### Phase 4

**Goal** Modify all curriculum documents as indicated.

#### Activities

- List each activity separately with a value.
- Ensure ease of credit and contact hour identification.
- Integrate drop-down menus for activities and accredit hour assignments to ensure consistency in curricular submissions.

#### Status

- Completion target: June 2019; progress report monthly.

Minimum Credit Hours *									
Bulletin Terminology and the Ratio of Instructor Hours to Credit Hours									
Bulletin Term	Undergraduate Ratio of Weekly Instruction Hours (50 min.) per Credit (15-week semester)	Graduate Ratio of Semester Instruction Hours (50 min. hours) per Credit	Definition	Weekly Instruction Hours	Weekly Student Hours	Semester Instruction Hours	Semester Student Hours	Semester Instruction Minutes (50 min./hour)	Semester Student Minutes (50 min./hour)
class meeting (face-to-face, hybrid, or online)	1:1	15:1	Meeting of students with an instructor where the presentation/demonstration of knowledge takes place.	1	2	15	30	750	1500
hours (without qualification)	1:1	15:1	A class meeting.	1	2	15	30	750	1500
lecture	1:1	15:1	Class meeting where the primary presentation/demonstration of knowledge is by the instructor.	1	2	15	30	750	1500
recitation	1:1	15:1	Class meeting where the primary presentation/demonstration of knowledge is by the students.	1	2	15	30	750	1500
seminar	1:1	15:1	Class meeting with the presentation/demonstration of knowledge by all participants on a specific topic.	1	2	15	30	750	1500
lab (including mathematics laboratory, multimedia lab, language laboratory, etc.)	2:1	30:1	Supervised practical experience applying concepts related to an instructional course or the student's program of study.	2	1	30	15	1500	750
fieldwork (supervised fieldwork)	3:1	45:1	Supervised practical experience outside of the classroom applying concepts related to an instructional course or the student's program of study.	2	1	30	15	1500	750
practicum	2:1	30:1	Supervised practical experience applying concepts related to an instructional course or the student's program of study.	2	1	30	15	1500	750
screening	2:1	30:1	Practicum for the viewing and audition of work related to an instructional course or the student's program of study.	2	1	30	15	1500	750
studio work	2:1	30:1	Supervised practical work by the student in a studio setting.	2	1	30	15	1500	750
workshop	2:1	30:1	Teaching and learning in an interactive environment related to a student's program of study.	2	1	30	15	1500	750
conference (independent conference)	1:1	15:1	Supervised independent student work with scheduled one on one meetings with the instructor.	0	3	0	45	0	2250
research (directed research)	3:1	45:1	Supervised independent student research with scheduled one on one meetings with the instructor.	0	3	0	45	0	2250
independent work	3:1	45:1	Supervised independent student work with scheduled one on one meetings with the instructor.	0	3	0	45	0	2250

independent study	3:1	45:1	Supervised independent student study with scheduled one on one meetings with the instructor.	0	3	0	45	0	2250
independent research	3:1	45:1	Supervised independent student research with scheduled one on one meetings with the instructor.	0	3	0	45	0	2250
internship	3:1	45:1	Experiential learning related to the student's program of study.	0	3	0	45	0	2250
satisfactory progress (satisfactory participation)	3:1	45:1	Supervised independent work of a practical nature in the student's program of study.	0	3	0	45	0	2250
tutoring	3:1	45:1	Supervised independent student tutoring of peers.	0	3	0	45	0	2250
rehearsal (rehearsal and performance)	3:1	45:1	Directed rehearsal of work for public performance.	3	0	45	0	2250	0
ensemble	3:1	45:1	Directed rehearsal of work for public performance.	3	0	45	0	2250	0
supervised teaching (supervised student teaching)	5:1	75:1	The supervised student teaching required for initial NYS teacher certification.	0	5	0	75	0	3750
* NYSED defines the minimum credit hours for New York higher education institutions with a section on where exceptions may be granted for fewer hours per credit. NYSED does not prevent courses from requiring more hours per credit.									
From <a href="http://www.highered.nysed.gov/ocue/aipr/Part50.htm">http://www.highered.nysed.gov/ocue/aipr/Part50.htm</a>									
Chapter II Regulations of the Commissioner									
50.1 Definitions									
As used in this Subchapter:									
n. Credit means a unit of academic award applicable towards a degree offered by the institution.									
m. Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.									



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Anne Lopes, Provost and  
Senior Vice President for Academic Affairs

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## Membership of the Steering Committee and the Working Groups The Middle States Commission on Higher Education Self Study 2009-2019

### Steering Committee

Jeremy Porter	Professor, Department of Sociology, Co-chair
Anne Lopes	Provost and Senior Vice President of Academic Affairs, Co-chair (Start: January 22, 2019; Member: August 13, 2018 – January 22, 2019)
Jo-Ellen Asbury	Associate Provost for Institutional Planning and Assessment, Co-chair (Through January 22, 2019)
Michael Ayers	Senior Director of Institution Planning, Research and Assessment
April Bedford	Dean, School of Education
Michael Bergen	Director, Speech-Language Hearing Center
Maria Conelli	Dean, School of Visual, Media and Performing Arts
Jane Cramer	Government Information Specialist, Library
James Eaton	Administrative Executive Officer, Academic Affairs
Beth Evans	Associate Professor, Library
Alan Gilbert	Senior Vice President for Finance and Administration
Ken Gould	Interim Dean, School of Humanities and Social Sciences
Louise Hainline	Professor, Department of Psychology
Willie Hopkins	Dean, School of Business
Patrick Kavanagh	Director of Graduate Studies
Vanessa King	Promotion, Tenure & Reappointment Coordinator
Tammy Lewis	Interim Associate Provost for Faculty and Administration (Start: July 30, 2018)
Mary Mallery	Associate Dean/Chief Librarian and Executive Director of Academic Info Technology
Catherine McEntee	Lecturer, Department of Biology
Andrew Meyer	Associate Professor, Department of History
Matthew Moore	Associate Provost for Faculty and Administration (Through August 31, 2018; returned to Faculty)
John Paul	Professor, Department of Accounting
Kleanthis Psarris	Dean, School of Natural and Behavioral Sciences
Herve Queneau	Professor & Department Chair, Business Management
Lucas Rubin	Assistant Dean for Institutional and Academic Programs
William Tramontano	Provost & Senior Vice President for Academic Affairs (Through June 30, 2018)

## Working Groups

### Working Group 1

Jo-Ellen Asbury	Co-chair, Associate Provost for Institutional Planning & Assessment
Jeremy Porter	Co-chair, Professor of Sociology, Director, Children & Youth Studies
Elise Goldberg	Program Coordinator, Children and Youth Studies
Julie Hegner	Assistant Registrar, Degree Audit
Susan Jakuboski	Director, Undergraduate Program in Nutrition and Dietetics
David Wells	Veterans' Education and Outreach Coordinator

### Working Group 2

Herve Queneau	Co-chair, Professor & Department Chair, Business Management
Vanessa King	Co-chair, Promotion, Tenure & Reappointment Coordinator
Moshe Axelrod	Assistant Director, Financial Aid
Carol Connell	Professor, Department of Business Management
Jeanine Corbet	Operation Manager, Television Center (left group February 2018)
Neil Malvone	Professor, Department of Kinesiology
Anselma Rodriquez	Associate Director, Graduate Center for Worker Education

### Working Group 3

Patrick Kavanagh	Co-chair, Director of Graduate Studies
Andrew Meyer	Co-chair, Associate Professor, Department of History
Benzion Chanowitz	Associate Professor, Department of Psychology
Takiyah Lord	Advisor, Center for Academic Advisement & Student Success
Sara Crosby	Director of First College Year Programs (left BC October 2017)
Matthew Harrick	Assistant Professor, Library
Chaka Johnson-Burkett	Associate Director, Transfer Evaluations Office
Michael LoPorto	Academic Advisor/Transfer Specialist
Estefania Ponti	First College Year Program Coordinator
Carlos Santiago	Graduate Student, Department of History
Karen Stern	Assistant Professor, Department of History

### Working Group 4

Jane Cramer	Co-chair, Government Information Specialist, Library
Michael Bergen	Co-chair, Director, Speech-Language Hearing Center
Marcy Driver	Administrative Coordinator, Enrollment Services Center
Diane Forte	Program Director, SEEK
Zoraida Hernandez	Senior Academic Advisor, Center for Academic Advisement & Student Success

David McKay	Director, LGBTQ Resource Center (through 2017)
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Mariana Regalado  
Keisha Wilson

Associate Professor, Library  
Director of International Student & Scholar Services

### **Working Group 5**

Beth Evans  
Geraldine Faria  
David Balk  
Fredrik deBoer  
Beth Ferholt

Co-chair, Associate Professor, Library  
Co-chair, Assistant Dean for Academic Affairs (through March 2018)  
Professor and Department Chair of Health & Nutrition Sciences  
Academic Assessment Manager  
Associate Professor, Department of Early Childhood Education/Art Education

Anil Lilly  
Vinit Parmar  
Monica Rivera  
Althea Sterling  
Trina Yearwood

Client Services & Instructional Technology Manager, ITS  
Associate Professor, Department of Film  
Associate Registrar  
Director of Testing (left BC July 2017)  
Accreditation Manager, School of Education (left BC September 2018)

### **Working Group 6**

Louise Hainline  
Lucas Rubin  
Corrine Cashin  
Scott Dexter  
Emir Ganic  
Alan Gilbert

Co-chair, Professor, Department of Psychology  
Co-chair, Assistant Dean for Institutional and Academic Programs  
Assistant Director of CUNY EDGE  
Professor of Computer and Information Science  
Executive Director of for Budget and Planning  
Former Co-chair, Senior Vice President for Finance and Administration

Jennifer Gitto  
Sharona Levy

Associate Director of Scholarships (retired May 2018)  
Former Co-chair, Professor, Department of Speech Communication (left group January 2018)

Juliet Manragh  
Lisa Millsaps  
Patrick O'Connor  
Nissim Said  
Karl Sandeman  
David Schykerynec

HR Manager for Recruitment & Employee Relations  
Coordinator for Re-admission & Academic Policy  
Associate Director of Campus Support Systems  
Student  
Associate Professor, Department of Physics  
Student

### **Working Group 7**

Catherine McEntee  
James Eaton  
Dave Bryan  
Palma Dellaporta

Co-chair, Lecturer, Department of Biology  
Co-chair, Administrative Executive Officer, Academic Affairs  
Assistant Dean for Student Affairs  
Enrollment Services

Graciela Elizalde-Utnick

School Psychology, Counseling and Leadership-Coordinator,  
Bilingual Specializations

Natalia Guarin-Klein

Director, Magner Career Center

Stephanie Jensen-Moulton	Department Chair, Conservatory of Music
Michael Lanza	Associate Director of Finance, Budget & Planning
Tracy Newton	Director, Center for Academic Advisement and Student Success (CAASS)
David Troyansky	Professor, Department of History

## **Working Group 8**

Michael Ayers	Co-chair, Senior Director of Institutional Planning, Research & Assessment
John Paul	Co-chair, Professor, Department of Accounting
Seungho Baek	Professor, Department of Finance
David Bloomfield	Professor, Department of Psychology
Avril Chase	Assistant Director for Inventory Control & Audit
Prudence Cumberbatch	Professor and Department Chair of Africana Studies
Richard Feltman	Registrar
Annie Lee	Associate Director of Institutional Planning, Research & Assessment
Karl Lum	Information Systems Programmer
Antonio Marrero	Associate Director of Financial Aid
Gary Waller	Senior Associate, Information Technology Services
Gabriel Yarmish	Professor, Department of Computer & Information Science

Fall 2018

**James T. Eaton**  
**Administrative Executive Officer**  
**Office of the Associate Provost for Faculty and Administration**

**Mission Statement Alignment Study Results**  
**Excerpted from a comparison of Brooklyn College's Mission Statement with that of School and Selected Programs**

Unit	Statement	Alignment Level	Note	Matches
School of Business	We prepare our diverse learning community for professional careers and active citizenship by providing a high-quality education based on a healthy respect for the intellectual traditions of Brooklyn College. Our priority is to offer a high return on the time and money students invest in their education. We strive to teach and instill in our students communication, quantitative and conceptual skills as well as the ethics, international focus and global mindsets demanded by business. Student learning is enhanced by the broad research and professional activities that faculty integrates into their teaching and the sense of community created through student-faculty interaction.	High alignment		3
School of Education 1	The School of Education at Brooklyn College prepares teachers, administrators, counselors, and school psychologists to serve, lead, and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching, and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor.	High alignment		3
School of Education 2	We design our programs in cooperation with liberal arts and sciences faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies, and understandings needed to work with New York City's racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection and openness to new ideas, practices, and technologies, and that focuses on the			2

	individual learner's needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.			
School of Natural and Behavioral Sciences	The School of Natural and Behavioral Sciences (NBS) advances scientific knowledge and prepares students of all backgrounds to live and work as scientifically-literate citizens contributing to a modern society. This mission includes: 1) Preparing interested students for careers in areas demanding a high level of basic and applied scientific knowledge; 2) Preparing all graduates of the college to engage with the ethical, legal and social issues surrounding scientific and technological developments.	Medium alignment		0
Business Management	Take a broad approach to the corporate arena in our Department of Business Management. The Department of Business Management, through its committed academic faculty, industry experts, and dedicated staff, provides students with the knowledge and skills in business management necessary to: 1. succeed in a wide range of professional careers in management, human resource management, operations management, business analytics, marketing, and international business in small and large companies as well as in non-for-profit organizations, 2. successfully start and develop a company or a non-for-profit organization, or 3. be prepared for further education.	Low alignment		0
Chemistry 1	The Department of Chemistry at Brooklyn College of the City University of New York is an academic unit providing education and training at all levels, leading to the B.A., B.S., M.A. and, through the Graduate Center, the Ph.D. The department maintains a high-caliber educational experience supporting a range of scientific career opportunities, providing both advanced course work for students pursuing careers in chemistry and biochemistry as well as a strong scientific foundation for those interested in other scientific, medical or technical careers. The department serves the needs of the student body by offering a variety of General Education courses, ranging from its hands-on laboratory covering science in the modern world to its popular forensic science courses.	High alignment		0
Chemistry 2	The departmental faculty maintains an active research agenda including both basic and applied lines of inquiry and with notable funding from external sources. Faculty			2

	members consistently involve both undergraduate and graduate students in this research, facilitating a student-centered environment that supplements classroom experience with real-world challenges. The department commits to actively engaging in outreach activities with secondary schools throughout Brooklyn and thus is distinguished in fostering scientific inquiry to an ethnically and economically diverse group of students both within the college and the borough.			
Children and Youth Studies	<p>Program Goals</p> <ol style="list-style-type: none"> <li>1. To be aware of the distinct place in society children and youth, as a culturally specific cohort, occupy both historically and in the present.</li> <li>2. To understand the complexity and diversity of social conditions experienced by children and youth across the globe.</li> <li>3. To link theory to praxis by engaging students in multidisciplinary opportunities for research, advocacy, and professional development in traditional, non-traditional, and emerging areas of children and youth studies.</li> </ol>	Low alignment	"Program goals" not a mission statement	3
Library	The Library serves as a hub of technology, information resources, and information and technology services for Brooklyn College, and upholds its mission of providing integrated information support for the College's instructional and research activities.	Low alignment		1
Linguistics 1	<p>Program Description</p> <p>The Linguistics Program, which draws its faculty from several language related departments at our beautiful campus in Brooklyn, New York, offers students training in understanding and analyzing language and covers the full scope of the field of linguistics through an interdisciplinary approach. We offer students a bachelor of arts degree with a major and a minor in linguistics. In addition, students who choose to double-major with linguistics as their second major may be able to apply up to three courses from their first major towards the linguistics requirements. For further details concerning these options, click on "Degree Requirements" in the left column.</p>	Low alignment	A "program description" with elements of a mission statement	0
Linguistics 2	We seek first to give our students a solid undergraduate grounding in contemporary linguistics, beginning with an overall understanding of the nature and structure of language, and then moving on to the core areas - phonology (the sounds of language), morphology (the structure of words), syntax (the structure of phrases and sentences), and semantics (the structure of meaning). We seek to give our students an appreciation for language as a defining human characteristic, one that			0



	not only distinguishes people from other creatures, but also binds people together in communities and social networks.			
Linguistics 3	We offer courses which investigate how language is structured, how it is acquired throughout childhood, how it functions in communication, how it is processed in the human brain, how it can be processed by computers, how it changes over time, and how it functions in society. The program also seeks to strengthen students' awareness and understanding of the wide range of the field of linguistics and the many key areas directly related to it, including but not limited to, first and second language acquisition, cognitive science, the philosophy of language, psycholinguistics, sociolinguistics, historical linguistics, language typology, the study of pidgins and creoles, and natural language processing.			0
Linguistics 4	In keeping with its location in the English Department, the Program also seeks to foster an appreciation of the close relationship between language and literature, including the many ways in which linguistics has informed the field of literary criticism. The Program thus seeks not only to lay out the conceptual tools and the information base in linguistics, but also to show how this knowledge has been applied in these other disciplines.			1
Linguistics 5	Thus, the program prepares our students for graduate studies, and for a variety of careers, in fields such as: - education (e.g., teaching, curriculum development, assessment in language arts and second language learning at all levels) - translating and interpreting - computational fields related to language and speech technology - international business fields - specific areas of legal practice (e.g., Immigration Law; International Business) - publishing: writing, editing, lexicography - Foreign Service and other internationally oriented government careers.			0
Political Science	The mission of the Political Science Department is to help our students grasp and engage with politics and power at all levels so that they can become critical thinkers and active citizens with the foundation to pursue careers in public life. Our wide course offerings span the range of issues, from classical theory to contemporary policy, and from international organizations to neighborhood grassroots. Through our diverse and challenging curriculum students acquire the research, writing, and	Medium alignment		3

	reading skills necessary to think and act in the politics that will determine their future course of local, national, and world politics.			
Psychology 1	The undergraduate program accepts the following guidelines and anticipated learning outcomes. Theory and Content of Psychology—Students should show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Research Methods in Psychology—Students should understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	High alignment	"Department Goals" not a mission statement	1
Psychology 2	Critical Thinking Skills in Psychology—Students should respect and use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to solve problems related to behavior and mental processes. Application of Psychology—Students should understand and apply psychological principles to personal, social, and organizational issues. Values in Psychology—Students should be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.			1
Psychology 3	Information and Technological Literacy—Students should demonstrate information competence and the ability to use computers and other technology for many purposes. Communication Skills—Students should be able to communicate effectively in a variety of formats. Sociocultural and International Awareness—Students should recognize, understand, and respect the complexity of sociocultural and international diversity.			1
Psychology 4	Personal Development—Students should develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. Career Planning and Development—Students should emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. Interdisciplinary Awareness—Students should relate psychology with other scientific disciplines.			0

School Psychology, Counseling and Leadership 1	The Brooklyn College School Counseling Program prepares school counselors to advocate for a high-quality education for all students in schools in this city and beyond, and to nurture the holistic development of every student—his or her academic competence, and emotional, social, and spiritual well-being. Our program enables counselors to accomplish these aims within complex educational bureaucracies by developing their capacities for critical self-reflection, collaborative leadership, empathy, and imagination.	High alignment		3
School Psychology, Counseling and Leadership 2	In our classrooms, at field sites in urban schools, and in communities, we strive to model an approach to learning that is democratic and experiential. In preparing our students for their role in creating humane and just environments, we foster sensitivity to diversity, and the courage and skills to challenge harmful biases and stereotypes, while promoting greater understanding and respect. Our graduates are equipped to encourage and guide children and youth in their aspirations, and to collaborate with their families and with other educators to prepare them well for postsecondary education, meaningful life work, and citizenship.			1
Sociology 1	The Department of Sociology offers a B.A. and M.A. in sociology as well as minors in social welfare, law, criminal justice and business-related areas. The department is committed to meeting student needs and offers a full major and advising during the day, as well as advising during the evenings. Our faculty have stature in such areas as urban studies, gender, aging, mass media, sociological theory, immigration and labor, children's studies, criminology, race and ethnicity, and the environment. We are committed to quality teaching, the production of policy-relevant social research, and service to the Brooklyn community. Our teaching and research is strongly rooted in Brooklyn's sociologically rich and vibrant environment.	High alignment	Mission statement, plus program description narrative	2
Sociology 2	The sociology curriculum will help you to understand the workings of societies and their institutions, organizations and groups by exposing you to the history, knowledge, theory and methods of the discipline. By introducing you to the concepts, theoretical frameworks, and methodological techniques of sociology, we will help you develop a "sociological imagination," leading to a deeper understanding of the relationships between personal experience (your own and others') and the larger social world. In all of your sociology courses you will be asked to examine and question the "world we take for granted."			0
Sociology 3	We offer you a special lens to view both contemporary and historical social phenomena. The range of courses in the curriculum will not only expose you to			2

	diverse social issues and social structures but also emphasize the dynamics of power and inequality on local, national and global levels. Our courses emphasize the concepts and practice of social justice, civic and community involvement, and the rights and responsibilities of global citizenship.			
Sociology 4	Our curriculum facilitates understanding of how and why societies develop, are maintained, and change, how the intersections of race, ethnicity, class, age, gender and sexuality affect personal and social experiences and institutional arrangements, the interactions of social systems with ecosystems, and the dynamic interplay between social forces.			1
Sociology 5	Our courses encourage you to make your own discoveries about social experiences and to communicate these discoveries. All include opportunities to develop critical thinking, writing and speaking skills, and visual literacy. In the course of your sociology education, you will learn to produce reflective, logical texts by summarizing arguments concisely, synthesizing different forms of data, evaluating evidence and arguments, writing in a professional style, and presenting research material clearly.			2
Sociology 6	The department offers a variety of support services including the sociology lab, where our majors work on course papers and research projects, a seminar room for small discussion classes, and an expanding range of internship and field research opportunities. In the tradition of a liberal arts education, the sociology curriculum is designed to promote in you a sense of curiosity about the diverse ways that humans create, transform, and adapt to their surroundings, self-reflection and appreciation of perspectives and experiences outside your own, connections across disciplines to gain a better understanding of the world, and public intellectualism through attentive, creative and articulate engagement with community affairs and social issues.			3
Television & Radio 1	The mission of the college and department are well integrated to take full advantage of the unique nature of the resources in the New York metropolitan area. Teaching, research, creativity, and service are paramount to the mission of both the college and the department. The mission of the Department of Television and Radio is five-fold:	High alignment	Mission statement, plus program description narrative	1
Television & Radio 2	Non-majors To prepare the general student body to be knowledgeable and socially responsible consumers of mass media who appreciate the media's role as powerful cultural,			2

	social, political, and economic institutions that significantly impact social relations—including the formation of attitudes, values, and beliefs—at local, regional, national, and global levels. The mass media are viewed as a broadly defined sphere of communication distributed by electronic and other means to large, heterogeneous, geographically dispersed audiences, and include ancillary institutions such as advertising, marketing, public relations, production, research, and education.			
Television & Radio 3	Undergraduate Majors To offer courses to its majors that stress both the accumulation of factual knowledge and the development of creative potential in the electronic media arts, including both production and performance skills. Courses are offered in a wide variety of media subjects including creating, producing, directing, and writing television and radio programs in a variety of genres; electronic media history and criticism; media ethics; scholarly and instrumental research on media institutions, messages, and audiences; media law and policy; general management; production management; and advertising, marketing, and sales. Extensive media externships are offered as part of a program of career development.			2
Television & Radio 4	The department's primary undergraduate mission is to prepare students to become creators, producers, and writers in the electronic media arts, and electronic media managers, programmers, researchers, and distributors. Additionally, the department seeks to prepare its majors to engage in the broad social policy debate regarding the social impact of electronic media, both as media professionals and as socially responsible consumers of media fare. Although the nature of electronic media production requires hands-on application and training with various hardware and software clusters/packages, the department does not see itself as a trade or technical school. The department is situated firmly in the liberal arts tradition.			1
Television & Radio 5	Students who major in the department are assured of a comprehensive education through departmental degree requirements, while a ceiling on department electives for undergraduates ensures majors will select elective courses in other disciplines to augment their chosen specialization. A separate speciality in broadcast journalism for undergraduates requires a dual major in another academic discipline to afford students a well-developed content specialization. Presently in development are an interdisciplinary undergraduate major in			1

	communications studies, and a minor in advertising and marketing (with the Economics Department.)			
Television & Radio 6	<p>Graduate Majors</p> <p>Graduate instruction is considered to be more specialized and intensive in nature than undergraduate instruction in order to develop the student's expressed interests.</p> <p>The department has two graduate programs. The master of fine arts degree prepares students to be creative innovators of electronic media programs. Students are required to demonstrate significant accomplishment for admission to this program, including submission of a portfolio of prior creative work in the arts and written creative or scholarly essays. Students have a rotating internship experience in most phases of electronic media arts production, studio and field operations, and pedagogy as they serve as a cadre for the actualization of their own creative works under faculty supervision.</p>			0
Television & Radio 7	<p>Student-produced works are exhibited in the New York metropolitan area and beyond, and are available for classroom screening to other departments. The internship is offered in conjunction with the Television Center. The center's mission includes using the M.F.A. interns in the creation of television programs for both internal and external distribution. While most of the department's M.F.A. students enter creative careers in the electronic media arts upon graduation, a significant number—upward of 30 percent, in fact—pursue careers as university-level teachers.</p>			0
Television & Radio 8	<p>The M.S. program concentrates on electronic media management and programming and has both a U.S. and a global perspective, the latter through association with the department's Center for the Study of World Television, in which M.S. students may pursue special research projects under faculty supervision. Reports detailing the findings of this research, as merited, have appeared in Almanac, the annual publication of the International Council of the National Academy of Television Arts and Sciences.</p> <p>Included among the goals of the M.S. program are the:</p>			2
Television & Radio 9	<ul style="list-style-type: none"> <li>• preparation of M.S. students without prior professional electronic media experience for entry-level management and programming positions in electronic media institutions;</li> <li>• enhancement of the specialized knowledge of electronic media practices that many M.S. students, currently employed in the industry, bring to the program; and</li> </ul>			1

	<ul style="list-style-type: none"> <li>• provision of the necessary scholarly research foundation for those M.S. students desiring to continue their post-graduate work in a doctoral program and/or pursue a career in teaching, as a significant number of graduates have done.</li> </ul> <p>Recent M.S. graduates have continued their scholarly studies in such major programs as those at the University of Iowa, Indiana University, and Ohio University.</p>			
Television & Radio 10	In order to bring course offerings in line with shrinking economic resources, the department elected, in the early 1990s, to eliminate the M.A., the M.S. in broadcast journalism, and the production concentration in the M.S. degree. While the department sees these offerings as valuable and within its mission, they are not in line with current budget realities.			0
Television & Radio 11	<p>Faculty</p> <p>The faculty's mission, for itself, is to provide continuing development of instructional excellence. To accomplish this, the department encourages scholarly research and creative production in all areas of electronic media and in communication processes in the belief that these activities ultimately enhance classroom teaching by incorporating advanced and innovative personal explorations in these areas into significant pedagogical frameworks. The results of the faculty's research are presented at annual conferences of the major communications scholarly associations.</p>			2
Television & Radio 12	The current faculty have memberships in the International Communication Association (ICA), the National Communication Association (NCA), the Broadcast Education Association (BEA), the International Association for Mass Communication Research (IAMCR), the Association for Education in Journalism and Mass Communication (AEJMC) and the University Film and Video Association (UFVA), and in a variety of state and regional associations affiliated with the aforementioned groups.			0
Television & Radio 13	The faculty contribute to the self-governance of the department, the college, and university, and maintain contacts with industry professionals and other scholars, many of whom are invited as guest lecturers in both graduate and undergraduate courses. The Center for the Study of World Television has coordinated an annual graduate course in World Television that features guest lectures by leading international television professionals. Over the past five years, more than 70 guests have contributed to this seminar.			0

Television & Radio 14	External Relations The department has a responsibility to serve the lay and professional communities through various forms of professional and civic leadership and expression at local, regional, national, and international levels.			1
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<b>Purpose, Mission, Vision, and Values:</b>	<b>Evidenced in Graduate Curriculum:</b>
<p>“...we graduate well-rounded individuals who think critically and creatively to solve problems.” [Mission]</p>	<ul style="list-style-type: none"> <li>• The Department of Communication Arts, Sciences, and Disorders has both a distinguished faculty and cutting-edge resources that <b>provide students with a comprehensive range of studies</b> in all aspects of human communication and related pathologies. With a combination of <b>coursework, research, and clinical practicum</b>, students gain a thorough grounding in the mechanics of speech and language, and learn <b>to recognize, diagnose and treat communication disorders in adults and children</b>, including those related to voice, language, learning disabilities, aphasia, swallowing fluency, and speech sound production.” (112)</li> </ul>
<p>“They become leaders who transform their fields and professions and serve our increasingly global community.” [Mission]</p>	<ul style="list-style-type: none"> <li>• “The [Art] department offers an MFA in studio art, an MA in art history, an advanced certificate in museum education, and a concentration for education majors. An <b>internationally recognized studio faculty</b>, many represented in important museums and by commercial galleries in the US and abroad, <b>teach drawing, painting, sculpture, printmaking, photography, digital art, and combined media</b>. The studio program, with a fine-arts rather than a commercial focus, seeks a balance between traditional and new in its mix of faculty, students, and course content. A large percentage of its <b>graduates are successful artists, many represented by commercial galleries</b>.” (62)</li> </ul>
<p>“We strive to make Brooklyn College a world-class, distinctive engine of intellectual discourse and social mobility...” [Vision]</p>	<ul style="list-style-type: none"> <li>• “Our small, highly personal two-year program confers a <b>master of fine arts degree in creative writing in fiction, poetry, or playwriting</b>. The program offers single-discipline and inter-genre workshops, literature seminars, small-group reading tutorials, and one-on-one tutorials, which all emphasize <b>relationships between eminent faculty members and students</b>. Additionally, students have the opportunity to work on <i>The Brooklyn Review</i> and give public readings/performances in Brooklyn and Manhattan. Our graduates have had their <b>work published widely and have won competitions sponsored by the Iowa Review, the Colorado Review, the Mississippi Review, and Zoetrope</b>. They have been included in The Best New Young Poets anthology and <b>The Best American Short Stories</b>.” (154)</li> </ul>
<p>“...and prepare them to shape and improve the rapidly changing world around them.” [Vision]</p>	<ul style="list-style-type: none"> <li>• “This master’s degree program [MSEd in Educational Leadership] <b>prepares students for leadership careers in public and private pre-K-12 education</b>. Students who successfully complete the three-semester, 36-credit program become simultaneously <b>eligible for both the New York State School Building Leader (SBL) and School District Leader (SDL) certificates</b>. The educational leadership program’s curriculum is uniquely structured in both scope and sequence to combine small-group, cohort-based colloquiums with content in management and instructional leadership.” (264)</li> </ul>

<b>Examples of Program Specific Mission Statements</b>	
Speech Language Pathology Mission Statement	<a href="#">Links Here</a>
Statement of Philosophy School Psychologist Graduate Program – page 6 in Graduate Program Handbook	<a href="#">Links Here</a>
School Counseling Program – page 6 in Orientation Handbook	<a href="#">Links Here</a>
School of Education Mission	<a href="#">Links Here</a>



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Fall 2018

## Campus Community Involvement--Selected Examples

### **Hyperlinks to program descriptions are underlined**

#### School of Business

##### VITA

- Herbert Kurz Business Consortium (The consortium hosts six networking events each year where community members and faculties from consortium member institutions engage in conversations related to topics such as investments, current economic matters, personal and family finance, nonprofit management, and philanthropy.)
- Small Business Center (Since 2009, the SBC has been providing business advisement, training, and resources to student entrepreneurs and local businesses. The SBC's mission is to drive sustainable economic development, through faculty and student engagement of community stakeholders, via partnerships of reciprocal learning and service.)
- Annual Business Matters! Conference (see information starting on page 4 of the pdf)

#### School of Education

- Collaborations and partnerships with a host of community organizations
- The Center for Child and Adult Development brings together educators, parents, and community stakeholders to improve the well-being of youth in schools and their families.

#### School of Humanities and Social Sciences

- Public Policy and Research Initiatives (Children's Studies) (With a focus on research, policy and public service, the center works closely with key stakeholders in government, child advocacy agencies and community-based organizations to formulate and implement strategies that will improve the lives of young people.)
- David Rogovin Davidow Speech Language Hearing Center (Communication Arts, Sciences, and Disorders) (The center sponsors several research and community service programs, such as the Center for Auditory Research, the Oliver Bloodstein

chapter of the National Stuttering Association, a specialty lab in the study of voice, communication groups for adults with aphasia, parent training for families of children on the autistic spectrum, and social skills training for children with varying communication problems.)

## School of Natural and Behavioral Sciences

- Brooklyn College-Led, Interdisciplinary Research Team Selected (Earth and Environmental Sciences)

## Cross Campus

- Community volunteer activities through Student Affairs
- The annual Science Day includes a category for high school students.
- The Center for the Study of Brooklyn connects and supports on-campus faculty and students with off-campus partners to contribute to the public good and cultural richness of the borough of Brooklyn.
- The Urban Soils Lab, through the Environmental Sciences Analytic Center (The affordable soil testing service is offered as part of Brooklyn College's commitment to community service. We accept samples from all states within the United States.)
  - Additional services.
- The Graduate Center for Worker Education pursues its own research and community engagement, while also hosting a number of partners with specific interests in, concern for, or participation in labor, civic engagement, and human rights.
- The Haitian Studies Institute organized an event, Disaster Preparedness and Sustainable Development in Haiti, with the International Alliance for the Advancement of Children. It included nonprofit organizations from the New York City area, Connecticut, and Maryland.
- The Magner Career Center organizes business community involvement for networking and other activities that benefit the local community as well as our students.
- The Science and Resilience Institute at Jamaica Bay, hosted by Brooklyn College, is a top-tier research center that promotes the understanding of resilience in the urban ecosystem and adjacent communities. The institute, a partnership among academic institutions, nongovernmental organizations, and community groups, performs a variety of functions.
- The Brooklyn College Emergency Medical Squad provides emergency medical service — including ambulance service — for the campus and the surrounding community.

- Programs that engage local high schools: College Now, Midwood High School at Brooklyn College, Brooklyn College Academy, STAR and Bridges to Computing.

### Community Groups that use the Campus

- The greater Brooklyn community may use the following campus facilities:
  - Recreation Facilities,
  - Brooklyn College Garden
  - Brooklyn College Library, and
  - Conference Center in the Student Center.
- The Preparatory Center for the Performing Arts has been running programs for both children and adults in the community since 1978.
- And, the Brooklyn Lifelong Learning Program, although independent of Brooklyn College, is based on campus (BLL fosters peer learning among adults through noncredit classes, seminars, and cultural activities designed and conducted by members and volunteers in an informal, noncompetitive, and intellectually stimulating environment.)

### Other Community Projects

- Brooklyn College has a chapter of the Global Medical Brigades, an international movement of students and medical professionals working alongside local communities and staff to implement sustainable health systems. We work in remote, rural, and under resourced communities in Honduras, Panama, Nicaragua and Ghana who would otherwise have limited to no access to health care.

**Tax Levy Budget Summary***(in thousands)*Actuals

Description	Fiscal Year 2009 Actual	Fiscal Year 2010 Actual	Fiscal Year 2011 Actual	Fiscal Year 2012 Actual	Fiscal Year 2013 Actual
CUTRA Beginning Balance	1,149	2,035	1,712	3,164	3,130
Revenues:					
Tuition and Fees	67,875	79,892	81,193	88,755	89,737
State/City/CUNY	36,753	37,371	36,015	26,821	27,306
Expenditures	-103,742	-117,586	-115,756	-115,610	-116,879
CUTRA Ending Balance	2,035	1,712	3,164	3,130	3,294

Description	Fiscal Year 2014 Actual	Fiscal Year 2015 Actual	Fiscal Year 2016 Actual	Fiscal Year 2017 Actual	Fiscal Year 2018 Actual
CUTRA Beginning Balance	3,294	2,176	2,611	4,553	4,462
Revenues:					
Tuition and Fees	89,264	94,748	100,566	103,940	109,363
State/City/CUNY	27,799	27,761	23,431	27,370	26,575
Expenditures	-118,181	-122,074	-122,055	-131,401	-136,656
CUTRA Ending Balance	2,176	2,611	4,553	4,462	3,744

Projections

Description	Fiscal Year 2019 Proj	Fiscal Year 2020 Proj	Fiscal Year 2021 Proj
CUTRA Beginning Balance	3,744	3,432	3,446
Revenues:			
Tuition and Fees	114,210	118,873	121,740
State/City/CUNY	24,768	24,625	24,420
Expenditures	-139,290	-143,484	-146,188
CUTRA Ending Balance	3,432	3,446	3,418

NOTES:**FY2009***Collective Bargaining*

Excludes \$10,576 in retroactive collective bargaining

**FY2010***Tuition and Fees*

15% tuition increase, 2.1% FTE increase

*State/City/CUNY*

\$713K increase for mandatory needs

*Expenditures*

Increased due to higher salaries related to collective bargaining and other strategic investments related to tuition increase

*Collective Bargaining*

Excludes \$1,459 million retroactive collective bargaining

**FY2011***Tuition and Fees*

5% tuition increase (effective Spring 2011), 0.9% FTE decrease

*State/City/CUNY*

\$608K increase for mandatory needs, \$885K increase for West Quad (new building), \$2,827K State budget reduction

*Expenditures*

Decreased due to 2.5% State budget reduction (net of funding for increased allocations)

**FY2012***Tuition and Fees*

6.2% tuition increase, 0.1% FTE increase

*State/City/CUNY*

\$659K increase for mandatory needs, \$1,384K State budget reduction, \$8,653K tuition increase displacing State funding

**FY2013**

*Tuition and Fees*

5.8% tuition increase, 1.4% FTE decrease

*State/City/CUNY*

\$659K increase for mandatory needs

*Expenditures*

Increased due to strategic investments related to tuition increase

**FY2014**

*Tuition and Fees*

5.5% tuition increase, 2% FTE increase, \$2.5 million of TAP waivers

*State/City/CUNY*

\$661K increase for mandatory needs

*Expenditures*

Increased due to strategic investments related to tuition increase

**FY2015**

*Tuition and Fees*

5.2% tuition increase, 2.9% FTE increase, \$3.7 million of TAP waivers

*State/City/CUNY*

Mandatory needs no longer funded

*Expenditures*

Increased due to strategic investments related to tuition increase

**FY2016**

*Tuition and Fees*

5.0% tuition increase, \$1.3 million Year 1 Feirstein revenues, 3.6% FTE increase, \$5.1 million of TAP waivers

*State/City/CUNY*

\$589K increase for Strategic Investment Initiative, \$1,400K University Wide Initiatives budget reduction, \$3,471K State budget reduction

*Expenditures*

\$1,000K Feirstein expenses, \$1,000K reduction in other college expenses

**FY2017**

*Tuition and Fees*

No tuition increase, \$3.1 million Year 2 Feirstein revenues, 2.2% FTE increase, \$5.1 million of TAP waivers

*State/City/CUNY*

\$7,927K increase for labor reserve, \$2,310K State budget reduction, \$1,694K reduction for Feirstein rental payment

*Expenditures*

Increased due to higher salaries related to collective bargaining, additional \$700K in Feirstein expenses

*Collective Bargaining*

Excludes \$21,970 million retroactive collective bargaining

**FY2018**

*Tuition and Fees*

3.2% tuition increase, \$4.3 million Year 3 Feirstein revenues, 3% FTE increase, \$6.3 million of TAP waivers

*State/City/CUNY*

Increase for open educational resources \$270k, increase for Tow Center \$170K, \$1,223K budget reduction

*Expenditures*

Additional \$500K in Feirstein expenses, \$2,800K in Feirstein rental payment, \$1,400K University Wide Initiatives, increased adjunct costs

**FY2019, FY2020, FY2021**

*Tuition and Fees*

Reflect tuition increases, FTE increases, TAP waiver increases

*State/City/CUNY*

Reflects CUNY Adjustments

*Expenditures*

Reflects collective bargaining increases costs related to increased enrollment

*FY2019 Opening Balance*

Differs from Financial Plan sent to CUNY due to timing differences. The Financial Plan is due before the prior fiscal year closed out.



Fall 2018

### Examples of Synthesis Opportunities

The following is a listing of representative synthesis opportunities by degree program beginning with the undergraduate curriculum.

#### Undergraduate

- BS in Public Accounting and Business, Management and Finance

ACCT 5200, ACT 5201 Accounting Internship – off-campus internship supervised by faculty and requiring written assignments and final report.

- BA in Anthropology

ANTH 4000 Senior Seminar in Anthropology- research and completion of a senior thesis

- BFA in Art

ARTD 4290, 4291 BFA Capstone Seminars, guided experience in analyzing a writing about students' work, portfolio development, and insights into the world of the professional artist.

ARTD 4264 Internships in the Visual Arts – internships in artistic vocations and in public service agencies in the arts.

- BS in Business Management

BUSN 4000W Seminar in Special Topics in Business, BUSN 4100W Seminar in Marketing Research, BUSN 4101W Seminar in Strategic Marketing Management – these are concentration specific writing intensive required capstone seminars.

BUSN 5100 Internship: Fieldwork I, BUSN 5101 Internship: Fieldwork II - Off-campus internship or independent research project supervised by a faculty member. Final report.

- BS in Chemistry

CHEM 5400 Off-Campus Internship in a commercial or government organization, supervised by a faculty member. Positions and assigned tasks will vary depending on the needs of the host institution, but will make extensive use of chemical knowledge and skills. A final report will be required.

- BA in Childhood Education Teacher

CBSE 4201 Student Teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1-3 and 4-6; long- and short-term planning. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety



education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school change. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.) Several other such student teaching courses toward this degree.

- BA in Communication

COMM 4000 and 4100 Internship - A minimum of one hundred twenty-six hours field experience during the fourteen-week semester in a professional communications setting commensurate with student's area of interest within the program. Evaluative report required as part of the course.

- BS in Computer Science and BS in Information Systems

CISC 4900 and 4905 Independent and Group Projects - Planning and development of a real computer systems project supervised by a faculty member. Projects may involve group participation. Achievement measured by demonstrable attainment of the project's goals. Written report.

- BA in Early Childhood Education Teacher

ECAE 4001 Seminar and Comprehensive Student Teaching: Early Childhood Education - Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. 300 hours of student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required for the initial certificate in early childhood education. (Open only to students who have completed all required Early Childhood Art Education courses with a grade point average of 3.00 or higher, and a grade point average of 2.80 or higher in a minimum of 60 credits in liberal arts and sciences courses.)

- BS in Earth and Environmental Sciences

EESC 5800 Internships in Earth and Environmental Sciences - Supervised participation in professional activities with public, private or non-profit entity; on-campus seminar meetings; creating a work journal and professional portfolios.

- BFA in Creative Writing

ENGL 4301 Advanced Seminar in Creative Writing - Capstone seminar in the craft of creative writing (fiction, poetry, playwriting). Focus on both experimentation and development of personal style through writing exercises and workshops.

- BA in Journalism

ENGL 5401 Journalism Internship - The internship requires working one day each week for a newspaper, magazine, Internet news site, or wire service in the New York metropolitan area.

- BBA in Finance

FINC 5100 Internship: Fieldwork - An off-campus internship supervised and approved by a faculty member and will require written assignments and a final report.

- BA in History

HIST 5105 Internship - Applied training in history at historical sites other than archives specifically associated with the Brooklyn College Minor in Archival Studies and Community Documentation (ASCD). Internships at off-site institutions that allow for supervised projects in museum management, historical exhibit creation, oral history, and collection development.

- BS in Adolescence Education: Physical Science Teacher

KINS 4412 Comprehensive Student Teaching – Physical Education - Capstone course requiring Physical Education Teacher Education students to participate in a semester long student teaching experience that is equally split (7 weeks each) between elementary (K-6) and secondary (7-12) school placements. Daily supervised teaching of developmentally appropriate physical education in schools. Weekly seminar. Methods of instruction and lesson planning, curriculum development and assessment, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in physical education.

- BS in Exercise Science

KINS 4760 Internship in Exercise Science - Practical experiences in planning, organizing, assessing, and implementing exercise science programs in various settings. Internship may extend beyond one term. This would require that students complete 300 hours of internship activities.

- BA in Music, B.Mus. in Music Composition

MUSC 5881, 5882, MUSC 5883 Music Internship - Supervised on- or off-campus work at least one day per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, or music research. Submission of a critical report on the experience.

- BA in Philosophy

PHIL 3920 Internship in Applied Philosophy I - Field experience in professional organizations that contribute to the preparation for careers in such areas as law, government, medicine, business, teaching. Individual and group conferences with faculty mentor. Directed reading and writing in applied philosophy related to field experience. Preparation and presentation of a critical report of the experience.

PHIL 3921 Internship in Philosophy II - Field experience in professional organizations that contribute to the preparation for careers in such areas as law, government, medicine, business, teaching. Individual and group conferences with faculty mentor. Directed reading and writing in applied philosophy related to field experience. Preparation and presentation of a critical report of the experience.

- BA in Political Science

POLS 4000W Capstone Senior Seminar - Capstone seminar for majors in their senior year. Subjects will vary from term to term. The capstone seminar builds on the research analysis and research methods skills developed in prerequisite courses. Each student will write a research paper that incorporates library and empirical or field research.

POLS 3601 New York State Legislature Internship I - Theoretical approaches to public policy development through operation of the state government in a working-learning experience in the state legislature. Course conducted in Albany, New York. Intensive orientation by government officials under direction of program faculty. Forums, readings, and papers on current issues.

POLS 3602 New York State Legislature Internship II - In-depth experience in the dynamics of actual public policy implementation in state government through direct involvement in legislative process. Course conducted in Albany, New York, and requires a working-learning contract between the student and the legislative sponsor. Weekly 30-hour internship in legislative office working with staff. Practice and development of interpersonal skills and career goals. On-site evaluation, written assignments, and reports.

POLS 3651 Internship in New York City Government, Politics, and Social Movements - Supervised internships in government agencies, legislative offices, or organizations in the private and public sector. Students will be responsible for required readings, a diary of field experiences and observations, and a term paper.

- BS in Psychology

PSYC 4800 Field Experience in Psychopathology - Application of behavior pathology theory in a clinic or hospital.

- BA Programs for Adolescence Education (grades 7-12)

Numerous Student Teaching courses – below is the one for English teacher and there are others for teaching all the other disciplines, social studies, mathematics, science, etc.

SEED 4401 Seminar on Methods of Teaching English, Student Teaching I - Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with state and national standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of three hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Support development of portfolio for state certification.

- BA in Sociology

SOCY 4900 Internship in Applied Sociology - Supervised internships in organizations in the private and public sector. Development of research and related skills in the study of formal organizations, group dynamics and leadership, urban planning, decision-making, and market and evaluation research. Students will be responsible for required readings, a diary of field experiences and observations, and a term paper.

- BA in Television and Radio, and BS in Journalism and Media Studies

TVRA \*4176 Television and Radio Internship - Field experience in a professional telecommunications facility. Administrative, production, or technical duties as assigned by a cooperating facility. Preparation and presentation of a critical report of the experience.

TVRA 4777 Capstone in Journalism and Media Studies - Students engage in the creation of portfolios of their work including a culminating project designed and created during the semester. Students commit individual and communal acts of journalism devised by them as a cohort and news unit across multiple platforms. The semester's work culminates in public portfolio review and the publication of a web-native essay in which students articulate their journalistic practices

and achievements in the context of current scholarship in journalism ethics, practices and industrial strategies.

- BFA in Theater

THEA 4400W Senior Rehearsal and Performance - Under faculty supervision students will study and evaluate their working procedures and development in a selected role throughout the rehearsal and performance process. Students will also develop a comprehensive written thesis that focuses on their research for the role, in-depth analysis of text and character, and analysis of the creative process of the production.

- BA in Urban Sustainability

SUST 4001 Capstone in Urban Sustainability - Seminar in recent and current topics in urban sustainability with focus on research methodology. Seminars by invited speakers; student seminars and discussions moderated by instructor. Students will collaborate to complete and present a project for a client selected by the urban sustainability steering committee.

SUST 5001 Internships in Urban Sustainability - Supervised participation in professional activities with public, private or non-profit entity; on-campus seminar meetings; creating a work journal and professional portfolio; internship must be pre-approved by urban sustainability program director prior to enrolling.

- BA in Women's and Gender Studies

WGST 4402 Community Internship in Women's Studies - Community service experience working at a site approved by the program.

## Graduate

- MFA in Art

ARTD 7950G Master Project I and ART 7951G Master Project II – independent research, development and production of creative work in student's concentration. Culminates in exhibition of work and written report.

- MA in Biology

BIO 7991G and BIOL 7992G Thesis Research – Research for master's thesis supervised by a faculty member.

- MS in Business Administration

BUSN 7290X Internship – off-campus internship supervised by faculty, final report required

- MS in Chemistry

CHEM 7910XG and CHEM 7920G and CHEM 7930G Thesis Research –research for master's degree

- MSED in Childhood Education Teacher Grades 1-6:

CBSE7699T Student Teaching Practicum, Education of Middle Childhood and Adolescent Students with Special Needs – supervised field work in all aspects of middle childhood and high school curriculum. Integration of instructional technology, interdisciplinary curriculum and topics aligned with NYS standards.

CBSE 7471T Childhood Education: Student Teaching in Grades 1-6 – 300 hours of supervised teaching practice.

- MS in Speech-Language Pathology requires 11 credits of clinical practicum from:

CASD 7395X Clinical Practicum and Seminar: Assessment in Speech in Speech-Language Pathology – Supervised clinical experiences completed on campus; identification and evidence-based assessment of individuals with speech, language, swallowing, communication differences/disorders across the lifespan; culturally and linguistically appropriate assessment; counseling; professional issues; ASHA code of ethics and scope of practice. Co-requisite with SPEC 7396X. Each clinic practicum course includes clinical experience and seminar.

CASD 7396X Clinical Practicum and Seminar: Intervention in Speech-Language Pathology - Supervised clinical experiences completed on campus; evidence-based intervention of individuals with speech, language, swallowing, and communication differences/disorders across the lifespan; culturally and linguistically appropriate intervention; counseling; professional issues; ASHA code of ethics and scope of practice. Each clinic practicum course includes clinical experience and seminar.

CASD 7397X Clinical Practicum and Seminar in Speech-Language: Assessment and Intervention I and CASD 7398X Clinical Practicum and Seminar in Speech-Language Pathology: Assessment and Intervention II - Supervised clinical experiences completed at on- and/or off-campus sites; evidence-based identification, assessment and intervention of infant, child, and/or adolescent populations with speech, language, swallowing, and communication differences/disorders; culturally and linguistically appropriate identification, assessment and intervention; counseling; professional issues; ASHA code of ethics and scope of practice. Each clinic practicum course includes clinical experience and seminar.

- MS in Health Informatics

CISC 7980G Health Informatics Internship - An off-campus internship jointly supervised by a health center sponsor and by a faculty member. The course requires the student to participate in computer science-related activities in a health-related setting. The student will be required to write periodic reports on activities and a final paper. MS in Education in early childhood education teacher birth through grade 2 – requires student teaching.

- MS in Early Childhood Education Teacher

ECAE 7120T Seminar and Comprehensive Student Teaching: Early Childhood Education - Student teaching in one or more of the following age levels: infants and toddlers, preschool, kindergarten, grades 1 and 2 as required to qualify for initial certification in early childhood education. Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Emphasis on learning needs of children in culturally and linguistically diverse urban settings. Reflection on practice. Development of professional portfolio and preparation for the Teacher Performance Assessment (EdTPA).

ECAE 7820T Supervised Laboratory and Applied Field Experience in Child Development: Locally and Internationally - Consideration of current issues and applied child development in a variety of

international, community and center-based settings. Observation and discussion of child development, the arts, play and technology.

- MS in Earth and Environmental Sciences

EESC 7951G, EESC 7952X, EESC 7953G Thesis Research

- MAT in Earth Science Teacher

SEED 7381T Science Student Teaching Seminar I – Seminar for administration, guidance, and instruction for the student teaching field experience in science education. Each class meeting will be used to "debrief" and reflect on student teaching experiences, review of State certification requirements, discuss teaching and learning of science in light of student teaching experiences and observations. Students enroll in appropriate NYS certification exams and required workshops. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate. Formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Distribution and collection of student teaching evaluations and timesheets. Development of portfolios. Students will be engaged in the completion of appropriate NYS certification, workshops and examination requirements.

SEED 7383T, 7542T, 7543T Student teaching and seminar in other subject areas, parallel to the above course.

- MFA in Creative Writing

ENGL 7913X The Craft of Fiction – intensive examination of the student's fiction, advice on the preparation of a substantial manuscript in publishable form.

Parallel courses for poetry and playwriting: ENGL 7923X The Craft of Poetry, ENGL 7933X The Craft of Playwriting

- MA in Screen Studies

FILM 7911G Film Internship I – Internship or Apprenticeship in museum film study center, film/media publication/distribution/marketing/production office or in a professional production office. FILM 7942G Thesis Project Development - Working both collaboratively and in their areas of specialization—Producing, Directing, Screenwriting, Cinematography, Post-Production—this course provides an opportunity for students to source, write, re-write, develop and prepare materials for their thesis projects. Each group will work under the supervision of faculty specialists to undertake a thorough preparation and seek to gain approval of their capstone projects.

- MFA in Cinema Arts

FILM 7952G and FILM 7962G - 2 semester capstone sequences in which students complete two feature-length screenplays one of which must be an original script and second may be an adaptation from an earlier work, culminating in staged readings at end of semester.

- MA in Community Health

HNSC 7925X Internship and Field Experience Seminar in Community Health - Supervised individual projects in community health education in a community or health agency - Culminating capstone course.

- MFA in Media Scoring

MUSC 7871X Media Scoring Capstone I, MUSC 7872X Media Scoring Capstone II – new creative or research work of substantial significance

Parallel capstone project courses in MFA in Sonic Arts, MM in Global and Contemporary Jazz Studies, MM in Music Composition, MFA in Sonic Arts, Advanced Certificate Programs in Music P performance.

- Advanced Certificate in School Psychologist

SPCL 7931T and 7932T Practicum in School Psychology – field experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues. SPCL 7933X and 7934X Internship in School Psychology -600 hours of fieldwork in the clinical and educational functions of the school psychologist in diverse settings; provides context for supervised integration of previously acquired competencies and professional approaches to the function of school psychology.

- MA in Education (7-12) in various disciplines

SEED 7542T, 7543T Student Teaching Practicum - Courses in student practice teaching. Opportunity for extensive and intensive participation in teaching and school activities. Observing, developing, and studying curriculum in light of teaching experiences and observations.

- MFA in Television Production

TVRA 7799X Fieldwork in Electronic Media – A television production externship that provides on-the-job production experience under the supervision of a selected television professional.

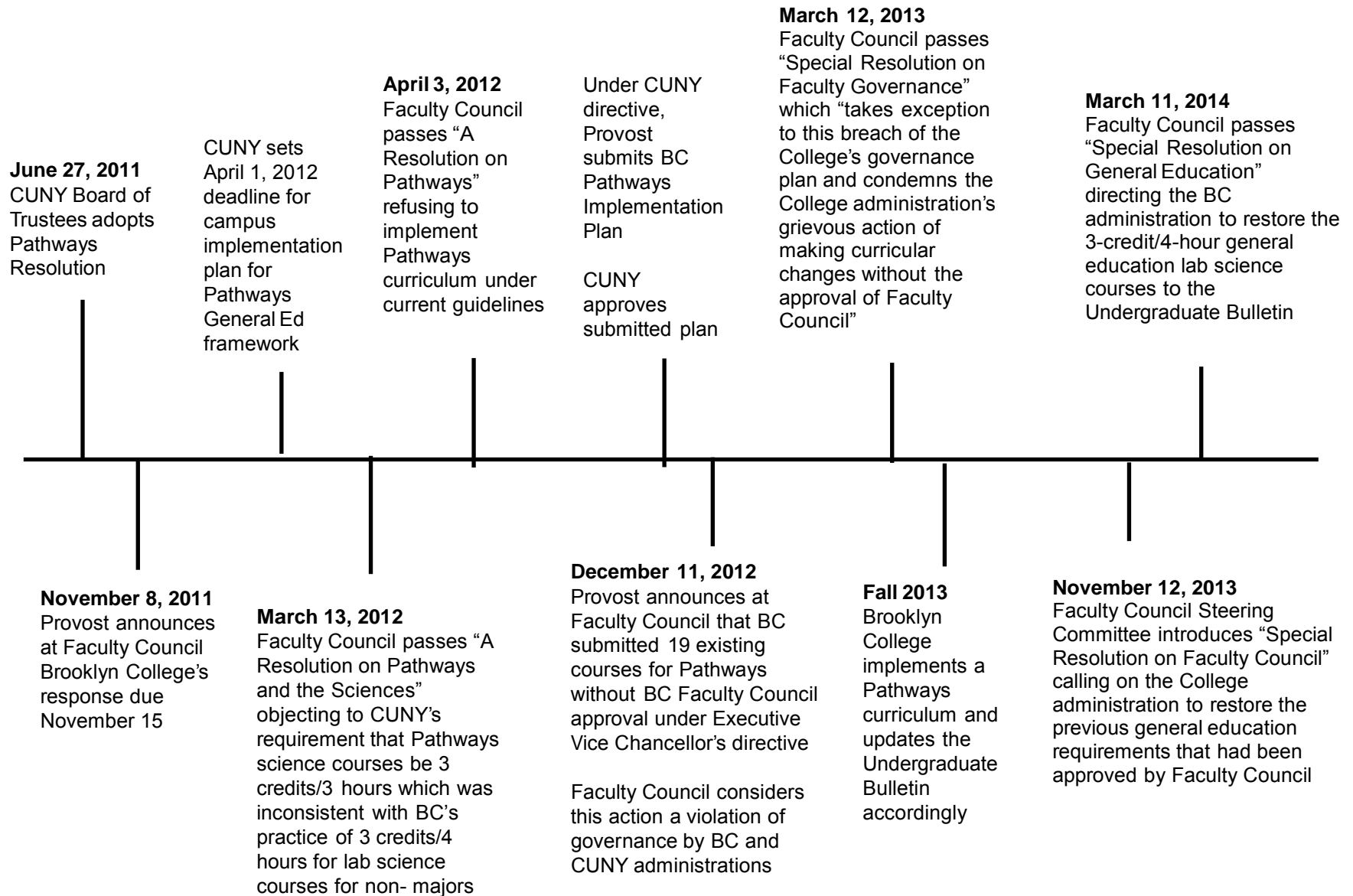
TVRA 7784G Advanced Multi-Camera Production II – each student creates, designs, directs and produces one 30 minute program , course teaches advanced techniques of directing and producing a multi camera program.

- MFA in Theater

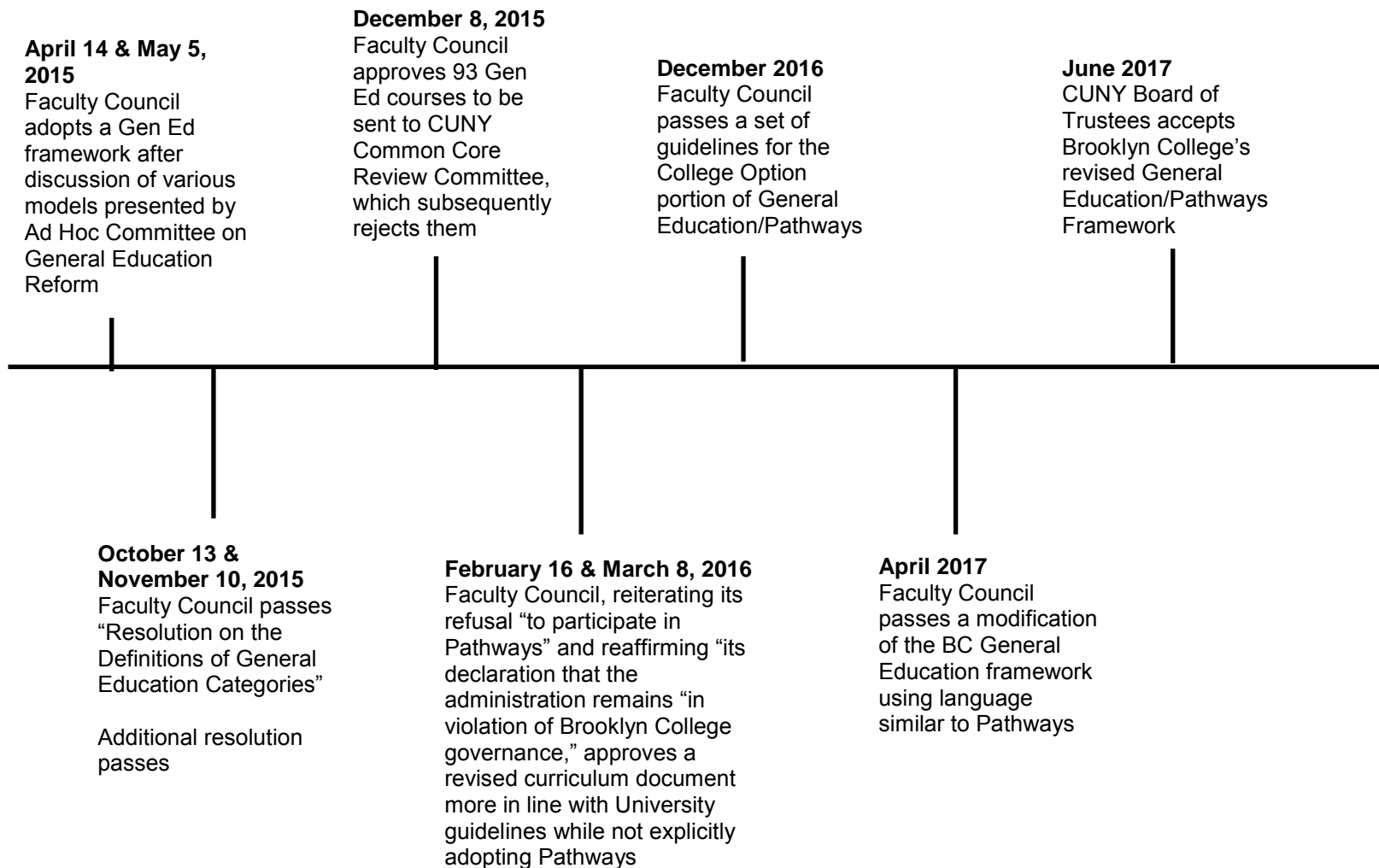
THEA 7621X, 7622X, 7623X Performing Arts Externships – placement with a professional performing arts company or organization for intensive fieldwork, requires written report regarding the externship experience.

# Pathways Program at Brooklyn College

## Timeline







Brooklyn College  
Curriculum Planning  
Fall 2018

Identification of Courses Meeting Technological Competency, Oral  
Communication and Information Literacy Outcomes

I. Courses that meet the learning outcome of developing technological  
competencies

English Composition

LO: Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources

ENGL 1010 Students will do on-line assignments, including identify and evaluate websites, databases, etc.

ENGL 1012 Students will develop a research topic, using evidence and citations; develop and navigate bibliographic materials.

Creative Expression

LO: Use appropriate technologies to conduct research and to communicate:

ARTD 1010

MUSC 1400 Students will employ music notation (Sibelius) and audio editing (Audacity) software to create examples demonstrating musical concepts or supporting discussion topics

Scientific World LO: Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions

ANTH 2205 Students will apply quantitative data in understanding and interpreting the human skeleton including how to evaluate pre and post mortem modification

CHEM 1012 Students will analyze several cases of art restoration and art forgery. They will demonstrate how chemical methods and techniques, based on modern technologies, aid art experts in solving the problems of object of arts deterioration and in cases of art authentication. Specifically, students will pair appropriate chemical methods, techniques and instruments with specific cases of preservation of objects of the arts and archaeology, and with specific cases of art authentication.

CHEM 1037/ANTH1205 **Presented videos will.....highlight techniques**, technologies and procedures employed by scientific investigators across all disciplines. Examples will include GC-MS detectors used in airport for explosive testing, pH in-field detectors used

**for preliminary drug testing, etc. Students' in class discussion** will be focused on possible applications of the presented techniques in the science of forensics.

EESC 1010 Students will develop skills to collect, analyze and interpret geological and environmental data sets. For example, students will learn to identify characteristics of various rocks and minerals and the geology of NYC, mapping skills such as 2-D representation of 3-D environments as well as basic oceanographic data analysis techniques.

PHYS 1005 Students will practice their analytical problem solving skills. Also, in lab students will learn how to precisely use simple measurement equipment such as rulers and timers.

PHYS 1040 Exams and homework assignments illustrating how experimental techniques were developed to probe the atom and how statistical methods were used to estimate macroscopic effects of nuclear reactions. Uses computer work and database retrievals.

PHYS 1100 Uses technology rich lab exercises

PHYS 1150 Uses technology rich lab exercises

Individual and Society

CASD 1707

World Culture and Global Issues

ARTS 1035 Includes podcast assignment

College Option – Exploring Science

PHYS 1070 Uses computer work and database retrievals

PHYS 1080 Uses computer work and database retrievals

## II. Courses that meet the learning outcome of developing oral communication skills

Learning Outcome for all flexible core courses: Produce well-reasoned written or oral arguments listing evidence to support conclusions

ANTH 1205 This course includes an in-class primary literature presentation, in which students develop written and oral arguments supported by quantitative and qualitative data.

ANTH 2205

ANTH 3135

ARTD 1010 Oral communication is an explicit course learning goal

ARTD 1035 The paper assignment, team activities and group presentation are all designed to have students present evidence-based arguments. A major component is oral communication in the groups and from groups to the class.

ARTD 3134 As the course is discussion based, students are required to orally express their viewpoints on a regular basis.

CHEM 1012 Based on four written reports students will prepare one PowerPoint presentation on one topic that will be presented in class. These oral presentations will be evaluated and graded.

CHEM 1037 Students will give oral presentations on their interpretation of selected criminal cases based on the evidence and their scientific knowledge.

CISC 1002 Look at a simple computer program and orally tell if the program will go into an infinite loop or halt.

CLAS 2109 Participation in class discussions anchored in specifics.

CLAS 3200 Participation in class discussions anchored in specifics.

CLAS 3245 All assignments, including class discussion, address this learning outcome.

EESC 1050 Students will be required to develop a presentation on an oceanographic issue impacting or impacted by society. They will be required to present data in support of their position.

ENGL 2001 Students are required to produce well-reasoned written and oral arguments using evidence to support their conclusions. In class discussions they are expected to address questions about immigration and identity, in which they need to argue for or against positions orally using evidence from the text.

ENGL 2002 In class discussion, students are continually asked to articulate ideas presented in the texts supported by reference to passages in the text.

**ENGL 2006 In class discussions.....students are expected to produce well-**reasoned arguments and to support their claims with evidence.

ENGL 2008 Students participate in a debate on a controversial subject regarding the issue of identity, in which they need to present an argument in support of or in opposition to a certain statement.

ENGL 2009 In both class discussions and writing assignments, students are expected to produce well-reasoned arguments and to support their claims with evidence.

HIST 3401 Students will not only be asked to assess the arguments of others but to build their own in class discussion.

JUST 3485 In addition to written exams, students are graded on regular participation in class, multiple presentations on neighborhood visits, as well as a final presentation and written paper on research done over the course of the semester. These activities offer practice in oral expression, organization of thoughts, and construction of well-reasoned arguments to support their analyses of the history they are studying.

MLAN 2015 When students present their content areas in class, they are going to have to make clear, well-reasoned arguments orally.

MLAN 2610 Students will need to produce well-reasoned arguments orally in their presentations.

**MUSC 3101 Students participate in oral presentations ....throughout the course.**

PHYS 1040 In-class discussion and debate between groups.

PRLS 3105 On orals levels, students are asked to inform their comments/analysis via referencing the assigned books/articles or using other points of evidence. Via group work, students are also required to summarize chapter readings, discuss their implications, and challenge the class with alternative perspectives. This is required via an evident high attendance/participation grade (worth up to 20% of final grade.)

PRLS 3203 During class discussion, which is highly encouraged and a significant part of grade, oral arguments/analysis must be contextualized/qualified by course material as **reference point. Group work requires this as well in their response to professor's or other classmates' questions.**

SOCY 1200 Students do regular group projects in class where they respond to particular questions and present their results to the class.

SPCL 3000 Students will produce well-reasoned oral arguments in class discussions and activities (e.g., graded presentation.)

SPEC 1707 Students will prepare a speech with the specific purpose to convince audience members. The speech will require well-reasoned oral arguments in order to convince the audience to accept or reject an idea.

WGST 1001 Students are required to use evidence gathered from scholarly articles and books to support well-reasoned arguments in both class discussions/presentations and writing assignments.

### III. Courses that meet the learning outcome of developing information literacy

#### English Composition

LO Read and listen critically and analytically, including identifying an **argument's major assumptions and assertions and evaluating its** supporting evidence

ENGL 1010 Students will read a variety of primary documents, including essays, short stories, and memoirs. Students will read secondary texts and internet databases. They will have on-going in-class discussions.

ENGL 1012 The course focuses on expository writing and reading works from a range of genres and disciplines.

LO Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources

ENGL 1010 Students will do on-line assignments, including identify and evaluate websites, databases, etc.

ENGL 1012 Students will develop a research topic, using evidence and citations; develop and navigate bibliographic materials; draft, revise, and structure a 10-12 page academic research paper using MLA or Chicago guidelines.

## Mathematical and Quantitative Reasoning

LO Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form

CISC 1001 Introduction to the path of problem solution from problem statement to interpretation of computer output. Effectively reporting the output of a computer program

CISC 1002/PHIL 2200 Write a truth table of a logical formula. Use flash cards with numbers to demonstrate how different sorting algorithms work at ordering numbers.

MATH 1311 Students submit written explanations of mathematical phenomena. For example, they will be able to coherently use the fundamental theorem of arithmetic that while two given numbers agree to as many decimal places as are available on a calculator they are not equal. Similarly they will be able to communicate how the consumer price index is calculated.

MATH 1501 Students present solutions to recommendation problems in a written format addressed to persons with no foreknowledge of statistics. For example, students would prepare a memo for a regulatory agency regarding the effectiveness of a drug regimen for the treatment of a condition.

## Individual and Society

LO Articulate ethical uses of data and other information resources to respond to problems and questions

CASD 1707 Complete research on a relatable societal problem that has ethical implications. Students will also excogitate a solution to the problem.

SEED 2001/CBSE 2001 Students are expected to research, develop and articulated societal issues and concerns as they pertain to teaching, learning and forms of education.

## Life and Physical Sciences

LO: Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report

ANTH 1200 Students will apply the scientific method to gather, analyze, and present **data in laboratory sections. ....Students will be assessed on their ability to formulate** evolutionary arguments, comprehend scientific literature, and interpret data through class and lab discussions, presentations, laboratory, zoo, and museum assignments, and several quizzes and exams.

BIOL 1010 All labs require students to obtain data and present it in a written lab report

CHEM 1007 In all experiments, including the collaborative labs, students obtain data, analyze that data and present it in a written lab report. Interpretation of graphical data.

## Creative Expression

ARTD 1035 Use of Google Maps

## US Experience in its Diversity

ANTH 3135

## Scientific World

ANTH 2205







# Institutional Research and Data Analysis: Facts and Figures

Presentation for the New  
Department Chairs' Orientation  
November 7, 2018 Updated

# What is Institutional Research?

- IR collects, analyzes, reports, and maintains data about students, faculty, staff, curriculum, course offerings, and learning outcomes.
- Informs campus decision-making and planning in areas such as admissions, financial aid, curriculum, enrollment management, staffing, student life, finance, facilities, athletics, and alumni relations.

# What is Form-A and Why Is It Important?

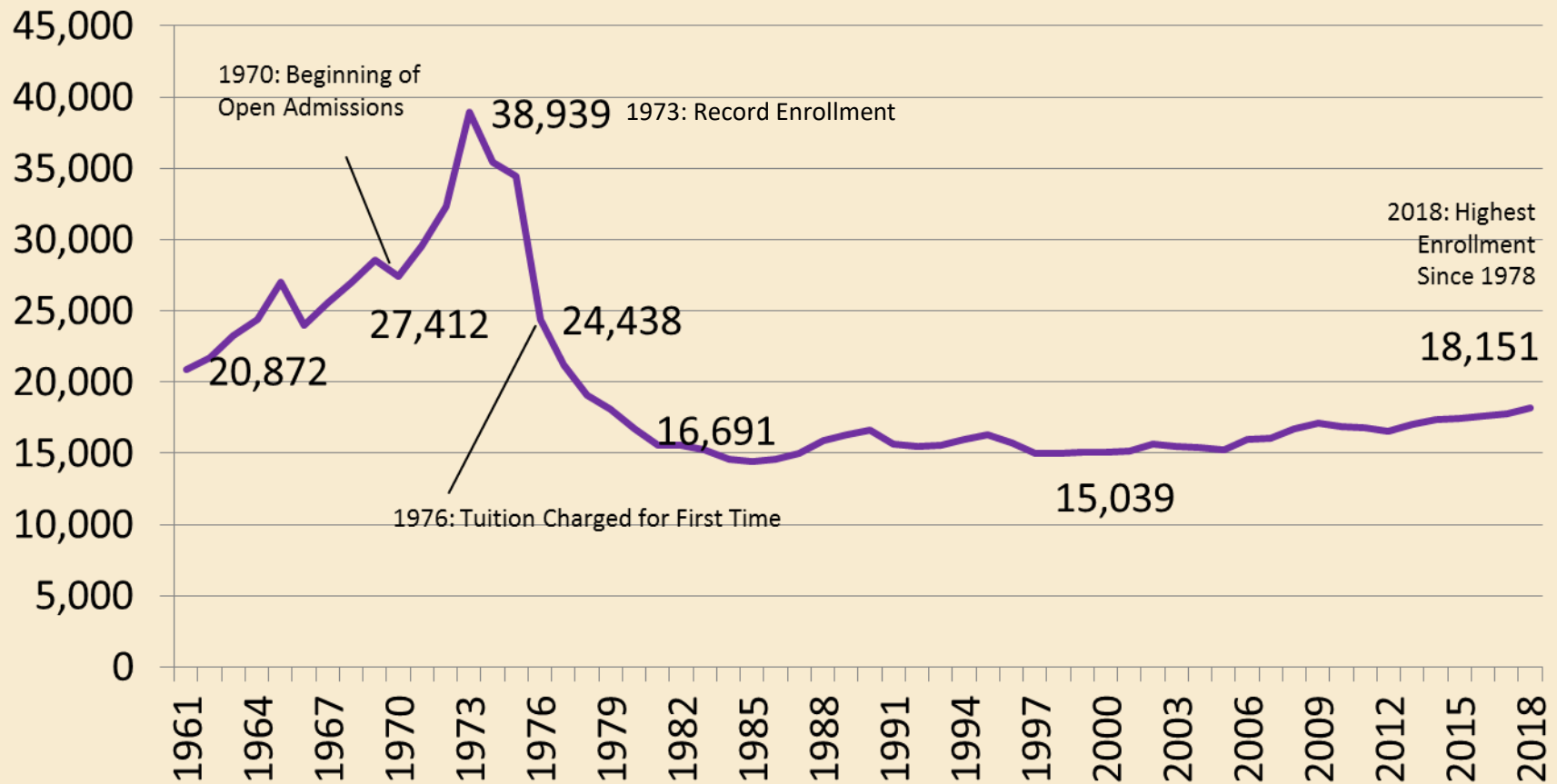
- Registration data file created five weeks after the start of each semester.
- “Frozen” file facilitates consistent comparison across semesters, facilitating trend analysis.
- Process also allows for data file review and validation.

# Who Are Our Students?

- 18,151 total students; 14,968 undergraduate and 3,183 graduate<sup>1</sup>
- 5,173 new degree-seeking undergraduates; 1,839 first time freshmen, 3,334 transfer (64.4%)<sup>2</sup>
- 1,348 new degree-seeking graduate students<sup>2</sup>
- 2,891 undergraduate degrees were conferred in the 2018 Academic Year<sup>3</sup>
- 1,138 graduate degrees were conferred in the 2018 Academic Year<sup>3</sup>

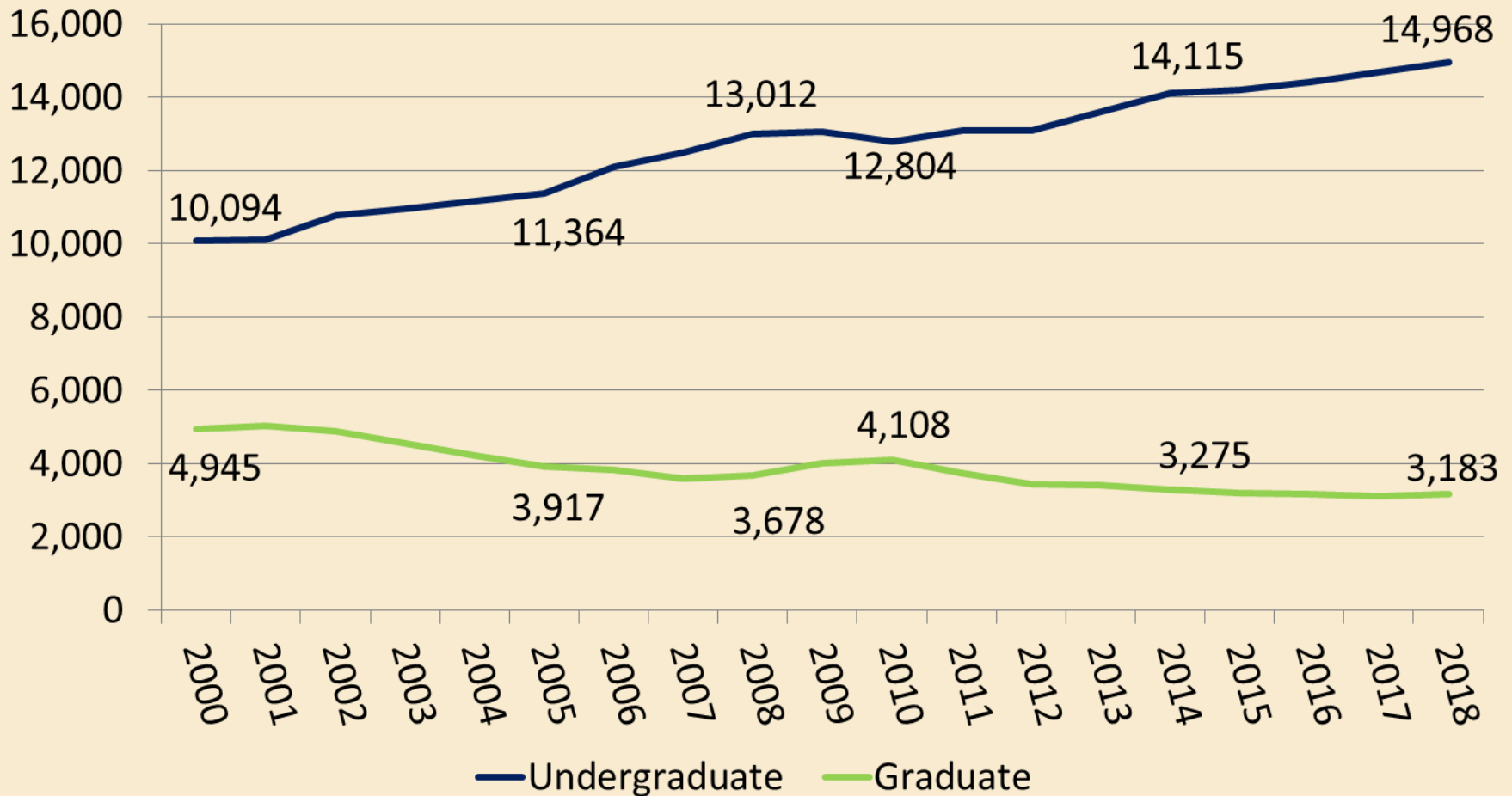
# Historical Headcount Enrollment\*

## Headcount Enrollment, 1961-2018



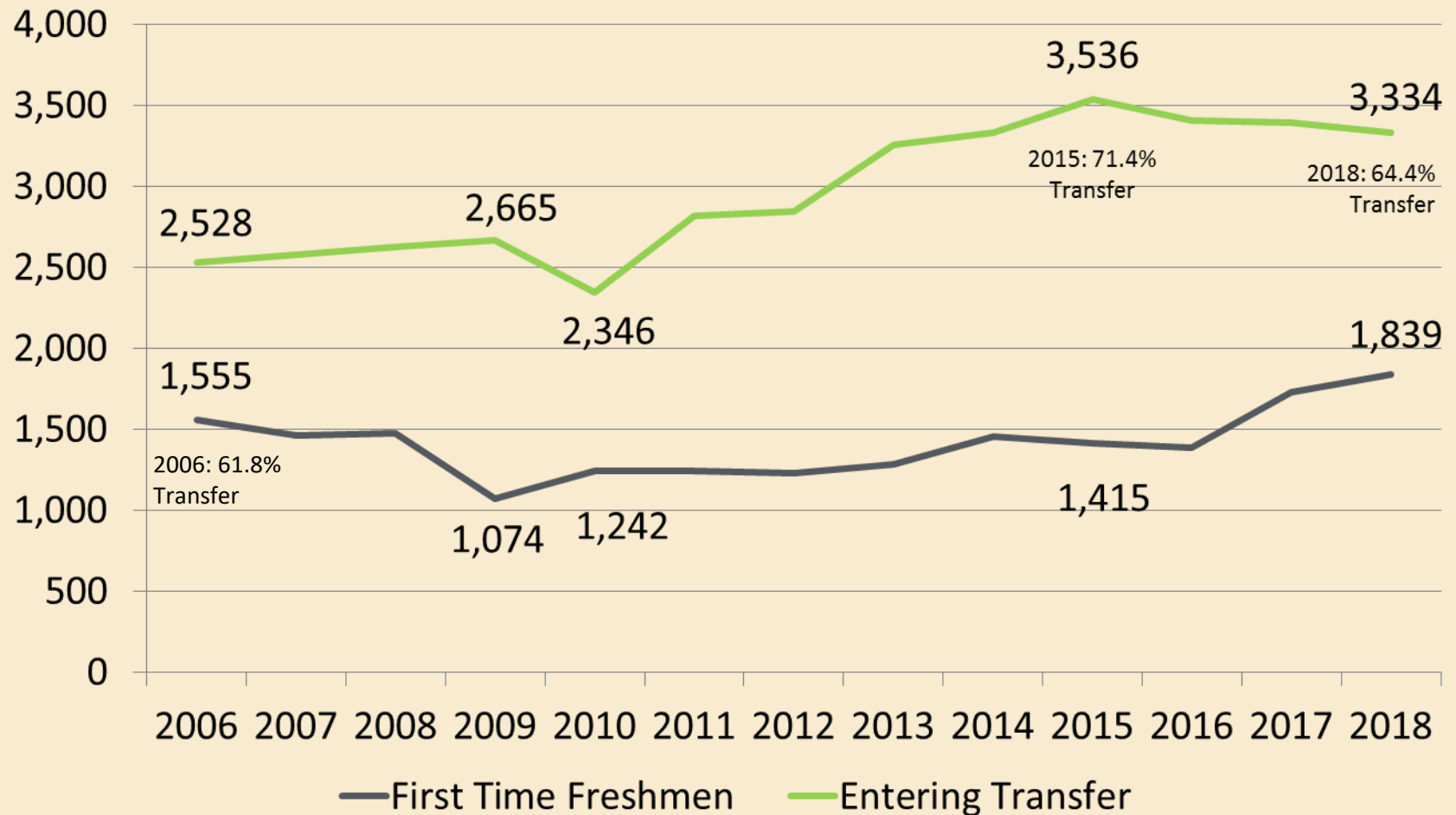
\* Brooklyn College Historical Enrollment  
Report, IRDA

# Annual Enrollment of Undergraduate and Graduate Students, 2000-2018\*



\* Brooklyn College Fall Historical Enrollment Report, IRDA

# Annual Enrollment of First Time Freshmen and Transfer Students, 2006-2018\*



\* Brooklyn College Form-A Show Files, New Student Enrollment for the Full Calendar Year

# Some Demographic Facts

- 57.5% of undergraduates and 65.4% of graduate students are women<sup>1</sup>
- 48.2% of undergraduates and 47.2% of graduate students who report an ethnicity identify as members of underrepresented minority groups<sup>2</sup>
- 43.2% of first time freshmen and 46.8% of entering transfer students are first generation college students<sup>3</sup>



# Ethnicity of Entering Undergraduate Students, Fall 2018\*

Ethnic Category	First-Time Freshmen	Entering Transfer
American Indian or Alaskan Native	0.3%	0.2%
Asian	28.9%	15.0%
Black or African American	10.5%	21.2%
Hispanic	20.9%	29.3%
Native Hawaiian or Other Pacific Islander	0.1%	0.0%
White	28.0%	18.6%
Two or More Races	2.3%	1.8%
Missing/Unknown	9.0%	18.6%
Total	100.0%	100.0%

\* Fall 2018 Brooklyn College Form-A Show File

# How Do We Measure Student Experience?

- National Surveys: Noel-Levitz SSI, NSSE, COACHE
- CUNY Surveys: Student Experience Survey, Campus Climate Survey
- Brooklyn College Surveys: Mid-Year First-Year Surveys, Recent Graduate Survey
- Ad Hoc Surveys

# Selected Results from the 2016 Student Experience Survey: Percent Satisfied or Very Satisfied\*

Item	Brooklyn	Baruch	Hunter	Queens
Overall Social Experience	54%	44%	36%	50%
Overall Academic Experience	72%	65%	62%	75%
Value of Education for the Price	57%	64%	53%	62%
Would Attend Again if I could start over	68%	64%	56%	67%

\* Spring 2016 Student Experience Survey; response count: 713.

# Selected Results from the 2016 Student Experience Survey: Registration Problems\*

Item	Brooklyn	Baruch	Hunter	Queens
I was able to register for every course I wanted.	62%	55%	64%	65%
I could not register for a General Education course	30%	28%	41%	30%
I could not register for a course req. for major	25%	42%	30%	27%
I could not register b/c course was not offered	18%	9%	15%	12%
I could not register b/c course was closed	50%	58%	55%	59%

\* Spring 2016 Student Experience Survey; response count: 713.

# Mid-Year First Time Freshmen Survey: What Student Habits Predict Retention?\*

- Attend 100% of your class meetings (not counting sickness and religious observation).
- Students who indicated that they are “better able to assess the assumptions, strengths, and weaknesses of an argument.”
- Answering “False” to the statement, “I spend as little time on campus as possible.”
- Read required readings before they are covered in class.
- Set aside a specific amount of time each week to study, and stick closely to it.

\* Spring 2016 Mid-Year First-time Freshmen Survey; 789 matched to Fall 2015 and Fall 2016 Show Registration files.

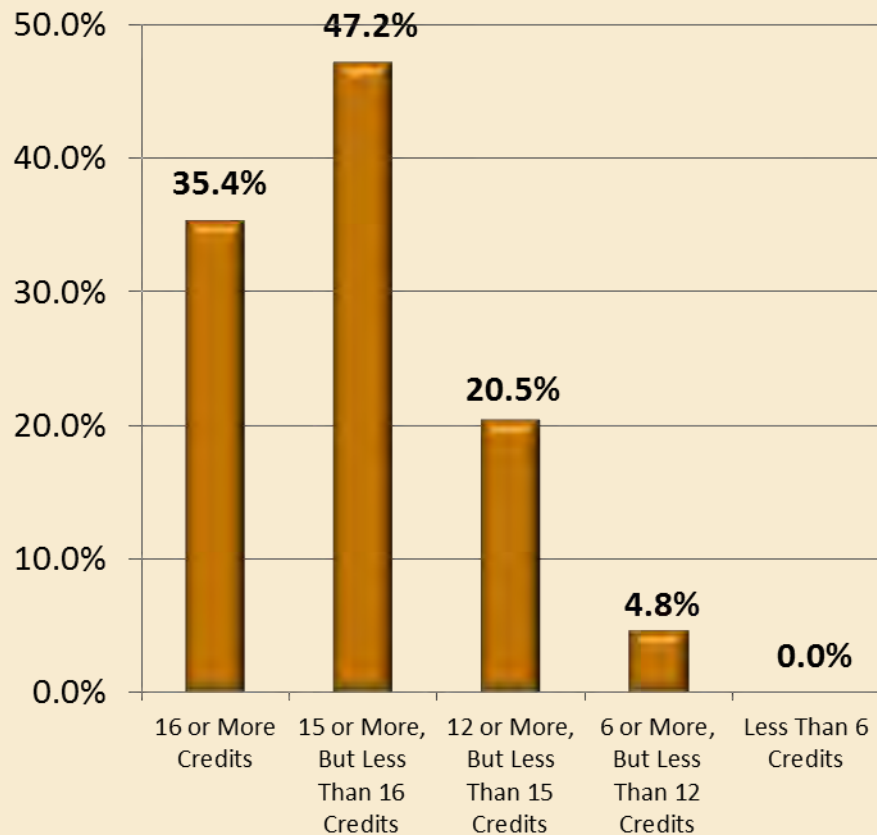
# How Do We Measure Student Success?

- Progress: Are they making the achievements expected by the appropriate time in their college career?
- Retention: Do they continue to pursue their degree each semester? Do they stop out, drop out, or transfer out?
- Graduation: Do they earn their degrees?
- After graduation: Are they successful in their future endeavors?

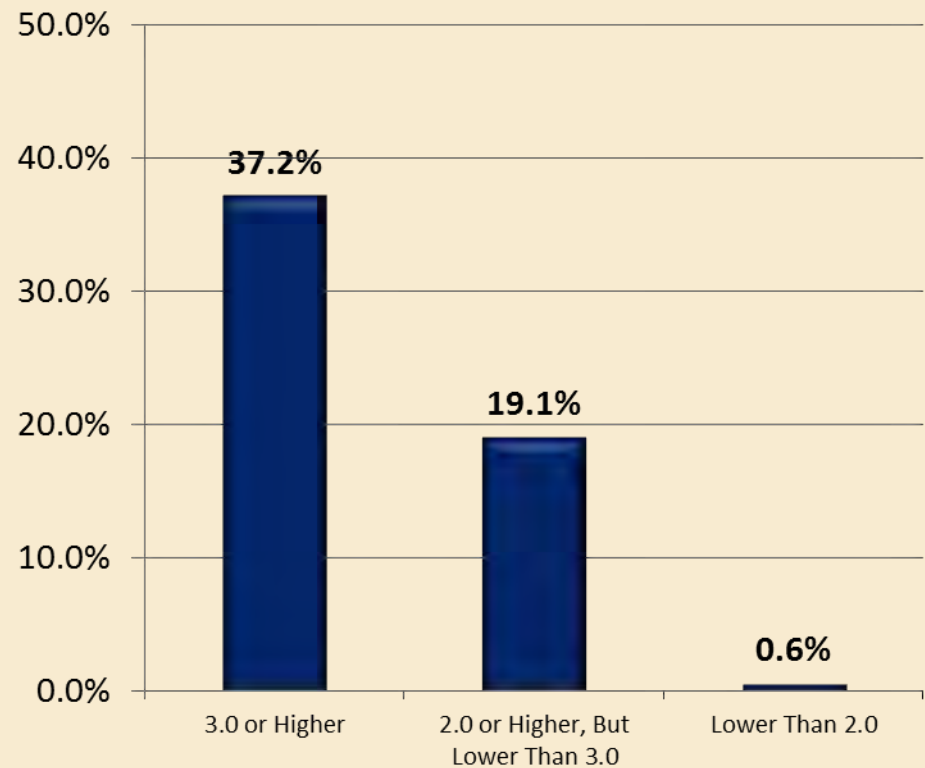
# Student Progress

## Four-Year Graduation Rates, Fall 2013 First-Time Baccalaureate Degree-Seeking Freshmen, First Semester Credits Attempted and GPA

**Four-Year Graduation Rates**



**Four-Year Graduation Rates**



# Academic Momentum

Aim: to improve retention and graduation outcomes by increasing student course completion early in their careers. AM goals include:

1. Embedded tutoring, supplemental instruction, and an early alert system for specified high-risk courses
2. Creation of degree maps for all majors.
3. Establishment of meta-majors to help students better plan their college careers.



# Academic Momentum: Percentage of Fall First Time Full Time Freshmen in Baccalaureate Programs Completing 30 Credits in the First Year\*

Cohort	Brooklyn	Baruch	Hunter	Queens
2013	45.5%	68.7%	53.5%	47.7%
2014	43.3%	68.2%	54.3%	45.2%
2015	48.6%	70.1%	53.3%	50.5%
2016	48.9%	71.9%	59.0%	53.4%
2017	54.3%	n/a	n/a	n/a

# Performance Outcomes: Fall 2017 Courses with the Most First Time Freshmen and Entering Transfer

Course	Name	First Time Freshmen	Entering Transfer	Difference
ENGL 1010	English Composition 1	3.20	3.18	0.02
MUSC 1300	Music: Language, History, and Culture	3.33	3.22	0.11
PSYC 1000	Introductory Psychology	2.74	2.97	-0.23
MATH 1021	Precalculus Mathematics A	1.99	1.71	0.28
HIST 3401	American Pluralism to 1877	3.05	3.06	-0.01
PHIL 2101	Intro to Problems of Philosophy	3.06	2.95	0.11
ANTH 3135	American Urban Experience	3.42	3.21	0.21
ARTD 1010	Art: Its History and Meaning	3.05	2.85	0.20
CHEM 1050	General Chemistry 1A	2.04	1.10	0.94
BIOL 1010	Biology: The Study of Life	2.61	2.07	0.54

- Brooklyn College Form-A Show Files and CUNYfirst Reporting Instances
  - Of the top 50 such courses, the mean difference was 0.22.

# One-Year Persistence Rates: First Time, Full Time, Baccalaureate-Seeking Freshmen\*

Cohort	Brooklyn	Baruch	Hunter	Queens
2013	82.0%	90.4%	86.1%	86.0%
2014	81.7%	90.7%	82.5%	84.9%
2015	81.8%	90.9%	84.6%	84.3%
2016	81.5%	89.8%	83.4%	83.8%
2017	82.8%	n/a	n/a	n/a

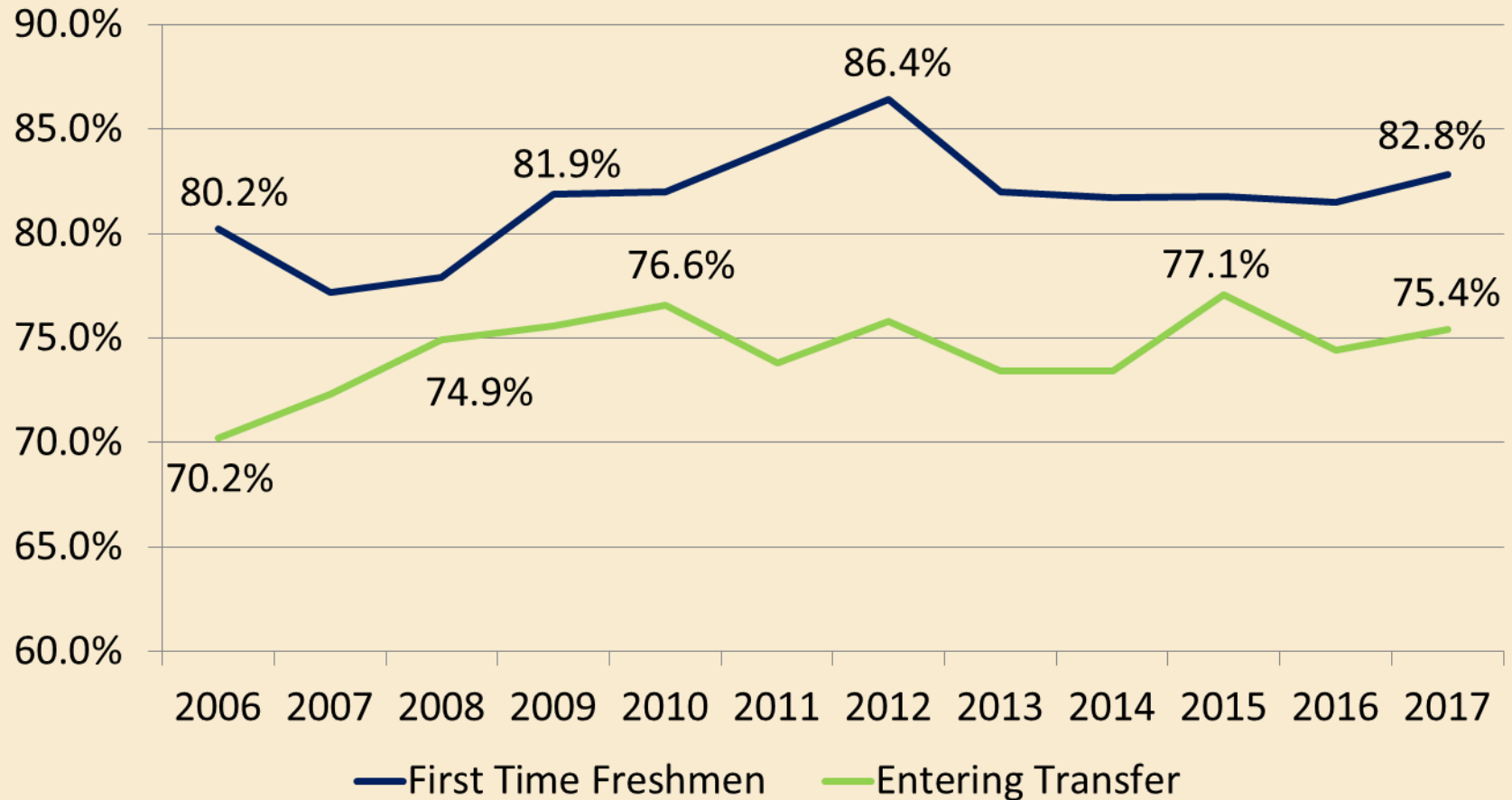
\* Brooklyn College Form-A Show Files / CUNY OIRA Data Book 2018; Cohorts are fall cohorts.

# One-Year Persistence Rates: Entering, Full Time, Baccalaureate-Seeking Transfer\*

Cohort	Brooklyn	Baruch	Hunter	Queens
2013	73.4%	86.5%	77.4%	75.9%
2014	73.4%	86.4%	74.9%	74.7%
2015	77.1%	86.4%	76.4%	75.0%
2016	74.4%	87.3%	79.0%	73.3%
2017	75.4%	n/a	n/a	n/a

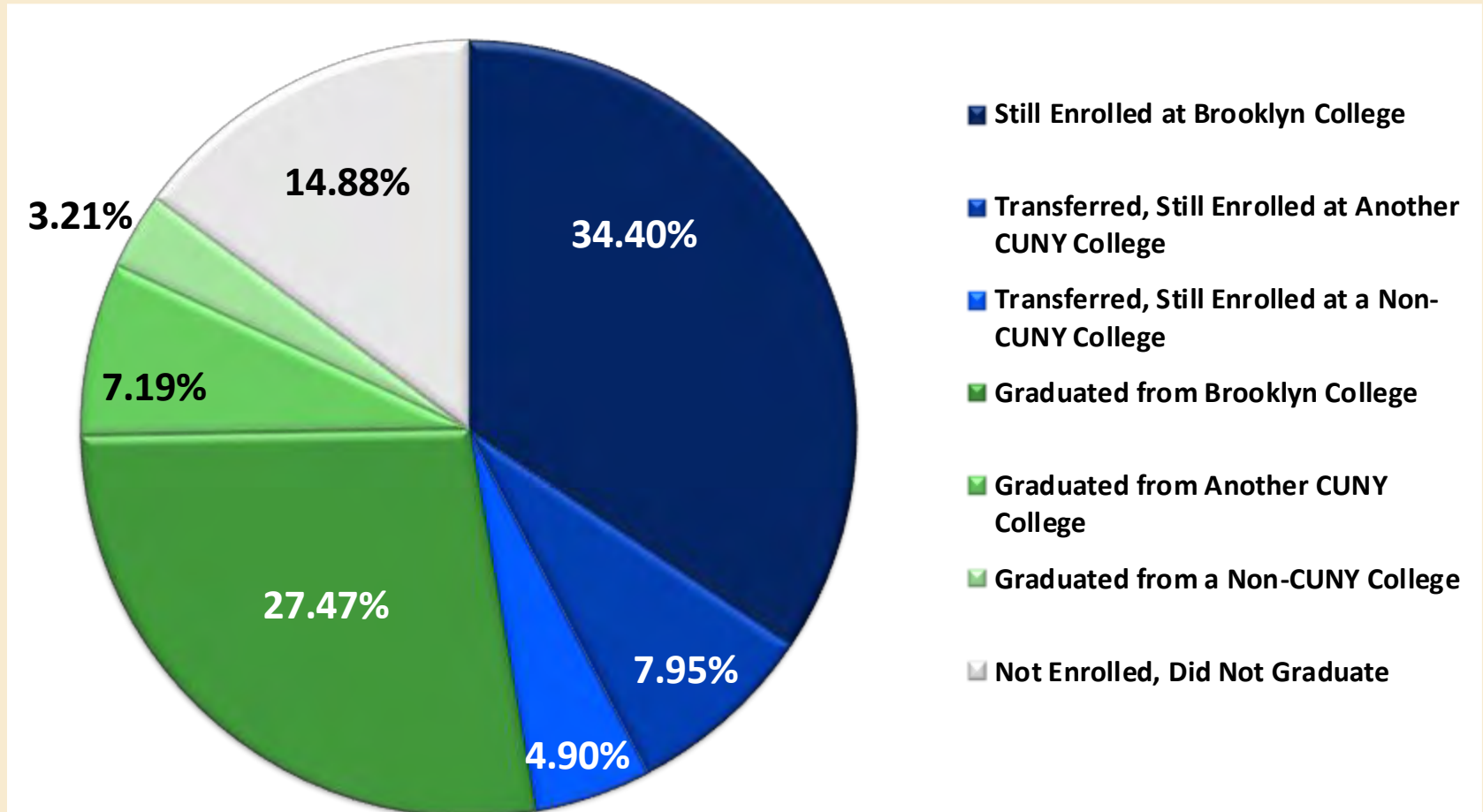
\* Brooklyn College Form-A Show Files / CUNY OIRA Data Book 2018; Cohorts are fall cohorts.

# Retention Rates, Fall Cohorts of Entering Undergraduate Students\*



\* Brooklyn College Form-A Show Files / PMP Reports

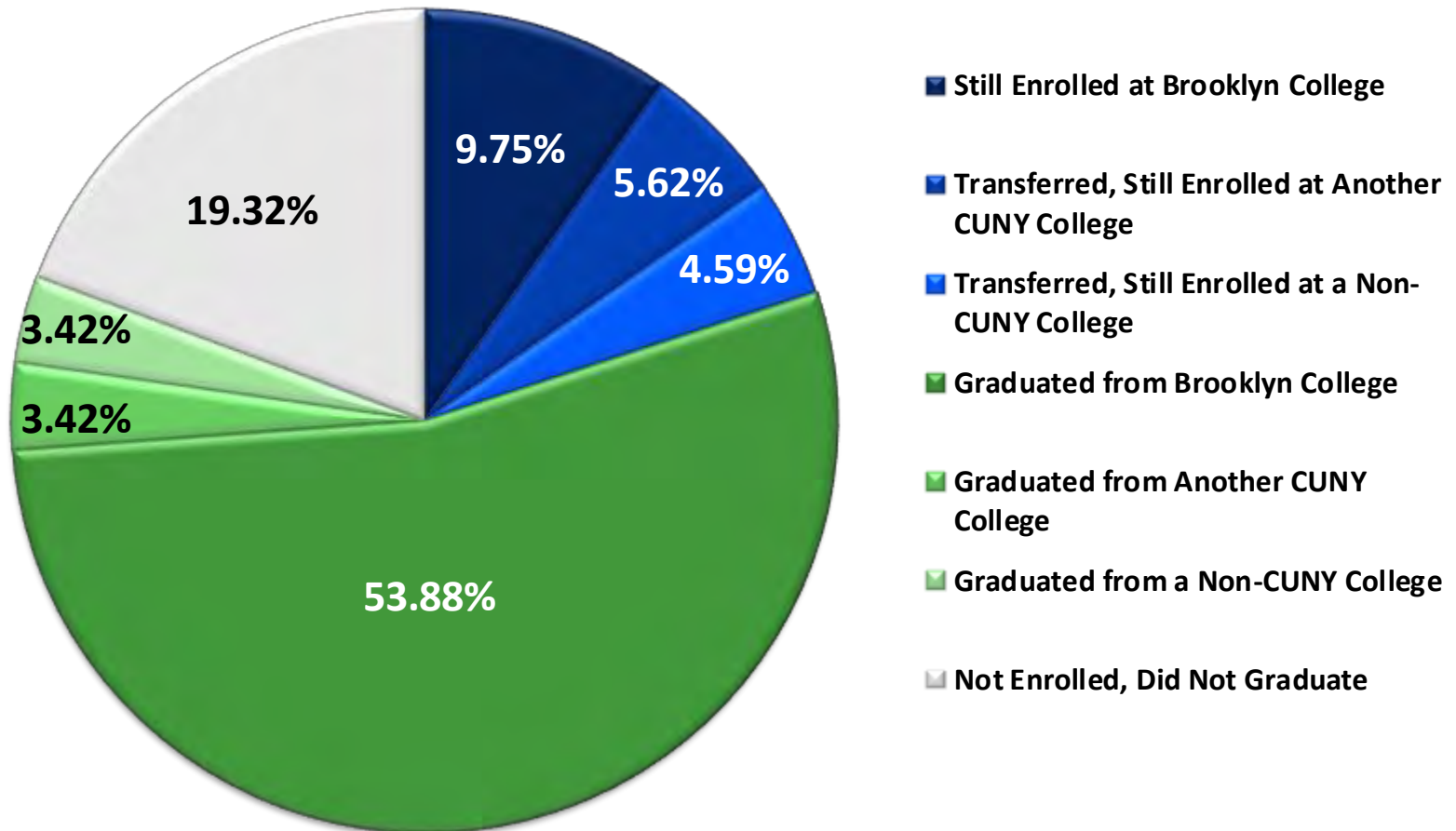
# Four-Year Outcomes of Fall 2013 First Time Full Time Baccalaureate-Seeking Freshmen\*



COMMENT: 47.25% are still pursuing a degree; 12.85% having transferred to another college.  
37.87% graduated from somewhere within four years.

\* Fall 2018 Brooklyn College / National Student Clearinghouse, Fall 2013 Cohort

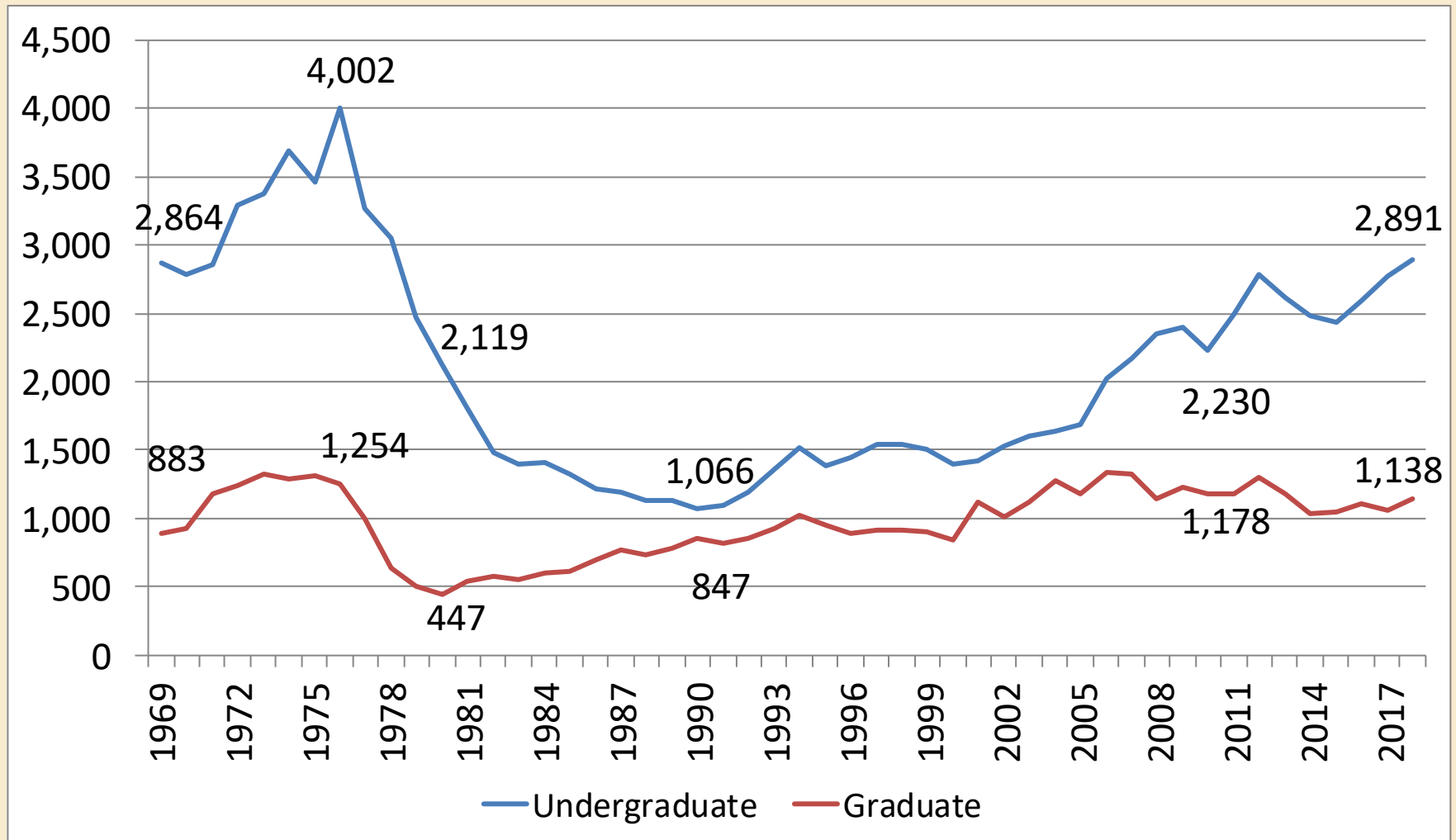
# Four-Year Outcomes of Fall 2013 Entering Full Time Baccalaureate-Seeking Transfer Students\*



COMMENT: 19.96% are still pursuing a degree; 10.21% having transferred to another college.  
60.72% graduated from somewhere within four years.

\* Fall 2018 Brooklyn College / National Student Clearinghouse, Fall 2013 Cohort

# Degrees Conferred, 1969-2018

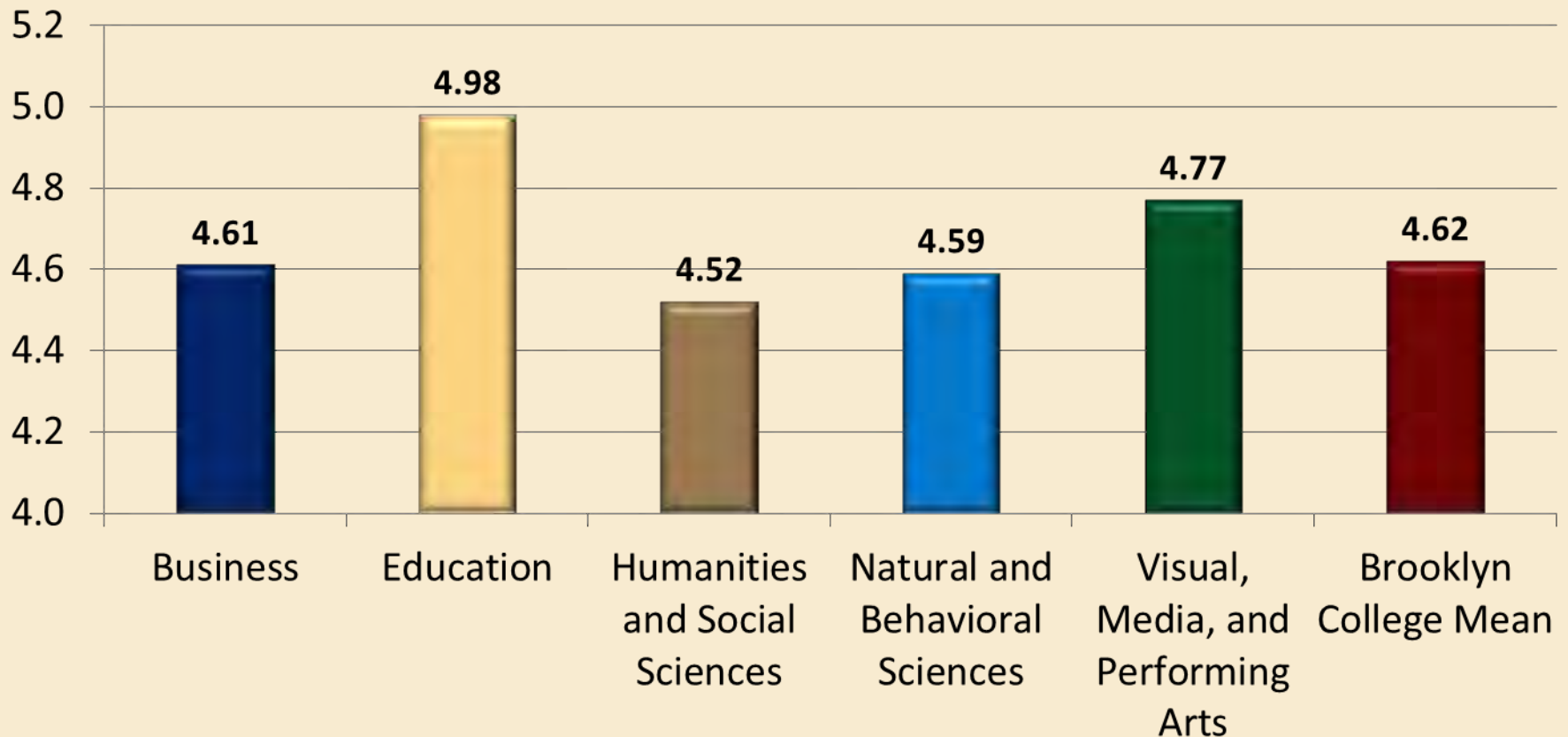


\* Fall 2017 Brooklyn College Degrees Conferred Reports, CUNY Data Books 1969-Present



# Time To Degree

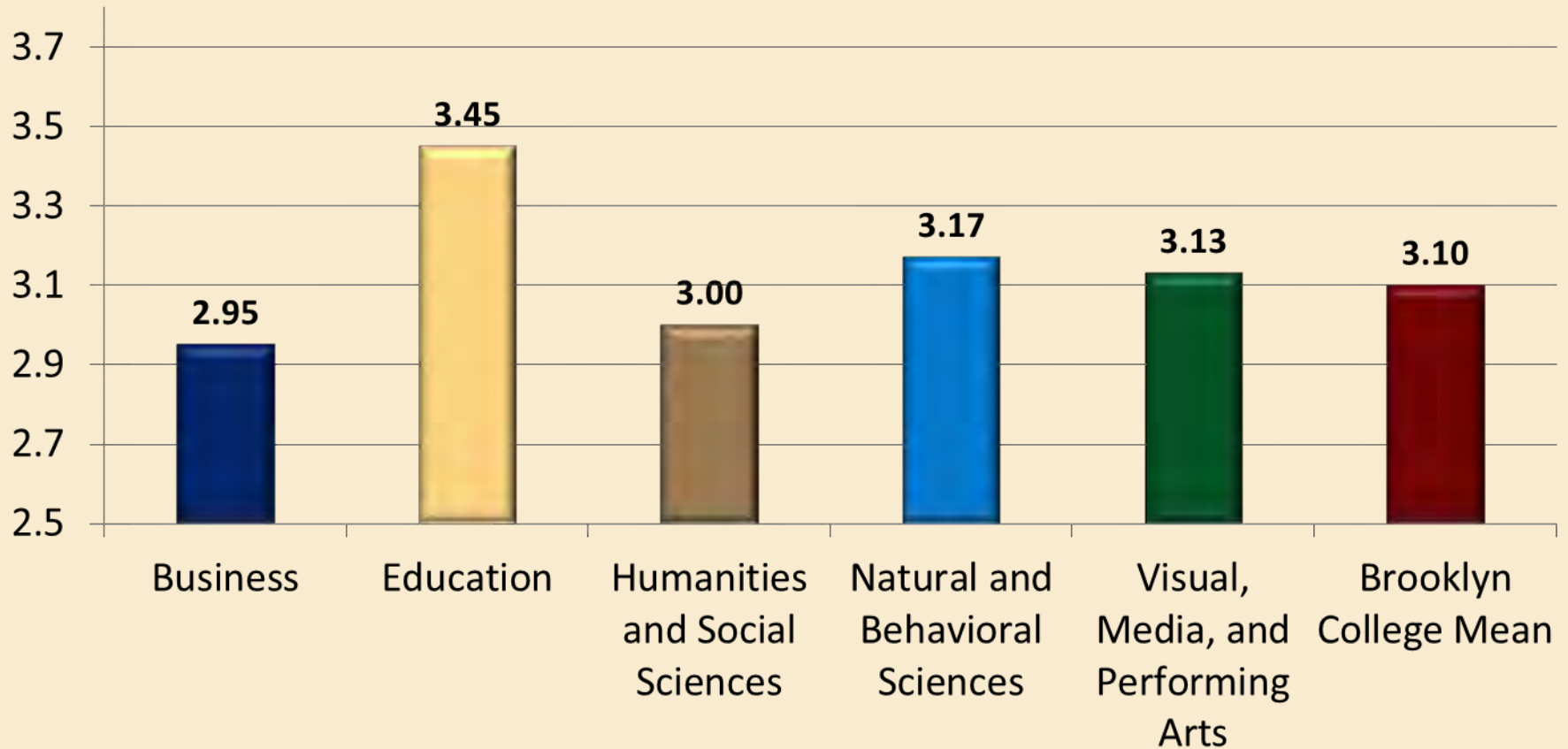
**Time to Degree in Years, Graduates Originally Admitted as First Time Freshmen, 2017-18 Academic Year**



\* Brooklyn College Graduation Files, 2018 Academic Year

# Time To Degree

**Time to Degree in Years, Graduates Originally Admitted as  
Entering Transfer Students, 2017-18 Academic Year**



\* Brooklyn College Graduation Files, 2018 Academic Year

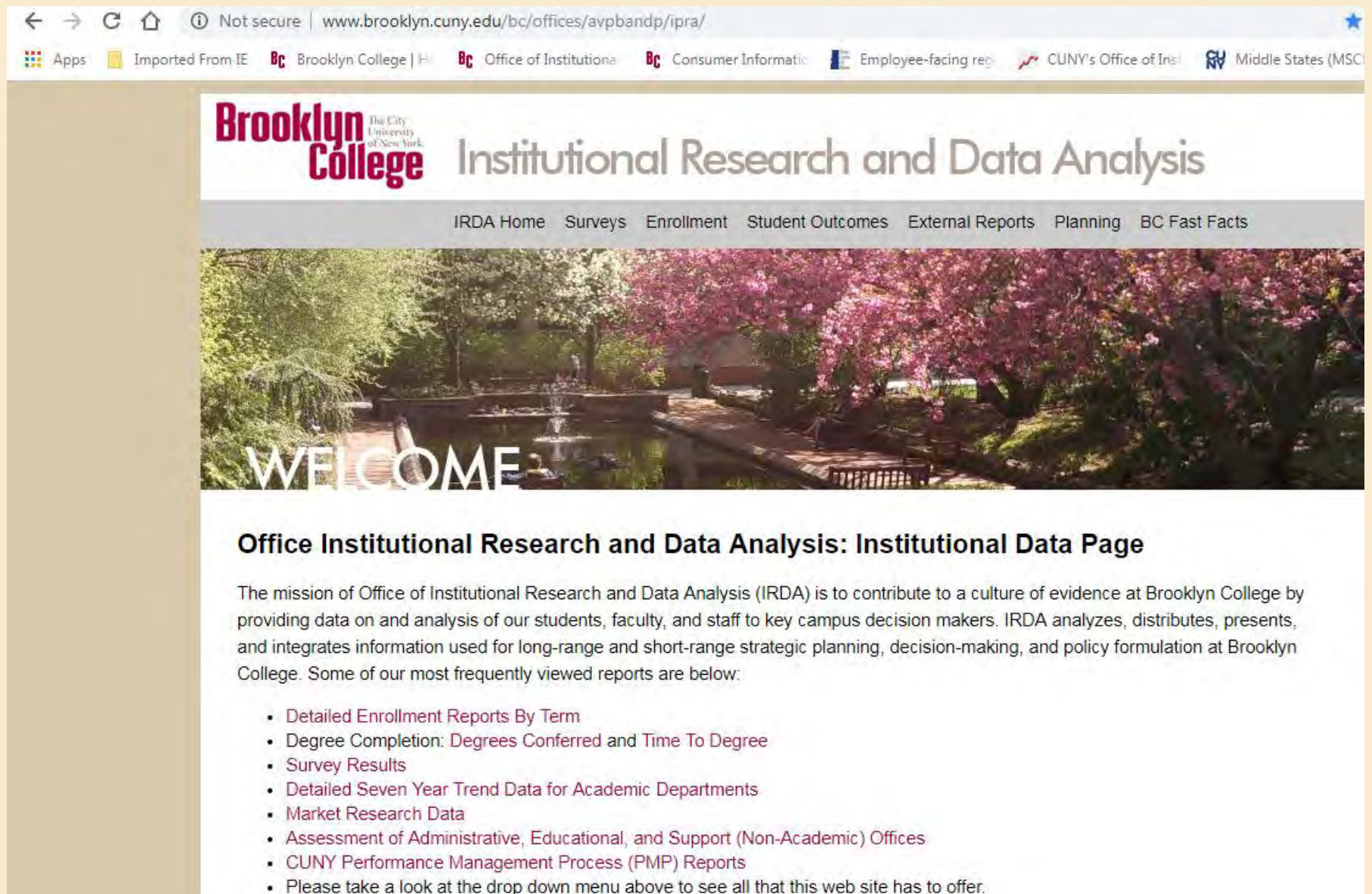
# Post-Graduate Outcomes\*

Status	Undergraduate	Graduate
Currently Employed	74.0%	84.7%
Not Currently Employed, But Pursuing Further Education	17.4%	7.3%
Not Currently Employed, Not Pursuing Further Education	8.6%	8.1%

\* Source: Brooklyn College Recent Graduate Survey, Academic Year 2017-18.

## IRDA Web Page:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ipra/>




← → ↻ 🏠 ⓘ Not secure | www.brooklyn.cuny.edu/bc/offices/avpbandp/ipra/

Apps Imported From IE Bc Brooklyn College | Bc Office of Institutions Bc Consumer Informati Employee-facing re CUNY's Office of Ins Middle States (MSC)

**Brooklyn College** The City University of New York

# Institutional Research and Data Analysis

[IRDA Home](#) [Surveys](#) [Enrollment](#) [Student Outcomes](#) [External Reports](#) [Planning](#) [BC Fast Facts](#)



## WELCOME

### Office Institutional Research and Data Analysis: Institutional Data Page

The mission of Office of Institutional Research and Data Analysis (IRDA) is to contribute to a culture of evidence at Brooklyn College by providing data on and analysis of our students, faculty, and staff to key campus decision makers. IRDA analyzes, distributes, presents, and integrates information used for long-range and short-range strategic planning, decision-making, and policy formulation at Brooklyn College. Some of our most frequently viewed reports are below:

- [Detailed Enrollment Reports By Term](#)
- [Degree Completion: Degrees Conferred and Time To Degree](#)
- [Survey Results](#)
- [Detailed Seven Year Trend Data for Academic Departments](#)
- [Market Research Data](#)
- [Assessment of Administrative, Educational, and Support \(Non-Academic\) Offices](#)
- [CUNY Performance Management Process \(PMP\) Reports](#)
- Please take a look at the drop down menu above to see all that this web site has to offer.

# Contact Information and Other Links

**Dr. Michael R. Ayers**

**Senior Director of Institutional Research and Data Analysis**

**1432 Boylan Hall**

**[mrayers@brooklyn.cuny.edu](mailto:mrayers@brooklyn.cuny.edu) 718-758-8127**

## Some important links to be aware of:

- Fast Facts: Our public data page, with the Fact Book and Student Outcomes.  
<http://www.brooklyn.cuny.edu/web/about/facts.php>
- Consumer Information: Detailed page for students with information on student rights, policies and procedures, and facts about Brooklyn College.  
<http://www.brooklyn.cuny.edu/web/about/initiatives/initiatives/consumer.php>
- CUNY Office of Institutional Research  
<http://www2.cuny.edu/about/administration/offices/oira/institutional/>
- NCES College Navigator: Detailed data reported to the Federal Government as part of IPEDS reporting/HEOA. Lookup data on any college.  
<https://nces.ed.gov/collegenavigator/>



# FERPA Family Education Rights Privacy Act of 1974



U.S. Department of Education  
Often referred to as the Buckley  
Amendment

## WHAT IS FERPA?

A federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records.



Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements.



# What are education records?

Under FERPA, education records are defined as records that are directly related to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. Education records can exist in any medium, including: typed, computer generated, videotape, audiotape, film, microfilm, microfiche, and e-mail, among others.



# What is directory of public information?

FERPA has specifically identified certain information called directory information that may be disclosed without student consent.



Brooklyn College has designated the following information as directory information and will release this information, unless the student has submitted a request for nondisclosure:

- name
- attendance dates (periods of enrollment)
- address
- telephone number
- date and place of birth
- photograph
- e-mail address
- full- or part-time status
- enrollment status (undergraduate, graduate)
- level of education (credits) completed
- major field of study
- degree enrolled for
- participation in officially recognized activities other than sports
- participation in sports (teams)
- height if member of athletic team
- weight if member of athletic team
- previous school attended
- degrees received
- honors and awards received

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."



Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.



Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.



Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

## FROM: (34 CFR § 99.31) Under what conditions is prior consent not required to disclose information?



- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.





## Important FERPA Forms:



Request to Prevent Disclosure of Directory Information:

[http://www.brooklyn.cuny.edu/web/off\\_registrar/110901\\_FERPA\\_RequestToPrevent.pdf](http://www.brooklyn.cuny.edu/web/off_registrar/110901_FERPA_RequestToPrevent.pdf)



Request to Allow Disclosure of Non-Directory Information:

[http://www.brooklyn.cuny.edu/web/off\\_registrar/110901\\_FERPA\\_RequestToAllow.pdf](http://www.brooklyn.cuny.edu/web/off_registrar/110901_FERPA_RequestToAllow.pdf)

# Important Phone Numbers and Addresses



Office of the Registrar at Brooklyn College:

[registrar@Brooklyn.cuny.edu](mailto:registrar@Brooklyn.cuny.edu)

718.951.5693

2900 Bedford Ave.  
Room WQ 306  
Brooklyn, NY 12210



U.S. Department of Education:

[www.ed.gov/answers](http://www.ed.gov/answers)

1-800-USA-LEARN (1-800-872-5327)  
(voice)

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

# FERPA Examples:

*You receive a phone call from the local police department asking if you can verify that one of your students was scheduled for a class on a specific date and time. The police officer indicates he is involved in an investigation concerning the student. Are you permitted to provide the requested information?*

**Answer:** No, not without a subpoena or official court order. Any subpoenas or court orders should be brought to the Registrar's Office for processing.

*You receive a frantic phone call from someone stating to be a student's mother who must get in touch with her daughter immediately due to a family emergency. Can you provide information pertaining to the student's class schedule?*

**Answer:** No. You can offer to send someone to the student's class to ask her to call home. You can contact Campus Police or Student Affairs to locate the student if necessary.

*You receive a call from someone indicating they are performing a background check on a student in preparation for a job offer. The student has not provided written consent to release educational information. How can you respond?*

**Answer:** Unless the student has placed a confidentiality flag on his/her record, you can provide directory information (including major, degree and awards received). You can also provide personal observations you have of the student. However, without written consent from the student, you cannot relay any other information from the educational record, including grades, GPA, etc.



# FERPA Examples:

*The faculty advisor for a sorority has asked for GPAs of all the members in order that scholarships and academic honors can be determined. Can you provide the information?*

**Answer:** Yes, the advisor has a legitimate “need to know”. However, you should remind the advisor not to share the information to the sorority members or anyone else.

*You receive a call from the parents of one of your former students. Their son was dismissed over a year ago. The parents live in Florida and have been paying for their son to attend Brooklyn College for every term during the last three years. They called to see how things were going since they didn't hear much from their son. How do you handle the conversation?*

**Answer:** FERPA permits disclosure of information from educational records to parents of student in a few different circumstances:

- A health or safety emergency situation

- When the student has been found in violation of conduct related to a controlled substance or alcohol and is under the age of 21

- When the student is dependent based on the IRS definition of “dependency”

- When you have written permission of the student

In this case, prior consent is required to release anything but directory information. However, if the student has not opted out of directory information, the school official could inform the parent that the student is not a student at the institution. You cannot tell the parents he was dismissed. Also, consider practical tips for talking with the parents. Find out what they already know and build from it. If appropriate, discuss use of the IRS dependency exception for providing access to their son's record.





# FERPA Examples:

*Your advisee's parents are divorced. By agreement, the mother claims him as dependent, but his father is helping to pay his way through college. The student and his mother have refused to share anything with the father about his academic progress. Can you share this information with the father about his academic progress. Can you share this information with the father without the student's consent?*

**Answer:** FERPA allows release of information without consent to either parent if the student is claimed as a dependent on either parent's most recent tax form. A tax return validating dependency must be filed with the Registrar prior to releasing the information. If the father cannot obtain a copy of the tax return he might need to resort to court action to obtain the educational records information.

*An applicant provides a high school transcript as part of his Brooklyn College application. The student is not admitted to Brooklyn College. Another university asks for a copy of the transcript. Can you provide it?*

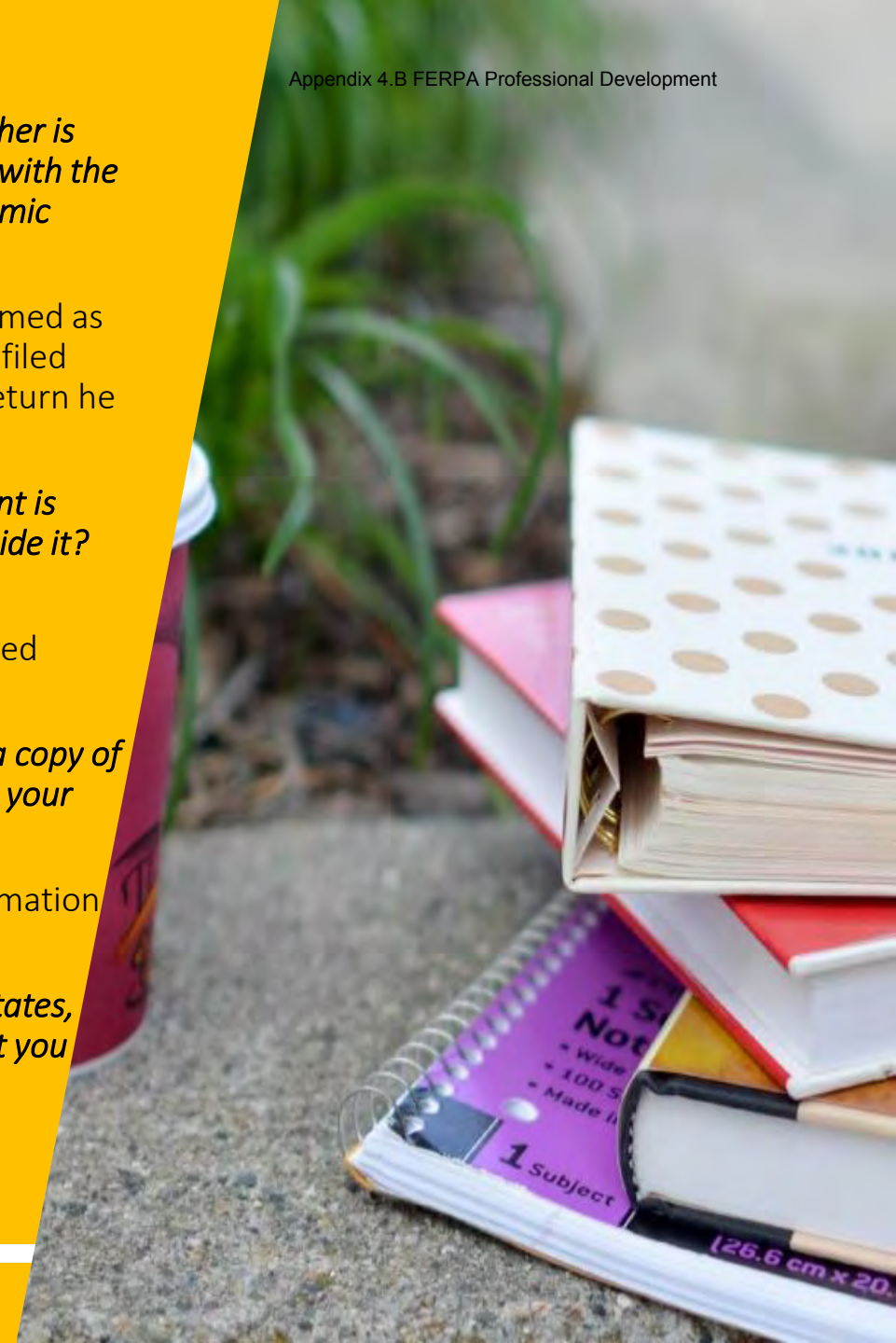
**Answer:** No. Even though the student did not enroll at Brooklyn College and is, therefore, not protected under FERPA, FERPA prohibits institutions from redisclosing an educational record received from another institution unless we have the student's written consent.

*A student asks you to write a letter of recommendation for a job application. She provides you with a copy of her resume that indicates her GPA. May you include in the letter the GPA and grades she received in your class?*

**Answer:** No. Without the student giving written consent, you may not disclose non-directory information from her educational record. FERPA requires explicit (not implied) consent.

*A student in your online class informs you that they have a confidentiality flag on their record and states, that because of the flag, she cannot participate in required online chat among her classmates. Must you excuse her from this portion of the class?*

**Answer:** No. Confidentiality does not allow the student to remain anonymous in class. She will be required to participate in all required components of the course.



# THANK YOU

....



Richard Feltman



718-951-5693



rfeltman@Brooklyn.cuny.edu



<http://www.brooklyn.cuny.edu/web/about/administration/enrollment/registr/ferpa.php>

**Fredrik deBoer**  
**Academic Assessment**  
**Fall 2018**

### **Summary of Recent Self-Studies/Program Reviews**

Recent self-study documents developed by academic departments at Brooklyn College demonstrate how assessment has guided departmental practice and resulted in action plans that will help determine future academic and administrative plans.

The **English** department represents an academic unit at Brooklyn College that has turned assessment from a weakness to a strength in recent years. As their recent self-study report details, prior to 2015 the English department viewed assessment as a chore and thus assessment efforts were typically disconnected from the department's plans for the future. But in the last three years, the department has created an assessment process that is both informative and replicable, leading to the incorporation of the assessment system into the regular day-to-day, semester-to-semester administrative duties of the faculty. This has been made possible by an embrace of technology. The department now directs faculty to upload student artifacts to an online repository. The chair or assessment coordinator then distributes those artifacts to faculty members who are serving on an assessment panel, the members of which rotate by department. Faculty read and rate the student artifacts and then submit their ratings through email, which are the basis of the eventual assessment report. In this way, the English department has leveraged technology to make assessment minimally invasive of faculty time and in so doing ensured that assessment will continue to be a regular part of departmental practice.

The English department also employs a novel system of goals and Student Learning Outcomes. As the department is responsible for five undergraduate majors and several graduate programs, articulating shared goals can be a challenge. The solution that the department has settled on has been to articulate five broader overarching goals that are shared by each program. These goals are then subdivided into Student Learning Outcomes that are specific to each major. In this way, English faculty are able to simultaneously establish a consistent overarching mission across its curriculum while also allowing for the flexibility and specificity necessary for effective assessment.

The department recently implemented a significant change to its curriculum. All of the department's classes, with the exception of its two required freshman composition courses, were switched from a 3-credit load to a 4-credit load. This change was made due to a perceived lack of writing ability among students taking English courses. The fourth credit is designed to address this deficiency by adding an online writing component, where students will be required to participate in online writing activities designed to give them additional practice and instruction in their composition skills. In order to ensure that this major curricular change is working as intended, the department is monitoring student performance in writing and will use the assessment process to investigate how effective this change has been.

The **Chemistry** department submitted a departmental self-study report in fall of 2018. The report details a department adapting to a changing academic world, in part by increasing its assessment efforts and

ensuring that these efforts help to “future proof” the department. One such recent evolution lies in outreach to the broader Brooklyn community. Chemistry identifies as a departmental goal, “The Department of Chemistry will engage in activities that promote pre-collegiate science education within the borough of Brooklyn.” This goal integrates with the Brooklyn College 2018-2023 strategic plan, specifically goal 5d, “Improve the mechanisms of communication to strengthen our reputation and identity.” To that end, the Chemistry department has strengthened its social media presence specifically and its online presence generally; holds a regular colloquium series; and reaches out to local minority students with a variety of programs, such as Brooklyn College High School Chemistry Day, where as many as 250 high school students attend events at Brooklyn College intended to deepen appreciation of chemistry. These efforts, both online and in person, are tracked by keeping regular participation data to ensure that the broader community is connecting with the department.

Additionally, Chemistry continues to undertake regular academic assessment. A recent point of emphasis has been to collect different kinds of data, in order to get a more diverse and robust sense of student growth and to avoid being too dependent on specific numbers. To that end, the department collected both test scores (quantitative) and ratings of student presentations (qualitative) during the 2017-2018 semester. The test scores enabled faculty to see how students were performing on specific parts of the curriculum. The presentation ratings were specifically designed to assess how well students were capable of communicating scientific concepts, using their knowledge of chemistry in a complex, multifaceted academic task. Both types of evidence suggested that Brooklyn College Chemistry students are learning adequately. The self-study suggests monitoring assessment results for potential problems, and the department will continue to use different indicators of student learning in the future, so as to create a diverse and robust understanding of student performance.

In 2018 the **Art** department released a self-study detailing their past 10 years of service, including renewed efforts at academic assessment and defining a shared set of curricular goals. The department found that there was not a clear set of learning expectations across its various divisions and programs. Faculty felt that preexisting goals and Student Learning Outcomes were inadequate. Therefore, the department communally developed a new set of goals to be implemented in each of the four “sectors” of the department - undergraduate art history, graduate art history, undergraduate studio, and graduate studio. They then subdivided these into sets of specific and measurable SLOs, with reference to specific assignments and types of work where these SLOs might be measured. For some programs, this work has been completed. For others, such as the MA program in Art History, the effort to define effective learning goals is ongoing and remains a part of the department’s action plan.

Armed with more useful and actionable goals, faculty within the department set out to assess student learning at a broader scale than they had previously attempted. For example, the Studio Art program assessed 173 students in the 2017-2018 year, an unusually high number, particularly for a department that does not assess by examining already-collected testing data. Rather, the Art department generally and the Studio Art program specifically gathers student artwork developed for ordinary class procedures and distributes it to other faculty. These artifacts are then graded on a standardized 5-point scale developed by faculty members. Then, the Assessment Coordinator works with the college’s Academic Assessment Manager to look for trends and develop an overall picture of how students are performing. This most recent assessment cycle revealed positive findings, with evidence that students in Studio Art produced markedly improved artwork from the beginning to the end of the semester. The department is now



working to implement similar assessment activities in other programs, in order to have a more comprehensive view of how Art students are performing.

The recent 10-year report on the **Physics** department demonstrates the importance of monitoring faculty as well as students when it comes to maintaining a healthy and happy department. The department instituted a faculty survey in Fall of 2016, seeking to assess workplace satisfaction and agreement with policies and leadership. The survey found that faculty are generally satisfied with their working lives at Brooklyn College. However, there were significant differences in satisfaction with different aspects of a professor's professional life. Perhaps unsurprisingly, faculty felt that their teaching responsibilities made maintaining an adequate research schedule difficult, with course loads and number of students per course making it difficult to do their best work, and thus to compete for grants. The survey also sought faculty opinions on pedagogy and how best to serve Brooklyn College students moving forward. Faculty unanimously felt that online courses would not be an appropriate substitute for traditional in-person classes. A majority felt that new interactive models of pedagogy, which involve giving the students more time to do hands on work and less time receiving lectures, would be effective ways to improve teaching. The department will monitor this idea going forward.

In terms of academic assessment, the department has benefited from both consistency in regularly assessing student learning and in the quality of that assessment. As befits the nature of the field, the Physics department collects quantitative data from students. By looking at grade distributions of quizzes and tests, the department ascertains whether students are excelling or struggling with specific parts of the curriculum relative to the rest. They are also able to monitor for consistency between different sections of the same course that are taught by different professors, a question that has been brought up repeatedly by Physics faculty and which is of special interest. Another means of assessment in Physics lies in regular syllabus reviews of General Education classes. Because of their nature and place in the broader college catalog, it is essential that General Education teach equivalent subject matter, so that student performance in later courses is not dictated by which section of earlier classes they happen to take. Regular assessment of syllabuses helps to ensure adequate uniformity in classes that are largely taken by non-majors.

The recent self-study report from the **School Counseling MS. Ed. Program** demonstrates a program where assessment is deeply integrated into administrative procedures and which has a consistent record of strong assessment of student learning because of it. The assessment data gathered is unusually comprehensive. First, the program compiles regular comprehensive student data, not just on students but on applicants, to track demographic data in support of the program's commitment to diversity. This information is compiled in an annual report. Every year, syllabuses are collected from each course; every third year, those syllabuses are evaluated, making sure that they reflect the program's goals for the course and that they are in alignment with accreditation standards. The program utilizes end-of-semester student evaluation of teachers to ensure quality instruction, and monitors student grades for any issues with student performance. The program also implements a portfolio requirement in which each student creates a physical record of their accomplishments. This portfolio both provides faculty with important insight into academic progress and gives students a strong set of documents to use when they apply for jobs or potentially doctoral programs. The program also uses alumni and employer surveys to get a bird's eye view on the lives of students who have graduated. These are just some of the ways the School Counseling program conducts self-evaluations.

This rigorous and broad assessment is made possible through its integration into every part of the administrative apparatus of the program. As the self-study document details, evaluation is not seen as a distinct entity or task that must be attended to on a list of other important topics, but as an integral part of each aspect of program procedures. Rather than tacking assessment on at the end, assessment is considered as a formative part of both administrative and pedagogical practices. This makes assessment findings more meaningful; it also makes assessing easier. The School Counseling program demonstrates that regularity and structure in the assessment process makes that process more efficient and thus less taxing for program administrators and faculty. Moving forward, the program will benefit from both specific structures dedicated to assessment and also a culture of assessment that influences administrative decisions and pedagogy.

**Caroline Arnold**  
**Director of General Education**  
**Fall 2018**

### **Summary of Recent General Education Assessment** **General Education: Assessment and “Closing the Loop”**

The following provides highlights from faculty assessment of general education offerings that have made a difference in the effectiveness of the undergraduate curriculum or that signal further investigation or forthcoming changes. Both course level and program level examples are provided below.

Course Level Changes: Nine departments that participate in Brooklyn College’s General Education Program conducted assessments of their offerings in General Education and implemented curricular or pedagogical changes to their General Education courses over the last two years; that is before the adoption of the new General Education Program Assessment Plan.

Art History: The Art Department encouraged faculty to use specific terms in their lectures and to assess the retention of these key concepts through lectures, examinations and group activities. Art faculty assessment of submitted quiz results found that students vastly improved their comprehension and retention of specific art historical terms.

- The department deepened its coordination with faculty to emphasize the importance of using these terms in relation to unfamiliar works, to further assess the retention and understanding of these terms by our students.
- Computer and Information Science: assessed the distribution of scores across sections of its course, Exploring Robotics (CISC 1003).
  - The department’s Undergraduate Curriculum Committee is working with relevant faculty to discuss the variation in scores across sections.
- English Composition:
  - English faculty identified significant variations among the students who did not receive credit for English Composition 1 (ENGL 1010). Despite the high pass rate in English Composition 1, the department found that some students did not receive credit because they completed the work, but at an insufficient level (NC/C-), while others did not complete the work (F). In response, the Department introduced a writing workshop for borderline students who could pass with additional skill development. The three-hour, four-day workshop focuses solely on improving student writing.
  - In English Composition 1 (ENGL 1010), the Director of English Composition introduced 1) a standardized, Open Educational Resource (OER) syllabus and 2) developed a workshop on teaching methods and pedagogy for new instructors.<sup>1</sup> These changes provide critical support for new instructors. 97 percent of the sections of are taught by part-time faculty, over half of whom are typically new instructors. These changes thus make important moves to ensure effective instruction in English composition courses. The Director is

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<sup>1</sup> Defined as those in their first three semesters of teaching.

considering implementing similar changes to English Composition 2 (ENGL 1012), after completion and analysis of the assessment findings from Fall 2018.

- Mathematics: Mathematics faculty found significant variation in course content in “Thinking Mathematically” (MATH 1311), a course that fulfills the Mathematical and Quantitative Reasoning requirement in the Required Core.
  - The Math Department will coordinate and evaluate adjunct instructors in Math 1311 so that students have a more uniform experience in the class. The department will encourage more uniform testing standards and consider modifying textbook recommendations and having a common final exam for Math 1311 in the same way as for Precalculus and Calculus classes, if needed.
- Physics: Physics faculty found significant variation in grading and expectations in its introductory courses, courses that had multiple sections. The department expanded its analysis to examine syllabus and grading consistency in four of its General Education courses. As with its introductory courses, the department is considering implementing a common final exam, assessing consistency of grades across sections for instructors who opt out of a common final, and examining alternative strategies.
- Puerto Rican and Latino Studies: has a number of adjunct faculty who teach Introduction to Puerto Rican and Latin@ Studies (PRLS 1001).
  - The department supplied each faculty with two model syllabi and has now created an Open Educational Resource (OER) for the course.
- Speech/Communication Arts, Sciences and Disorders: The Department used its successful assessment of student outlines for an informative speech to develop its assessment methods.
  - Further assessment will measure the extent to which student outlines—at various levels—translate into effective speech delivery.

#### General Education Program-level Efforts:

- Variety of Course Offerings: The Coordinator for General Education assessed the number of courses meeting the General Education requirements for Brooklyn College and other CUNY senior colleges and concluded that, compared to other senior colleges at CUNY, Brooklyn College offers fewer courses that meet the varied Required Core and Flexible Core components of the Pathways curriculum.
  - The Coordinator for General Education discussed Brooklyn College’s variety of course offerings with the Provost and the Curriculum Committee on General Education. The Committee and the Coordinator will continue to work with departments to expand course offerings in keeping with the coherence of the College’s mission for General Education.
- Alignment of General Education Courses with General Education SLOs: The Coordinator for General Education examined the depth of the College’s course coverage of the additional SLOs for each segment of the Flexible Core. In three sections of the Flexible Core, “U.S. Experience in Its Diversity,” “Creative Expression,” and “Individual and Society,” several of the student learning outcomes are poorly covered.
  - The Coordinator for General Education discussed Brooklyn College’s variety of course offerings with the Provost, the Curriculum Committee on General



Education, and relevant chairs. The Committee and the Coordinator will continue to work with departments to align course offerings with the SLOs for General Education.

- Integration of Departmental and Program-level Assessment of General Education Courses: The Coordinator for General Education evaluated departmental assessment reports for the extent of coverage of General Education courses and the issues raised in departmental assessments of those courses. The goal was to determine how best to design program-level assessment for the General Education program. Department assessments raised concerns about variation in course content across multiple sections, the alignment between individual course syllabi and the SLOs for the related General Education requirement, and displayed variation in the instructors included in departmental assessment.
  - As a result of the assessment results cited above, the General Education Program will target its program-level assessments during the Spring 2019 semester, as noted below.

### **Targeted Assessment of General Education--Spring 2019:**

- Coordinated Assessment of General Education Courses by Requirement: Thus far, due to the lack of a General Education Coordinator until Fall 2018, assessment of General Education at Brooklyn College has been undertaken solely at the department level. In Spring 2019, the General Education program will conduct its first assessment of a thematic segment, “Creative Expression,” of the Flexible Core. The General Education Coordinator will work with the Assessment Coordinators in the Art and Music Departments to coordinate assessment of the three courses in the “Creative Expression” category.
  - Closing the Loop: After completing the assessment analyses, the Coordinator, Assessment Officers in Music and in Art, and the Department Chairs of Music and of Art will meet to discuss the findings at the beginning of the Fall 2019 semester. Discussion will address both the effectiveness of the College’s offerings with respect to SLOs as well as how better to coordinate and integrate assessment of General Education courses at the departmental and program levels.
- Assessment of the Alignment of Course Syllabi with General Education SLOs: Assessments conducted by the Departments of Chemistry and Mathematics have pointed to discrepancies between course syllabi and the SLOs outlined for the relevant general education requirements. In Spring 2019, the Coordinator for General Education will work with relevant departments to assess the extent of variation across sections in SLOs and coverage of General Education SLOs for General Education requirements. Assessment will be conducted of course syllabi.
  - Closing the Loop: The General Education Coordinator will meet with relevant department chairs to further develop the coherence of the College’s General Education offerings and discuss strategies for balancing individual instructor’s academic freedom with the General Education SLOs identified for the course.
- Assessment of Variation in Instruction for Courses with Multiple Sections: Departments of Chemistry, Computer and Information Science, Mathematics, Physics, and Puerto

Rican and Latino Studies have identified important variations in course content and grade distributions in their General Education courses that have multiple sections. In Spring 2019, the General Education Coordinator will identify General Education courses with multiple sections.

- Closing the Loop: The General Education Coordinator will meet with relevant department chairs to further develop the coherence of the College's General Education offerings and discuss strategies for balancing individual instructor's academic freedom with the General Education SLOs identified for the course.

**Brooklyn College Outcomes Assessment 2017-2018**  
**Course Assessment**

**Program: General Education**

**Program Coordinator: Caroline E. Arnold**

**Date: January 9, 2019**

## **I. Mission Statement**

### College Mission Statement

Brooklyn College of the City University of New York transforms lives by providing access to outstanding undergraduate and graduate programs in the arts and sciences, business and education, and a vibrant Core Curriculum in the liberal arts. We are an urban, public institution, proudly situated in one of the most dynamic and diverse communities in the country. We are committed to student success and to our historic mission to provide an affordable, high-quality education to students of all backgrounds. We seek to develop knowledgeable students who are engaged in the life of the college and our community, and are prepared to think critically, lead responsibly, act ethically, and contribute globally.

### Mission Statement for General Education

The goal of general education at Brooklyn College is to graduate informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity.<sup>1</sup> Our general education curriculum emphasizes the skills that students need to think critically and creatively and become informed and responsible citizens of the world. Central to our general education philosophy is proficiency in writing, speech and a foreign language. This curriculum develops the ideas, knowledge, understanding, judgment, experiences and skills that students need to make meaningful contributions to a diverse and global society, assume leadership roles, and develop an appreciation of and capacity for lifelong learning.<sup>2</sup>

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<sup>1</sup> [http://www.brooklyn.cuny.edu/web/aca\\_facultycouncil/160308\\_CDU\\_381.pdf](http://www.brooklyn.cuny.edu/web/aca_facultycouncil/160308_CDU_381.pdf)

<sup>2</sup> <http://www.brooklyn.cuny.edu/web/academics/core.php>

## **II. Program Goals and Outcomes**

The student learning outcomes for the Required Core and Flexible Core courses are specified by the City University of New York's Pathways Common Core structure (see Assessment Plan for General Education 2019-2023, Appendix 1).

## **III. Program Curriculum Map**

Student Learning Outcomes, as specified by the Pathways curriculum, vary across General Education requirements. The Flexible Core curriculum, effectively a distribution requirement, identifies five thematic areas. All courses in the Flexible Core must meet the following learning outcomes: 1) Gather, interpret, and assess information from a variety of sources and points of view; 2) Evaluate evidence and arguments critically or analytically and 3) Produce well-reasoned written or oral arguments using evidence to support conclusions. In addition, any course in the Flexible Core must also meet three SLOs specific to the five thematic areas defined by Pathways' Flexible Core (see Assessment Plan for General Education 2019-2023, Appendix 2).

#### IV. Program Assessment Tools

*Describe all quantitative and qualitative assessment tools (methods of evaluation) for each “learning outcomes” and indicate by an “X” whether these are direct (evaluating a senior thesis) or indirect (student survey) measures where applicable.*

##### Required Core

Course and Pathways requiremenr	Semester	General Education Learning Outcomes	Quantitative Tool (i.e.: Math Test)	Qualitative Tool (i.e.: Reflection Paper)	Direct Measure (x)	Indirect Measure (x)
English Composition 1 (English 1010)  Required Core: English Composition	Fall 2016	Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.		Student papers,  Exit exam	X	

## Flexible Core

Course Learning Outcomes	Semester	General Education Learning Outcomes	Quantitative Tool (i.e.: Math Test)	Qualitative Tool (i.e.: Reflection Paper)	Direct Measure (x)	Indirect Measure (x)
Art: Its History and Meaning (Art 1010)  Flexible Core: Creative Expression	Fall, Spring 2016	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater (SLO#1, "Creative Expression.")	Subject tests		X	
Studies in Forensic Science (CHEM 1037/ANTH 1205)  Flexible Core: Scientific World	Fall 2017	Articulate and evaluate the empirical evidence supporting a scientific or formal theory (SLO# 3, "Scientific World")		Family Genetic Tree assignment	X	

Narrative: In addition to the above chart, please discuss further assessment strategies and changes to tools

**V. Students/Artifacts Chosen:** What student artifacts will be included in your assessment activities, and why? How will instructors, sections, or students be identified for participation in your assessment?

English Composition 1 (ENG 1010) is part of the Pathway's Required Core curriculum. The English Department sought to evaluate the effectiveness of SEEK-only sections versus those comprised of both SEEK and mainstream students with respect to performance in English 1010, student GPA, and student retention. The English department's Freshman English Committee collected a series of exit exams for SEEK (Search for Education Elevation and Knowledge) students in sections with exclusively SEEK enrollment and mixed sections—sections that enrolled both SEEK and non-SEEK students.

Art History 1010, "Art: Its History and Meaning" is part of Brooklyn College's offerings in the "Creative Expression" category of Pathway's Flexible Core. Art History used subject areas tests to assess student competency in applying fundamental concepts of creative expression in the field Art History.

"Studies in Forensic Science" (CHEM 1037/ANTH 1205) is part of the College's "Scientific World" segment of the Flexible Core curriculum. The assignment matched the "articulate and evaluate the empirical evidence supporting a scientific or formal theory" (SLO# 3, "Scientific World) to student performance on an assignment on Family Genetic Trees.

**VI. Data Analysis:** What kinds of data analysis will you perform? What questions do you think the data will help you answer? How will the assessment data be used by the program to better understand student learning?

English Composition 1 (ENGL 1010): The Department's Freshman English Committee completed a blind reading of a selected number of exit exams for SEEK students in the SEEK-only and mixed sections of English 1010.

Each ARTD 1010 (Art: Its History and Meaning) instructor administered a quiz at the beginning of the semester to measure the art historical knowledge of their students. This quiz was repeated at end of the semester to determine if their knowledge of specific terms had improved. Each instructor recorded the results and summaries were provided to the Assessment coordinator.

## **VII. Results:**

English 1010, English Composition 1: The GPA for students in ENGL 1010 among SEEK-Only was slightly higher than in mixed-courses, which supports the expectation that grade curving (official or unofficial) may affect ENGL 1010 grades in the SEEK only sections. GPA in all courses was slightly better among those in mixed ENGL 1010 courses. Retention to Spring differs slightly, but so few students did not return for Spring, that it is not very meaningful.



Art 1010 (Art: Its History and Meaning): Overall, a review of the submitted quiz results illustrates that students vastly improved their comprehension and retention of specific art historical terms during their semester long courses in both Spring and Fall 2016. Generally speaking, the department met its goal of ensuring that students could correctly identify art historical terms.

**VIII. “Closing the Loop”:** How will assessment data be usefully integrated into departmental decision making? Who will evaluate assessment data at the program level? How will you ensure that assessment efforts are worth doing?

ARTD 1010 (Art: Its History and Meaning): The Art Department will continue to encourage our faculty to use specific terms in their lectures and to assess the retention of these key concepts through lectures, examinations and group activities. In the future, we will emphasize the importance of using these terms in relation to unfamiliar works, to further assess the retention and understanding of these terms by our students.

Appendix 1  
GENERAL EDUCATION  
Pathways Learning Outcomes

**Required Core Learning Outcomes**

English Composition: A course in this area must meet all of the following learning outcomes. A student will:

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Mathematical and Quantitative Reasoning: A course in this area must meet all of the following learning outcomes. A student will:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

Life and Physical Sciences: A course in this area must meet all of the following learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a life or physical science.
2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

**Flexible Core (18 credits/6 courses):** One additional course will be taken from one of the above areas.

- A. World Cultures and Global Issues**
- B. U.S. Experience in its Diversity**
- C. Creative Expression**
- D. Individual and Society**
- E. Scientific World**
- F. Life and Physical Sciences**

Learning Outcomes Flexible Core:

All Flexible Core courses must meet the following three learning outcomes. A student will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

World Cultures and Global Issues: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
3. Analyze the historical development of one or more non-U.S. societies.
4. Analyze the significance of one or more major movements that have shaped the world's societies. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
5. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

U.S. Experience in its Diversity: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
4. Explain and evaluate the role of the United States in international relations.
5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Creative Expression: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

2. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present and describe the significance of works of art in the societies that created them.
3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
4. Demonstrate knowledge of the skills involved in the creative process.
5. Use appropriate technologies to conduct research and to communicate.

Individual and Society: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
2. Examine how an individual's place in society affects experiences, values, or choices.
3. Articulate and assess ethical views and their underlying premises.
4. Articulate ethical uses of data and other information resources to respond to problems and questions.
5. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Scientific World: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
4. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
5. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

while also developing skills in:

- A. Research methodologies,
- B. Oral, written, and visual communication,
- C. Quantitative and mathematical reasoning, and
- D. A language other than English.”



## Appendix 2: CUNY Common Core Structure of General Education

### Flexible Core

#### Alignment of Brooklyn College General Education Courses to Learning Outcomes

##### World Cultures and Global Issues

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>APPLY CONCEPTS AND METHODS OF A DISCIPLINE EXPLORING WORLD CULTURES</b>	<b>ANALYZE CULTURE, GLOBALIZATION, OR GLOBAL CULTURAL DIVERSITY</b>	<b>ANALYZE HISTORICAL DEVELOPMENT OF NON-U.S. SOCIETIES</b>	<b>ANALYZE SIGNIFICANCE OF MAJOR MOVEMENTS</b>	<b>DISCUSS ROLE THAT FORMS OF SOCIAL DIFFERENTIATION PLAY IN WORLD CULTURES</b>	<b>SPEAK, READ, AND WRITE A LANGUAGE OTHER THAN ENGLISH</b>
<b>AFST 3135 BLACK POLITICAL IDENTITY IN A TRANSNATIONAL CONTEXT</b>	✓	✓		✓		
<b>ANTH 1105 COMPARATIVE</b>	✓	✓			✓	



<b>STUDIES IN CULTURES AND TRANSFORMATION</b>						
<b>ARTD 1035 DEVELOPMENT OF THE SILK ROAD</b>	✓	✓	✓	✓	✓	
<b>ARTD 3134 SUBJECT, CREATOR, CONSUMER: WOMEN AND AFRICAN ART</b>	✓	✓	✓	✓	✓	
<b>CLAS 1110 CLASSICAL CULTURES</b>	✓	✓	✓	✓	✓	
<b>CLAS 3245 CONTEMPORARY IDENTITY POLITICS</b>	✓	✓	✓		✓	
<b>ENGL 2004/CLAS 2104 LITERATURE AND FILM</b>	✓	✓		✓		
<b>ENGL 2007 EMERGENCE OF THE MODERN</b>		✓	✓	✓		
<b>ENGL 2008 QUEST FOR ETHNIC, CULTURAL, AND NATIONAL IDENTITIES IN</b>	✓	✓			✓	

<b>LITERATURE</b>						
<b>ENGL 2009 INTRODUCTION TO LITERARY STUDIES</b>	✓	✓			✓	
<b>HIST 3005 SHAPING OF THE MODERN WORLD</b>	✓	✓	✓	✓	✓	
<b>JUST 2545 CLASSICAL JEWISH TEXTS</b>		✓	✓	✓		
<b>PRLS 3105 PUERTO RICAN AND LATIN@ CULTURAL FORMATIONS</b>	✓	✓	✓	✓	✓	

**CUNY Common Core Structure of General Education**

**Flexible Core**

**Alignment of Brooklyn College General Education Courses to Learning Outcomes**

**US Experience in its Diversity**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>APPLY CONCEPTS AND METHODS OF A DISCIPLINE EXPLORING US EXPERIENCE</b>	<b>ANALYZE MAJOR THEMES OF US HISTORY FROM MORE THAN ONE PERSPECTIVE</b>	<b>EVALUATE HOW INDIGENOUS POPULATIONS, SLAVERY, OR IMMIGRATION SHAPED US</b>	<b>EVALUATE ROLE OF US IN INTERNATIONAL RELATIONS</b>	<b>DIFFERENTIATE AMONG LEGISLATIVE, JUDICIAL, AND EXECUTIVE BRANCHES AND ANALYZE THEIR INFLUENCE ON DEVELOPMENT OF US</b>	<b>DISCUSS INSTITUTIONS IN US SOCIETY AND INFLUENCE OF FORMS OF SOCIAL DIFFERENTIATION</b>

<b>AMST 1010 AMERICAN IDENTITIES</b>	✓		✓			✓
<b>ANTH 3135 AMERICAN URBAN EXPERIENCE: ANTHROPOLOGICAL PERSPECTIVES</b>	✓		✓			✓
<b>ENGL 2001 LITERATURE, ETHNICITY, AND IMMIGRATION</b>	✓		✓			✓
<b>HIST 3401 AMERICAN PLURALISM TO 1877</b>	✓	✓	✓			
<b>HIST 3402 AMERICAN PLURALISM SINCE 1877</b>	✓	✓	✓			
<b>JUST 3485 JEWS OF NEW YORK</b>	✓	✓	✓			
<b>MUSC 3101 MUSIC IN GLOBAL AMERICA</b>	✓	✓				✓

<b>POLS 1230 PEOPLE, POWER, AND POLITICS</b>	✓	✓	✓			
<b>PRLS 1001 INTRODUCTION TO PUERTO RICAN AND LATINO STUDIES</b>			✓	✓		✓

<b>PRLS 3203 LATINO/A DIASPORAS IN THE U.S.</b>	✓	✓	✓			✓
<b>SEED 1001 CRITICAL ISSUES IN U.S. EDUCATION</b>	✓	✓				✓
<b>SPCL 3000 LGBTQ YOUTH IN EDUCATIONAL CONTEXTS</b>	✓	✓	✓			✓
<b>WGST 1001 INTRODUCTION TO WOMEN'S STUDIES: SEX, GENDER, AND POWER</b>	✓	✓				✓

**CUNY Common Core Structure of General Education**

**Flexible Core**

**Alignment of Brooklyn College General Education Courses to Learning Outcomes**

**Creative Expression**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>APPLY CONCEPTS &amp; METHODS OF A DISCIPLINE EXPLORING CREATIVE EXPRESSION</b>	<b>ANALYZE HOW ARTS FROM CULTURES OF THE PAST SERVE AS FOUNDATION FOR THOSE OF THE PRESENT</b>	<b>ARTICULATE HOW MEANING IS CREATED IN THE ARTS OR COMMUNICATIONS</b>	<b>DEMONSTRATE KNOWLEDGE OF THE SKILLS INVOLVED IN THE CREATIVE PROCESS</b>	<b>USE APPROPRIATE TECHNOLOGIES TO CONDUCT RESEARCH AND TO COMMUNICATE</b>
<b>ART 1010 ART: ITS HISTORY AND MEANING</b>	✓	✓	✓		

<b>MUSC 1300 MUSIC: ITS LANGUAGE, HISTORY, AND CULTURE</b>	✓	✓	✓		
<b>MUSC 1400 FUNDAMENTALS OF MUSIC</b>	✓	✓			✓

## CUNY Common Core Structure of General Education

### Flexible Core

#### Alignment of Brooklyn College General Education Courses to Learning Outcomes

#### Individual and Society

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>APPLY CONCEPTS &amp; METHODS OF A DISCIPLINE EXPLORING RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY</b>	<b>EXAMINE HOW AN INDIVIDUAL'S PLACE IN SOCIETY AFFECTS EXPERIENCES, VALUES OR CHOICES</b>	<b>ASSESS ETHICAL VIEWS AND THEIR UNDERLYING PREMISES</b>	<b>ARTICULATE ETHICAL ISSUES OF INFORMATION RESOURCES TO RESPOND TO PROBLEMS</b>	<b>ENGAGE WITH TRENDS OR IDEOLOGIES AND ANALYZE IMPACT ON DECISION-MAKING</b>
<b>CASD 1707 PUBLIC SPEAKING</b>		✓	✓	✓	
<b>CBSE 2001/SEED 2001 HISTORICAL, PHILOSOPHICAL,</b>	✓	✓		✓	✓



<b>AND CULTURAL FOUNDATIONS OF EDUCATION</b>					
<b>CLAS 2109 SELF AND SOCIETY</b>	✓	✓	✓		
<b>CLAS 3200/RELG 3030 HEROES, GODS, MONSTERS: CLASSICAL MYTHOLOGIES</b>	✓	✓	✓		
<b>ENGL 2002 IDEAS OF CHARACTER IN THE WESTERN LITERARY TRADITION</b>		✓	✓		✓
<b>ENGL 2006 TEXT/CONTEXT</b>	✓	✓			✓
<b>MLAN 2015 CON, COP, AND MARK: REPRESENTATIONS OF CRIMINALITY AND AUTHORITY</b>		✓	✓		✓
<b>MLAN 2610 LITERATURE IN TRANSLATION</b>	✓	✓			✓
<b>PHIL 2101 INTRODUCTION TO THE PROBLEMS OF PHILOSOPHY</b>	✓		✓		✓

<b>PHIL 2501 PHILOSOPHICAL ISSUES IN LITERATURE</b>	✓	✓	✓		✓
<b>SOCY 1200 SOCIOLOGY OF SPORT</b>	✓	✓			✓

## CUNY Common Core Structure of General Education

### Flexible Core

#### Alignment of Brooklyn College General Education Courses to Learning Outcomes

#### Scientific World

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>APPLY CONCEPTS &amp; METHODS OF A DISCIPLINE EXPLORING THE SCIENTIFIC WORLD</b>	<b>DEMONSTRATE HOW TOOLS OF SCIENCE, MATH, TECHNOLOGY OR ANALYSIS CAN BE USED TO ANALYZE PROBLEMS AND DEVELOP SOLUTIONS</b>	<b>EVALUATE EMPIRICAL EVIDENCE SUPPORTING A SCIENTIFIC OR FORMAL THEORY</b>	<b>EVALUATE IMPACT OF TECHNOLOGIES AND SCIENTIFIC DISCOVERY ON CONTEMPORARY WORLD</b>	<b>UNDERSTAND SCIENTIFIC PRINCIPLES UNDERLYING POLICY OR PUBLIC CONCERN</b>
<b>ANTH 1205/CHEM 1037 STUDIES IN FORENSIC</b>	✓	✓			✓

<b>SCIENCE</b>					
<b>ANTH 2205 FORENSIC ANTHROPOLOGY</b>	✓	✓			✓
<b>CHEM 1011 PHARMACEUTICAL RESEARCH, DEVELOPMENT, AND APPROVAL</b>	✓		✓	✓	✓
<b>CHEM 1012 CHEMISTRY IN THE ARTS AND ARCHAEOLOGY</b>	✓	✓	✓	✓	✓
<b>EESC 1010 THE DYNAMIC EARTH</b>		✓	✓	✓	✓
<b>EESC 1050 SOCIETY AND THE OCEAN</b>	✓		✓		✓
<b>PHYS 1005 PHYSICS: THE SIMPLE LAWS THAT GOVERN THE UNIVERSE</b>	✓	✓	✓		✓
<b>PHYS 1040 MAKING OF THE ATOMIC BOMB</b>	✓	✓		✓	

**Brooklyn College General Education Courses that Develop Oral Communication Skills**

<b>Course</b>	<b>Core Requirement</b>	<b>Assignment Assessing Oral Communication Skills</b>		
		<b>Oral Presentations</b>	<b>Group Work and/or Team Activities</b>	<b>Focused Class Discussion in Discussion-based Course</b>
CHEM 1007 Chemistry in Modern Life: An Introduction for Non-Majors	Life & Physical Sciences		✓	
CISC 1002/PHIL 2200 The Outer Limits of Reasoning	Mathematical and Quantitative Reasoning	✓		
ENGL 1010: English Composition 1				✓
<b>Flexible Core</b>				
ANTH 1205/CHEM 1307 Forensic Science	Scientific World	✓		
ARTD 1035 The Development of the Silk Road	World Cultures & Global Issues	✓		
ARTD 3134 Subject, Creator, Consumer: Women and African Art	World Cultures & Global Issues			✓
CASD 1707 Public Speaking	Individual & Society	✓		
CHEM 1012 Chemistry in the Arts and Archaeology	Scientific World	✓		
CLAS 1110 Tyranny, Democracy, Empire: Classical Cultures	World Cultures & Global Issues			✓

CLAS 2109 The Self and Society	Individual & Society			✓
CLAS 3200/RELG 3030 Heroes, Gods, Monsters: Classical Mythologies	Individual & Society			✓
CLAS 3245 Comparative Identity Politics: The Ancient Mediterranean and the Modern World	World Cultures & Global Issues			✓
EESC 1050 Society and the Ocean	Scientific World	✓		
ENGL 2001 Literature, Ethnicity, and Immigration	U.S. Experience in Its Diversity			✓
ENGL 2002 Ideas of Character in the Western Literary Tradition	Individual & Society			✓
ENGL 2006 Text/Context	Individual & Society			✓
ENGL 2008 The Quest for Ethnic, Cultural, and National Identities in Literature	World Cultures & Global Issues	✓		
ENGL 2009 Introduction to Literary Studies	World Cultures & Global Issues			✓
HIST 3401 American Pluralism to 1877	U.S. Experience in Its Diversity			✓
JUST 3485 Jews of New York	U.S. Experience in Its Diversity	✓		✓
MLAN 2015 Con, Cop, and Mark: Representations of Criminality and Authority	Individual & Society	✓		
MLAN 2610 Literature in Translation	Individual & Society	✓		

MUSC 3101 Global Music in America	U.S. Experience in Its Diversity	✓		
PHYS 1040 The Making of the Atomic Bomb	Scientific World		✓	✓
PRLS 3105 Puerto Rican & Latin@ Cultural Formations	World Cultures & Global Issues		✓	✓
PRLS 3203 Latino/a Diasporas in the United States	U.S. Experience in Its Diversity		✓	✓
SOCY 1200 Sociology of Sport	Individual & Society	✓	✓	
SPCL 3000 LGBTQ Youth in Educational Contexts	U.S. Experience in Its Diversity	✓		✓
WGST 1001 Introduction to Women's Studies: Sex, Gender, and Power	U.S. Experience in Its Diversity	✓	✓	

**Brooklyn College General Education Courses that Develop Information Literacy**

<b>Course</b>	<b>Core Requirement</b>	<b>Collect and Analyze Source and/or Data</b>	<b>Evaluate Sources, including work with primary sources</b>	<b>Interpret Statistics and/or Statistical Analyses</b>	<b>Interpret Other Forms of Data</b>
		Research Paper      Lab Component and/or presentation			
<b>Required Core</b>					
ANTH 1200: Human Origins	Life & Physical Sciences		✓		
BIOL 1010: Biology: The Study of Life	Life & Physical Sciences		✓		
CHEM 1007: Chemistry in Modern Life	Life & Physical Sciences		✓		
CISC 1001: Computing and Quantitative Reasoning	Mathematical and Quantitative Reasoning				✓
CISC 1002/PHIL 2200: The Outer Limits of Reasoning	Mathematical and Quantitative Reasoning				✓
ENGL 1010: English	English Composition			✓	



Composition 1						
ENGL 1012: English Composition 2	English Composition	✓		✓		
MATH 1311: Thinking Mathematically						✓
MATH 1501: Elements of Statistics with Applications					✓	
<b>Flexible Core</b>						
ANTH 2205: Forensic Anthropology						✓
CASD 1707: Public Speaking	Individual & Society	✓				
CBSE 2001/SEED 2001: Historical, Philosophical, and Cultural Foundations of Education	Individual & Society					
CHEM 1037/ANTH 1205: Studies in Forensic Science	Scientific World					✓
EESC 1010: The Dynamic Earth	Scientific World					✓
EESC 1050: Society and the Ocean	Scientific World					✓
JUST 3485: Jews of New York	U.S. Experience in Its Diversity	✓				

PHYS 1040: The Making of the Atomic Bomb	Scientific World				✓	
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**Brooklyn College General Education Courses that Develop Technological Competencies**

Course	Core Requirement	Use Technology to Gather Sources		Use digital resources, databases	Use internet, computer software, online resources	Use/ Learn about discipline-specific technologies
		Research Paper	Lab Component			
Required Core						
ANTH 1200: Human Origins	Life & Physical Sciences		✓			
BIOL 1010: Biology: The Study of Life	Life & Physical Sciences		✓			
CHEM 1007: Chemistry in Modern Life	Life & Physical Sciences		✓			
CISC 1001: Computing and Quantitative Reasoning	Mathematical & Quantitative Reasoning				✓	
CISC 1002/PHIL 2200: The Outer Limits of Reasoning	Mathematical & Quantitative Reasoning				✓	✓
ENGL 1010: English Composition 1	English Composition			✓	✓	
ENGL 1012: English Composition 2	English Composition	✓		✓	✓	

<b>Flexible Core</b>						
ARTD 1035: The Development of the Silk Road	World Cultures & Global Issues				✓	
CASD 1707: Public Speaking	Individual and Society	✓				
CHEM 1012: Chemistry in the Arts and Archaeology	Scientific World					✓
CHEM 1037/ANTH 1205: Studies in Forensic Science	Scientific World					✓
CLAS 1110: Tyranny, Democracy, Empire: Classical Cultures	World Cultures & Global Issues			✓	✓	
EESC 1010: The Dynamic Earth	Scientific World					✓
JUST 3485: Jews of New York		✓				
MUSC 1400: Fundamentals of Music	Creative Expression					✓
PHYS 1005: Physics: The Simple Laws that Govern the Universe	Scientific World		✓			
PHYS 1040: The Making of the Atomic Bomb	Scientific World			✓	✓	✓
SEED 1001/CBSE 2001	U.S. Experience in	✓				

	Its Diversity					
<b>STEM Variant</b>						
CHEM 1040: General Chemistry for Health-Related Professions	Life & Physical Sciences		✓		✓	
CHEM 1100: General Chemistry IA	Life & Physical Sciences		✓		✓	
CHEM 1150: General Chemistry 1	Life & Physical Sciences		✓			
CHEM 2050: General Chemistry 1B	Life & Physical Sciences		✓		✓	
<b>College Option (2017-2019)</b>						
PHYS 1070: Cosmology	Exploring Science			✓	✓	
PHYS 1080: Energy Use and Climate Change	Exploring Science			✓	✓	

**Brooklyn College Outcomes Assessment 2018-2019**  
**Program Assessment**

**Program:** General Education

**Program Coordinator:** Caroline E. Arnold

**Date:**

## **I. Mission Statement**

### **College Mission Statement**

Brooklyn College of the City University of New York transforms lives by providing access to outstanding undergraduate and graduate programs in the arts and sciences, business and education, and a vibrant Core Curriculum in the liberal arts. We are an urban, public institution, proudly situated in one of the most dynamic and diverse communities in the country. We are committed to student success and to our historic mission to provide an affordable, high-quality education to students of all backgrounds. We seek to develop knowledgeable students who are engaged in the life of the college and our community, and are prepared to think critically, lead responsibly, act ethically, and contribute globally.

### **Mission Statement for General Education**

The goal of general education at Brooklyn College is to graduate informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity.<sup>1</sup> Our general education curriculum emphasizes the skills that students need to think critically and creatively and become informed and responsible citizens of the world. Central to our general education philosophy is proficiency in writing, speech and a foreign language. This curriculum develops the ideas, knowledge, understanding, judgment, experiences and skills that students need to make meaningful contributions to a diverse and global society, assume leadership roles, and develop an appreciation of and capacity for lifelong learning.<sup>2</sup>

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<sup>1</sup> [http://www.brooklyn.cuny.edu/web/aca\\_facultycouncil/160308\\_CDU\\_381.pdf](http://www.brooklyn.cuny.edu/web/aca_facultycouncil/160308_CDU_381.pdf)

<sup>2</sup> <http://www.brooklyn.cuny.edu/web/academics/core.php>

## I. Program Goals and Outcomes

The student learning outcomes for the Required Core and Flexible Core courses are specified by the City University of New York's Pathways Common Core structure (see Assessment Plan for General Education 2019-2023, Appendix 1).

## II. Program Curriculum Map

Student Learning Outcomes, as specified by the Pathways curriculum, vary across General Education requirements. The Flexible Core curriculum, effectively a distribution requirement, identifies five thematic areas. All courses in the Flexible Core must meet the following learning outcomes:

1) Gather, interpret, and assess information from a variety of sources and points of view; 2) Evaluate evidence and arguments critically or analytically and 3) Produce well-reasoned written or oral arguments using evidence to support conclusions. In addition, any course in the Flexible Core must also meet three SLOs specific to the five thematic areas defined by Pathways' Flexible Core (see Appendix 2).

## III. Assessment Progress Report *(adapted from Hunter College Assessment Progress Report)*

This progress report has two parts: a **Self-Assessment Rubric** and a **Program Assessment Report** for each program. The purpose of the rubric is to provide a way for your department or program to discuss its strengths and weaknesses in its ability to develop a strong foundation for sustainable assessment practice. The purpose of the program assessment report is to document the department's or program's recent assessment practice according to the four stages of the assessment cycle: (1) identify outcomes, (2) map to assessments, (3) assess data, and (4) use findings to close the loop.

*Assessment is about improvement over time. Results will be used to determine how the Office of Assessment can best assist departments and programs.*



**Self-Assessment Rubric:** Mark one category per row.

Required and Flexible Core:

<b>Capacity Criteria</b>	<b>Developed</b>	<b>Emerging</b>	<b>Needs Work</b>
<b>Department or Program Learning Goals/ Outcomes</b> in place	<input type="checkbox"/> The department or program has learning goals/ outcomes that are student-centered, observable and aligned with courses.	* The department or program has learning goals/ outcomes, but they are not yet student-centered, observable and aligned with courses.	<input type="checkbox"/> The department or program does not yet have overall learning goals/ outcomes.
<b>Assessment Plan</b> in place	<input type="checkbox"/> The department or program has a plan that includes goals/ outcomes, strategies and a timeline.	*The department or program has a plan but it is primarily focused on short-term or discrete projects.	<input type="checkbox"/> The department or program does not yet have an assessment plan.
<b>Assessment Methods</b> in place	<input type="checkbox"/> The department or program has developed assessment methods that effectively convey information about student learning outcomes.	<input type="checkbox"/> The department or program has developed assessment methods, but they do not yet follow best practices.	* The department or program has not yet developed methods to assess itself.
<b>Level of participation</b> in department or program assessment activities	<input type="checkbox"/> Participation in assessment activities is widespread in the department or program through coordinated efforts.	* Some members of the department or program are participating in assessment activities, some are not; coordinated efforts are somewhat piecemeal.	<input type="checkbox"/> Only a few members of the department or program are participating in assessment activities; there is no coordinated effort yet.
<b>Immediate future</b> of assessment practice	* The department or program has concrete plans for next steps with goals, roles and timelines.	<input type="checkbox"/> The department or program has plans for next steps but they are not yet clear or feasible.	<input type="checkbox"/> The department or program does not yet have plans for next steps or plans are stalled.

**Self-Assessment Rubric:** Mark one category per row.

College Option

<b>Capacity Criteria</b>	<b>Developed</b>	<b>Emerging</b>	<b>Needs Work</b>
<b>Department or Program Learning Goals/ Outcomes</b> in place	<input type="checkbox"/> The department or program has learning goals/ outcomes that are student-centered, observable and aligned with courses.	<input type="checkbox"/> The department or program has learning goals/ outcomes, but they are not yet student-centered, observable and aligned with courses.	* The department or program does not yet have overall learning goals/ outcomes.
<b>Assessment Plan</b> in place	<input type="checkbox"/> The department or program has a plan that includes goals/ outcomes, strategies and a timeline.	<input type="checkbox"/> The department or program has a plan but it is primarily focused on short-term or discrete projects.	* The department or program does not yet have an assessment plan.
<b>Assessment Methods</b> in place	<input type="checkbox"/> The department or program has developed assessment methods that effectively convey information about student learning outcomes.	<input type="checkbox"/> The department or program has developed assessment methods, but they do not yet follow best practices.	* The department or program has not yet developed methods to assess itself.
<b>Level of participation</b> in department or program assessment activities	<input type="checkbox"/> Participation in assessment activities is widespread in the department or program through coordinated efforts.	<input type="checkbox"/> Some members of the department or program are participating in assessment activities, some are not; coordinated efforts are somewhat piecemeal.	* Only a few members of the department or program are participating in assessment activities; there is no coordinated effort yet.
<b>Immediate future</b> of assessment practice	* The department or program has concrete plans for next steps with goals, roles and timelines.	<input type="checkbox"/> The department or program has plans for next steps but they are not yet clear or feasible.	<input type="checkbox"/> The department or program does not yet have plans for next steps or plans are stalled.

**Overall Comments (please keep these brief). Upload any attachments to support your self-assessment.**

Brooklyn College now has a plan for assessing courses in its General Education curriculum and for program-level of General Education. During Fall 2018, the program developed a curriculum map for Flexible Core courses (October 2018), assessed the extent of course offerings in Required Common Core and Flexible Core (October 2018), developed a Five-year Assessment Plan for General Education (November 2018), and developed a model for assessing each segment of the Flexible Core curriculum (November 2018). During Fall 2018, seven departments conducted course-level assessments of General Education classes. This is a significant improvement over the three departments that assessed General Education courses in 2017-2018. In Spring 2019, the program will conduct its first coordinated assessment of a thematic area of the Flexible Core, "Creative Expression." In addition, four other departments will engage in course-level assessment of General Education classes during the Spring 2019 term. The General Education Coordinator and Committee on General Education will use this assessment of "Creative Expression" to develop assessment procedures for other thematic sections of the General Education curriculum.

From Fall 2017-Fall 2018, the College has worked to develop the infrastructure to implement the College Option portion of the General Education requirements. This has involved coordinated efforts including the Committee on General Education, the Steering Committee of Faculty Council, the Center for Academic Advisement and Student Success (CAASS), the Department of Modern Languages and Literatures, the Dean of Humanities and Social Sciences, the Office for Institutional Research, the Director of Assessment, and the Provost and the Provost's office. The next step is to develop student learning outcomes for the College Option segment of the curriculum. As a result, the assessment plan for the College Option needs to be developed. This will begin in Spring 2019 with developing SLOs for the College Option, expanded course offerings in the College Option, and work to implement the

#### IV. Program Assessment Report

Briefly summarize the assessment conducted last (calendar) year for each program:  
Attach any supporting documents.

##### Variety of Brooklyn College Course Offerings in Required and Flexible Core

<b>Program Name:</b> General Education
<b>Program Goal:</b> Sufficient variety of Brooklyn College course offerings in Required and Flexible Core
<b>Data Collected / Assessment Method:</b> The Coordinator for General Education tallied the number of courses meeting the General Education requirements for Brooklyn College and other CUNY senior colleges.
<b>Assessment Findings:</b> Overall, compared to other senior colleges at CUNY, Brooklyn College offers fewer courses that meet the varied Required Core and Flexible Core components of the Pathways curriculum.
<b>Use of Results:</b> The Coordinator for General Education discussed Brooklyn College's variety of course offerings with the Provost and the Curriculum Committee on General Education. The Committee concluded that Brooklyn College's offerings reflected the continued importance of the College's previous Core Curriculum, which had been the central goal of Brooklyn College's implementation of the new general education curriculum. The Committee and the Coordinator will continue to work with departments to expand course offerings in keeping with the coherence of the College's mission for General Education.
<b>Notes and Attachments: (Please keep these brief).</b>  See Appendix 1

### Coverage of General Education SLOs by Brooklyn College Offerings

<b>Program Name:</b> General Education
<b>Program Goal:</b> Sufficient coverage of General Education SLOs in Brooklyn College Flexible Core offerings
<b>Data Collected / Assessment Method:</b> The Provost's Office, Special Assistant to the Provost, and Coordinator for General Education completed a curriculum map of the College's offerings in the Flexible Core. The Coordinator examined the depth of the College's course coverage of the additional SLOs for each segment of the Flexible Core.
<b>Assessment Findings:</b> In three sections of the Flexible Core, "U.S. Experience in Its Diversity," "Creative Expression," and "Individual and Society," several of the student learning outcomes are poorly covered (see Appendix 1). Of the 13 courses that fulfill the "U.S. Experience in Its Diversity" requirement, only one "evaluates the role of the U.S. in international relations" (SLO 4). None of the 13 courses offered "differentiate among the legislative, judicial, and executive branches and analyze their influence on the development of the U.S." (SLO 5). None of the three courses offered by the Art and Music departments to fulfill the "Creative Expression" requirement prioritizes students' "demonstrat[ing] knowledge of the skills involved in the creative process" (SLO 4). Only one of the three courses specifies that students "use appropriate technologies to conduct research and communicate" (SLO 5). Course mapping to Pathways' student learning outcomes is also lacking in the "Individual and Society" section of the Flexible Core. Of the 11 approved courses, only two develop students' ability to "articulate ethical issues of information resources to respond to problems" (SLO 4). Course offerings in the "Scientific World" segment of the Flexible Core could also be enhanced. While 12 courses are approved for the requirement, 4 of those are STEM variant courses, which are not aligned with the Pathways learning outcomes. Of the remaining 8, only 4 incorporate student "evaluat[ion] of the impact of technologies and scientific discovery on the contemporary world."

**Use of Results:** In each of these cases, coverage of Pathways student learning outcomes could be enhanced through the addition of new courses or changes in course content. The Coordinator for General Education will discuss Brooklyn College's variety of course offerings with the Provost, the Curriculum Committee on General Education, and relevant chairs. The Coordinator discussed lack of coverage of Creative Expression SLO #4 and 5 with the Chairs of the departments of Music and Art. There is coverage of this SLO in MUSC 1400 and efforts will be made to further integrate the "use of appropriate technologies" in other courses.

**Notes and Attachments: (Please keep these brief).**

See Appendix 2

### Issues Raised in Course-level Assessments of Brooklyn College General Education Courses

<b>Program Name: General Education</b>
<b>Program Goal:</b> Integration and Coordination of Departmental and Program-level Assessment of General Education
<b>Data Collected / Assessment Method:</b> The Coordinator for General Education evaluated departmental assessment reports for the extent of coverage of General Education courses and the issues raised in departmental assessments of those courses. The goal was to determine how best to design program-level assessment for the General Education program.
<b>Assessment Findings:</b> No assessment of General Education courses has been conducted at the program level. Four of the nine departments that conducted assessment of General Education courses in 2017-2018 raised issues concerning variation in course content across multiple sections. Four departments raised concerns about coverage of General Education SLOs and the alignment between individual course syllabi and the SLOs for the related General Education requirement. Departments also vary in the instructors included in departmental assessment. Some only assess full-time instructors, due to the undue burden that assessment can place on part-time faculty. Others include and have a higher response rate among part-time faculty.
<b>Use of Results:</b> In Spring 2019, the College will conduct its first assessment of all courses that fulfill a General Education requirement. This will involve assessing the three courses in the “Creative Expression” requirement and involve the Departments of Art and of Music. In Spring 2019, the Coordinator for General Education will work with relevant departments to assess the extent of variation across sections in SLOs and coverage of General Education SLOs for General Education requirements. Assessment will be conducted of course syllabi. Data on departmental selection of sections for assessment will be gathered to facilitate a discussion of the diverse needs of departments regarding full-time and part-time faculty involvement in assessment of general education courses.
<b>Notes and Attachments: (Please keep these brief).</b>  See General Education Assessment Report 2018-2019, Appendix 3





**V. Program Curriculum Map:** *Submit only if this has changed since your last report. (e.g., new courses, curriculum revision).*

See Appendix 2

**VI. Program Assessment Cycle Timetable:** Update if necessary. If you are still working *through your cycle and this has not changed since last report, no need to submit.*

List each learning goal in column one and indicate by an “X” when each learning goal will be assessed. For example, some may be assessed every year, others only once every three years.

### Yearly Assessment Schedule of Learning Goals

#### Required Core

General Education Requirement	Course(s) assessed:	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2023	Spring 2023
English Composition	ENGL 1010, 1012	X (ENGL 1010)					X ENGL 2012				
Mathematical and Quantitative Reasoning	CISC 1001, CISC 1002, MATH 1311, MATH 1501	X (MATH 1311)						X			
Life and Physical Sciences	ANTH 1200, BIOL 1010, CHEM 1007				X						

## Flexible Core

General Education Requirement	Course(s) assessed:	Fall 2018	Spr 2019	Fall 2019	Spr 2020	Fall 2020	Spr 2021	Fall 2021	Spring 2022	Fall 2023	Spring 2023
World Cultures and Global Issues	AFST 3135, ANTH 1105, ARTD 1035, ARTD 3134, CLAS 1110, CLAS 2104, CLAS 3245, ENGL 2007, ENGL 2008, ENGL 2009, HIST 3005, JUST 2545, PRLS 3105		X HIST 3005	X						O <sup>1</sup>	
U.S. Experience in Its Diversity	AMST 1010, ANTH 3135, ENGL 2011, HIST 3401, HIST 3402, JUST 3485, MUSC 3101, POLS 1230, PRLS 1001, PRLS 3203, SEED 1001, SPCL 3000, WGST 1001	X PRLS 1001 (Intro to Puerto Rican and Latin@ Studies), WGST 1001	X AMST 1010, HIST 3401, 3402, POLS 1230, PRLS 1001,				X				O <sup>1</sup>
Creative Expression	ARTD 1001, MUSC 1300, MUSC 1400		X								
Individual and Society	CASD 1707, CBSE 2001/SEED 2001, CLAS 2109, CLAS 3200, ENGL 2002, ENGL 2006, MLAN 2015, MLAN 2610, PHIL 2101, PHIL 2501, SOCY 1200	X CASD 1707 (Public Speaking)				X					
Scientific World	ANTH 1205, ANTH 2205, CHEM 1011, CHEM 1012, EESC 1010, EESC 1050, PHYS 1005, PHYS 1040				X						

<sup>1</sup> Proposed additional assessment, to be modified in light of ongoing assessment findings.

**College Option: TBD**

## Appendix 1: Variety of Brooklyn College Course Offerings in Required and Flexible Core

Number of Courses that Fulfill Common Core and Flexible Core Requirements at Senior CUNY Colleges

Table 1: Common Core

Requirement	<b>Brooklyn College</b>	Baruch	City College	Hunter	John Jay	Queens
English Composition (2 courses)	<b>2</b>	2	12	3	2	12
Mathematical & Quantitative Reasoning <sup>1</sup> (1 course)	<b>12</b>	7	18	11	8	37
Life and Physical Sciences <sup>1</sup> (1 course)	<b>23</b>	9	26	27	10	43

<sup>1</sup> These counts include approved STEM variant courses.

## Appendix 1 (continued)

Table 2: Flexible Core

Requirement	Brooklyn College	Baruch	City College	Hunter	John Jay	Queens
World Cultures & Global Issues	<b>13</b>	6	11 (literature) 17 (global history and culture) <sup>1</sup>	59 (45) <sup>2</sup>	39 (21) <sup>2</sup>	48 (21) <sup>2</sup>
U.S. Experience in its Diversity	<b>13</b>	6	7	3	21	24
Creative Expression	<b>3 (College requires two courses)</b>	6	10	19	26	22
Individual and Society	<b>11</b>	4	16	28 <sup>3</sup> (humanities) 17 (social science)	21	23
Scientific World <sup>4</sup>	<b>12</b>	6	10	30	22	21

<sup>1</sup> City College, requires BA and BFA students to take two courses in “World Cultures and Global Issues”; BS students are required to take one course. <sup>2</sup> Unlike Brooklyn College, where languages other than English are part of the College Option, Hunter, John Jay, and Queens College include language courses in the “World Cultures and Global Issues,” portion of the Flexible Core. The numbers in parentheses represent course counts without language courses. In the case of Queens College, it was unclear whether some courses in language departments were literature courses, or language courses. The count excludes any course offered by a language department. <sup>3</sup> Hunter requires students to take two courses in the “Individual and Society” section, one in humanities and a second in the social sciences. <sup>4</sup> The counts include STEM variant courses.

## Appendix 2: Coverage of General Education SLOs by Brooklyn College Offerings

### Appendix 2: CUNY Common Core Structure of General Education

#### Flexible Core Alignment of Brooklyn College General Education Courses to Learning Outcomes World Cultures and Global Issues

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts and methods of a discipline exploring world cultures</b>	<b>Analyze culture, globalization, or global cultural diversity</b>	<b>Analyze historical development of non-U.S. societies</b>	<b>Analyze significance of major movements</b>	<b>Discuss role that forms of social differentiation play in world cultures</b>	<b>Speak, read, and write a language other than English</b>
AFST 3135 Black Political Identity in a Transnational Context	✓	✓		✓		
ANTH 1105 Comparative Studies in Cultures and Transformation	✓	✓			✓	
ARTD 1035 Development of the Silk Road	✓	✓	✓	✓	✓	
ARTD 3134 Subject, Creator, Consumer: Women and African Art	✓	✓	✓	✓	✓	

CLAS 1110 Classical Cultures	✓	✓	✓	✓	✓	
CLAS 3245 Contemporary Identity Politics	✓	✓	✓		✓	
ENGL 2004/CLAS 2104 Literature and Film	✓	✓		✓		
ENGL 2007 Emergence of the Modern		✓	✓	✓		
ENGL 2008 Quest for Ethnic, Cultural, and National Identities in Literature	✓	✓			✓	
ENGL 2009 Introduction to Literary Studies	✓	✓			✓	
HIST 3005 Shaping of the Modern World	✓	✓	✓	✓	✓	
JUST 2545 Classical Jewish Texts		✓	✓	✓		
PRLS 3105 Puerto Rican and Latin@ Cultural Formations	✓	✓	✓	✓	✓	



## CUNY Common Core Structure of General Education

### Flexible Core

#### Alignment of Brooklyn College General Education Courses to Learning Outcomes US Experience in its Diversity

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts and methods of a discipline exploring US experience</b>	<b>Analyze major themes of US history from more than one perspective</b>	<b>Evaluate how indigenous populations, slavery, or immigration shaped US</b>	<b>Evaluate role of US in international relations</b>	<b>Differentiate among legislative, judicial, and executive branches and analyze their influence on development of US</b>	<b>Discuss institutions in US society and influence of forms of social differentiation</b>
AMST 1010 American Identities	✓		✓			✓
ANTH 3135 American Urban Experience: Anthropological Perspectives	✓		✓			✓
ENGL 2001 Literature, Ethnicity, and Immigration	✓		✓			✓
HIST 3401 American Pluralism to 1877	✓	✓	✓			
HIST 3402 American Pluralism since 1877	✓	✓	✓			

JUST 3485 Jews of New York	✓	✓	✓			
MUSC 3101 Music in Global America	✓	✓				✓
POLS 1230 People, Power, and Politics	✓	✓	✓			
PRLS 1001 Introduction to Puerto Rican and Latino Studies			✓	✓		✓
PRLS 3203 Latino/a Diasporas in the U.S.	✓	✓	✓			✓
SEED 1001 Critical Issues in U.S. Education	✓	✓				✓
SPCL 3000 LGBTQ Youth in Educational Contexts	✓	✓	✓			✓
WGST 1001 Introduction to Women's Studies: Sex, Gender, and Power	✓	✓				✓

## CUNY Common Core Structure of General Education

### Flexible Core

#### Alignment of Brooklyn College General Education Courses to Learning Outcomes Creative Expression

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts &amp; methods of a discipline exploring creative expression</b>	<b>Analyze how arts from cultures of the past serve as foundation for those of the present</b>	<b>Articulate how meaning is created in the arts or communications</b>	<b>Demonstrate knowledge of the skills involved in the creative process</b>	<b>Use appropriate technologies to conduct research and to communicate</b>
ART 1010 Art: Its History and Meaning	✓	✓	✓		
MUSC 1300 Music: Its Language, History, and Culture	✓	✓	✓		
MUSC 1400 Fundamentals of Music	✓	✓			✓

## CUNY Common Core Structure of General Education

### Flexible Core

#### Alignment of Brooklyn College General Education Courses to Learning Outcomes Individual and Society

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
  
2. All courses must meet at least three of the following additional learning outcomes:

<b>COURSE</b>	<b>Apply concepts &amp; methods of a discipline exploring relationship between individual and society</b>	<b>Examine how an individual's place in society affects experiences, values or choices</b>	<b>Assess ethical views and their underlying premises</b>	<b>Articulate ethical issues of information resources to respond to problems</b>	<b>Engage with trends or ideologies and analyze impact on decision-making</b>
CASD 1707 Public Speaking		✓	✓	✓	
CBSE 2001/SEED 2001 Historical, Philosophical, and Cultural Foundations of Education	✓	✓		✓	✓
CLAS 2109 Self and Society	✓	✓	✓		
CLAS 3200/RELG 3030 Heroes, Gods, Monsters: Classical Mythologies	✓	✓	✓		
ENGL 2002 Ideas of Character in the Western Literary Tradition		✓	✓		✓

ENGL 2006 Text/Context	✓	✓			✓
MLAN 2015 Con, Cop, and Mark: Representations of Criminality and Authority		✓	✓		✓
MLAN 2610 Literature in Translation	✓	✓			✓
PHIL 2101 Introduction to the Problems of Philosophy	✓		✓		✓
PHIL 2501 Philosophical Issues in Literature	✓	✓	✓		✓
SOCY 1200 Sociology of Sport	✓	✓			✓

**CUNY Common Core Structure of General Education**  
**Flexible Core**  
**Alignment of Brooklyn College General Education Courses to Learning Outcomes**  
**Scientific World**

1. All courses must meet the following three learning outcomes:
  - Gather, interpret, and assess information from a variety of sources and points of view.
  - Evaluate evidence and arguments critically or analytically.
  - Produce well-reasoned written or oral arguments using evidence to support conclusions.
2. All courses must meet at least three of the following additional learning outcomes:

<b>Course</b>	<b>Apply concepts &amp; methods of a discipline exploring the scientific world</b>	<b>Demonstrate how tools of science, math, technology or analysis can be used to analyze problems and develop solutions</b>	<b>Evaluate empirical evidence supporting a scientific or formal theory</b>	<b>Evaluate impact of technologies and scientific discovery on contemporary world</b>	<b>Understand scientific principles underlying policy or public concern</b>
ANTH 1205/CHEM 1037 Studies in Forensic Science	✓	✓			✓
ANTH 2205 Forensic Anthropology	✓	✓			✓
CHEM 1011 Pharmaceutical Research, Development, and Approval	✓		✓	✓	✓
CHEM 1012 Chemistry in the Arts and Archaeology	✓	✓	✓	✓	✓
EESC 1010 The Dynamic Earth		✓	✓	✓	✓
EESC 1050 Society and the Ocean	✓		✓		✓
PHYS 1005 Physics: The Simple Laws that Govern the Universe	✓	✓	✓		✓

PHYS 1040 Making of the Atomic Bomb	✓	✓		✓	
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### Appendix 3: Timeline for Course-Level Assessment in General Education

Action	Responsible Parties	Timeline for Spring semester assessment	Timeline for Fall semester assessment
Selection of General Education Requirement and/or Thematic Area of Flexible Core	Committee on General Education, Director of General Education	Early October	Early February
Selection of departments	Meetings between department chairs and Director of General Education to discuss department's involvement in the assessment of general education courses during the next semester	October-November	February-March
Selection SLO for assessment	Department chair and department assessment representative <sup>3</sup>	October-November	February-March
Development of Research Design	Option A: BC Assessment Committee  Option B: see following forms  Option C: Department chair and department assessment representative, with any needed assistance from Director of General Education	October-November	February-March
Selection of sections for assessment	Department chair and department assessment representative	November	Late March-early April
Selection of assignments (artifacts)	Department chair and department assessment representative	November	Late March-early April
Rubric Design	Samples to be provided by BC Assessment Committee, or by Department chair and department assessment representative, if desired	November	Late March-early April
Informing of instructors	Department chair and department assessment representative	December	May

<sup>3</sup> As assessment of the General Education curriculum proceeds, the Committee on General Education and Director of General Education will provide feedback to department chairs regarding program-level assessment of the general education program.



**Brooklyn College Outcomes Assessment 2018-2019**  
**General Education Course Assessment**

**Program:** General Education

**Program Coordinator:** Caroline E. Arnold

**Date:** January 16, 2019

## **I. Mission Statement**

### **College Mission Statement**

Brooklyn College of the City University of New York transforms lives by providing access to outstanding undergraduate and graduate programs in the arts and sciences, business and education, and a vibrant Core Curriculum in the liberal arts. We are an urban, public institution, proudly situated in one of the most dynamic and diverse communities in the country. We are committed to student success and to our historic mission to provide an affordable, high-quality education to students of all backgrounds. We seek to develop knowledgeable students who are engaged in the life of the college and our community, and are prepared to think critically, lead responsibly, act ethically, and contribute globally.

### **Mission Statement for General Education**

The goal of general education at Brooklyn College is to graduate informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity.<sup>1</sup> Our general education curriculum emphasizes the skills that students need to think critically and creatively and become informed and responsible citizens of the world. Central to our general education philosophy is proficiency in writing, speech and a foreign language. This curriculum develops the ideas, knowledge, understanding, judgment, experiences and skills that students need to make meaningful contributions to a diverse and global society, assume leadership roles, and develop an appreciation of and capacity for lifelong learning.<sup>2</sup>

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<sup>1</sup> [http://www.brooklyn.cuny.edu/web/aca\\_facultycouncil/160308\\_CDU\\_381.pdf](http://www.brooklyn.cuny.edu/web/aca_facultycouncil/160308_CDU_381.pdf)

<sup>2</sup> <http://www.brooklyn.cuny.edu/web/academics/core.php>

## **II. Program Goals and Outcomes**

The student learning outcomes for the Required Core and Flexible Core courses are specified by the City University of New York's Pathways Common Core structure (see Assessment Plan for General Education 2019-2023, Appendix 1).

## **III. Program Curriculum Map**

Student Learning Outcomes, as specified by the Pathways curriculum, vary across General Education requirements. The Flexible Core curriculum, effectively a distribution requirement, identifies five thematic areas. All courses in the Flexible Core must meet the following learning outcomes: 1) Gather, interpret, and assess information from a variety of sources and points of view; 2) Evaluate evidence and arguments critically or analytically and 3) Produce well-reasoned written or oral arguments using evidence to support conclusions. In addition, any course in the Flexible Core must also meet three SLOs specific to the five thematic areas defined by Pathways' Flexible Core (see Assessment Plan for General Education 2019-2023, Appendix 2).

#### IV. Program Assessment Tools

*Describe all quantitative and qualitative assessment tools (methods of evaluation) for each “learning outcomes” and indicate by an “X” whether these are direct (evaluating a senior thesis) or indirect (student survey) measures where applicable.*

##### Required Core

Course and Pathways requirement	Semester	General Education Learning Outcomes	Quantitative Tool (i.e.: Math Test)	Qualitative Tool (i.e.: Reflection Paper)	Direct Measure (x)	Indirect Measure (x)
English Composition 1 (ENGL 1010)  Required Core: English Composition	Fall 2018	Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. Focus on citing and integration of primary sources (SLO #3)		Student papers	X	
Thinking Mathematically (MATH 1311)  Required Core: Mathematical and Quantitative Reasoning	Fall 2018	Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables (SLO #1)  Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems (SLO #2)  Represent quantitative problems expressed in natural language in a suitable mathematical format (SLO #3)	Final exam problems		X	

**Flexible Core**

Course Learning Outcomes	Semester	General Education Learning Outcomes	Quantitative Tool (i.e.: Math Test)	Qualitative Tool (i.e.: Reflection Paper)	Direct Measure (x)	Indirect Measure (x)
Black Political Identity in a Transnational Context (AFST 3135)  Flexible Core: World Cultures and Global Issues	Fall 2018					
Art: Its History and Meaning (Art 1010)  Flexible Core: Creative Expression	Fall 2018, Spring 2019	Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them ("Creative Expression," SLO #3)	Subject tests		X	
American Pluralism to 1877 (HIST 3401)  Flexible Core: U.S. Experience in Its Diversity	Spring 2019					

Flexible Core (continued)

American Pluralism Since 1877 (HIST 3402)	Spring 2019					
Flexible Core: U.S. Experience in Its Diversity						
Shaping of the Modern World (HIST 3005)	Spring 2019					
Flexible Core: World Cultures and Global Issues						
Music: Its Language, History, and Culture (MUSC 1300)	Spring 2019	Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them ("Creative Expression," SLO #3)				
Flexible Core: Creative Expression						
Fundamentals of Music (MUSC 1400)	Spring 2019	Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them ("Creative Expression," SLO #3)				
Flexible Core: Creative Expression						

Flexible Core (continued)

Introduction to Puerto Rican				Student paper	X	
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and Latin@ Studies (PRLS 1001)  Flexible Core: U.S. Experience in Its Diversity	Fall 2018, Spring 2019	SLOs #1 and 2				
Physics: The Simple Laws that Govern the Universe (PHYS 1005)  Flexible Core: Scientific World	Fall 2018	Students will find consistency of content, level and grading in multisession courses (Department SLO #2)		Tests, quizzes, syllabi	X	
The Making of the Atomic Bomb (PHYS 1040)  Flexible Core: Scientific World	Fall 2018	Students will find consistency of content, level and grading in multisession courses (Department SLO #2)		Tests, quizzes, syllabi	X	
People, Power, and Politics (POLS 1230)  Flexible Core: U.S. Experience and Its Diversity	Spring 2019			Student paper	X	
Public Speaking (CASD 1707)  Flexible Core: Individual and Society	Fall 2018			Informative Speech Outline	X	

Narrative: In addition to the above chart, please discuss further assessment strategies and changes to tools:

### College Option

Course Learning Outcomes	Semester	General Education Learning Outcomes	Quantitative Tool (i.e.: Math Test)	Qualitative Tool (i.e.: Reflection)	Direct Measure	Indirect Measure
--------------------------	----------	-------------------------------------	-------------------------------------	-------------------------------------	----------------	------------------

				Paper)	(x)	(x)
Literature of the African Diaspora (AFST 3247)  College Option: Exploring Arts and Literature (2018-2019)	Fall 2018	Assessment of “evaluate evidence and arguments critically or analytically” and “produce well-reasoned written or oral arguments using evidence to support conclusions (required Flexible Core SLOs #2 and 3)				
The Caribbeanization of North America  College Option: Exploring Arts and Literature (2018-2019)	Fall 2018	Assessment of “evaluate evidence and arguments critically or analytically” and “produce well-reasoned written or oral arguments using evidence to support conclusions (required Flexible Core SLOs #2 and 3)		2 reading responses, midterm examination, 5 “five-minute” writing responses	X	

## College Option (continued)

Exploring Robotics (CISC 1003)			Common problem in		X	
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College Option: Exploring Science (2018-2019)	Spring 2018	Assessment of distribution of scores across sections	final exam			
Cosmology (PHYS 1070) College Option: Exploring Science (2018-2019)	Fall 2018	Students will find consistency of content, level and grading in multisession courses (Department SLO #2)		Tests, quizzes, syllabi	X	
Energy Use and Climate Change (PHYS 1080) College Option: Exploring Science (2018-2019)	Fall 2018	Students will find consistency of content, level and grading in multisession courses (Department SLO #2)		Tests, quizzes, syllabi	X	

Narrative: In addition to the above chart, please discuss further assessment strategies and changes to tools

# BC Gen Ed Course Submission Form

<b>Course Prefix and Number (e.g., ANTH 1010)</b>	Math 1311
<b>Course Title</b>	Thinking Mathematically
<b>Department</b>	Mathematics
<b>Discipline</b>	Mathematics
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Bulletin Description</b>	Problem solving and applications of mathematical thinking in the real world and in the ideal world of mathematics. Elementary number theory, probability, geometry, and their applications. Number systems and the sizes of various infinite sets. Additional topics chosen from: elementary topology, discrete mathematics, chaos and fractals, probability.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission

## Indicate the status of this course being nominated:

☒ current course    ☐ revision of current course    ☐ a new course being proposed

## BC Gen Ed Location

**Please check below the area of BC General Education for which the course is being submitted.**

☒ Quantitative, Computational, and Mathematical Reasoning Topics

☐ Humanities and Social Sciences, Global

☐ Laboratory-based Natural and Behavioral Science

☐ Humanities and Social Sciences, Selfhood

☐ Natural and Behavioral Science

☐ Human and Cultural Diversity    ☐

☐ Arts

## Learning Outcomes

**In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**

<b>1. Quantitative, Computational, and Mathematical Reasoning:</b> Three credits  A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
Students organize data about mathematical objects into tables, and use the information to draw conjectures (e.g., students examine the list of prime numbers to find any patterns that exist).	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
Students investigate the properties of clock arithmetic, then use valid mathematical reasoning to draw valid inferences about additional properties (e.g., students find the multiplicative inverse of a number mod $N$ ).	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
Students derive mathematical models for problems in population biology (e.g., students determine the number of individuals in a population, under the assumption that the population grows according to a given rule)	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
Students provide written explanations and verbal arguments in support of key results (e.g., proving that the number of even numbers is the same as the number of whole numbers by expressing in words how they would make a one-to-one correspondence between the two).	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
Students estimate how much time it would take to solve a problem in a specific manner to gain insight into whether the proposed solution method is feasible (e.g., determine how long it would take to factor a 200-digit number by trial-and-error factorization).	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
Students apply mathematical methods to problems in commerce, cryptography, and other areas.	<ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>

## Sample Syllabus

### Math 1311: Thinking Mathematically

Week 1-2	Stories with mathematical content; counting; pigeonhole principle and related issues.
Week 3	Patterns and Fibonacci numbers
Weeks 4-6	Prime numbers and clock arithmetic. Proof of the infinitude of primes. Check digits in bar codes and ISBNs. Fermat's Little Theorem and public key (RSA) cryptography.
Week 7-8	Rational and real numbers. Irrational of $\sqrt{2}$ and related matters (this depends also on prime factorization from weeks 4 and 5). Finding rationals and irrationals in any interval.
Weeks 8 and 9	Why $\mathbb{N}$ and $\mathbb{Q}$ are the same size. Cantor's diagonal argument applied to show that $\mathbb{N}$ is smaller than $\mathbb{R}$ . Cantor's diagonal argument revisited to show that $S$ is smaller than $P(S)$ for any set $S$ .
Week 10	"Exploring the infinite within geometrical objects"
Weeks 11 through 14	Miscellaneous topics

**Suggested Text:** *Thinking Mathematically* (Burger and Starbird, current edition, Wiley)

# **OER**

## **END OF YEAR REPORT**

### **BROOKLYN COLLEGE**

#### **2017- 2018**

**Submitted by: Professor Miriam Deutch, Brooklyn College Library**

#### **OER Data Collection Sheet**

Please see attached Exel file

#### **Budget/Financial Report**

The Brooklyn College OER 2018 grant was funded to support 27 courses and 135 sections (actually 108 sections when not including the courses developed). However, we were able to utilize the Course Maintenance, Course Section and Conference Allotment funds to support and develop 46 courses with 275 sections.

**Conference Allotment:** \$282.500 was used for a campus program. The remaining amount was used for faculty lead developer grants and faculty training.

**Course Maintenance Funds:**

Spring Share subscription to LibWizard: \$699.00

Printing of 2 Business OERs: \$570.00

The remaining amount was used for faculty lead developer grants and faculty training.

**Course Sections Funds:**

Used for faculty lead course developer grants.

**Library Support Funds:**

All funds were used for OER developers and administrative support.

Two OER developers--each at a non-teaching adjunct level were appointed for 2017/18. We hired a third developer during spring, 2018 due to illness of one of the developers and to assist with ADA compliance.

Two non-teaching adjuncts were hired during 2017/18 to assist me with my many administrative responsibilities including processing payment for faculty participating in the OER initiative.

Please see attached spreadsheet for details.

#### **Milestones**

Brooklyn College's 45 courses impacted 11,938 enrollees resulting in a cost savings of \$1,784,391.00.

Here is a link to Brooklyn College's OERs developed during 2017/18:

<http://libguides.brooklyn.cuny.edu/oeralt>

There are several that are still in development and will be posted in August, 2018.

Generally, the OER initiative has been *very well* received by Brooklyn College faculty. There is great enthusiasm among faculty to utilize OER to rethink their courses. They are inspired and motivated to

make their course materials more engaging and examine how OER can improve learning. They see the value in OER to not only save textbook costs, equity of access, but also as an opportunity to enhance learning by supporting and facilitating open pedagogy, digital pedagogy, digital scholarship and high impact teaching. There is a spirit of innovation among the faculty participating in the OER initiative. Their ideas and excitement makes this collaborative initiative a most gratifying experience. Moreover, faculty is very appreciative of the technological support and compensation.

There are, however, some faculty who perceive OER and the initiative as encroaching on their academic freedom. One challenge is to reach those faculty members and dispel that myth or misunderstanding.

I hope that Brooklyn College and CUNY begins a serious dialogue about formally recognizing open educational resources as a contribution towards teaching and service in the promotion and tenure process. Promotion and tenure recognition would certainly help to incentivize and institutionalize greater participation in open practices. Of course, the amount of credit would vary depending upon the work created but we need to begin the discussion and raise awareness about the contributions OER can make toward teaching and learning.

Most of the OERs developed at Brooklyn College have been curated using various OERs and in some cases, Library licensed resources. No doubt, the OER initiative has increased awareness of Library licensed resources.

We are proud of the following original content created by Brooklyn College faculty. All of the content has a Creative Commons license.

- Music 1300 has been placed in Academic Works and has a Creative Commons 4.0 International License.
- Business Statistics by Prof. Hershey Friedman
- Italian I and II by Prof. Fabio Girelli-Carasi.
- Physics 1100 and 2100 lab manual by Prof. Mim Nakarmi
- Chemistry 1007 lab manual by Prof. Laura Juszczak and Isanna Agrest
- Climate Change: The Fork at the End of Now by Prof. Micha Tomkiewicz
- Statistical Methods in Psychological Research, PSYCH 3400 course materials and lab manual. To be completed summer, 2018 by Professors Matthew Crump, Stephen Volz, Alla Chavarga, Anjali Krishnan, and Jeff Suzuki.
- Pre-Calculus MATH 1021 by Prof. Jeff Suzuki
- Introduction to Calculus MATH 1201 by Prof. Jeff Suzuki
- Speech and Communication Development SPEC 2231 LAB MANUAL by Prof. Baila Epstein

### Administrative Challenges

Administering compensation for faculty has been an enormously, frustrating ordeal.

It has been extremely challenging and time consuming to work with faculty and other Brooklyn College administrative offices on the Multiple Position reports, Workload forms, accounting issues, payroll issues, timesheet processing, and follow up related to compensating the faculty for OER development.

There were major delays in Human Resources processing of Workload forms and Multiple Position reports as well as payroll processing payment requests and lack of timely updates between Brooklyn College's e-appointment system. This caused confusion and an enormous amount of work time to resolve the discrepancies. At Brooklyn College it also required a great deal of the time of the Associate Provost for Faculty and Administration who had to process and revise Multiple Position reports for full time faculty receiving compensation. In numerous cases, we would complete the process only to find out that the faculty member was over his/her limit to receive compensation for that semester. For example, we encumbered approximately \$4,000.00 for a Business professor who had committed to developing 2 OERs. But because he was over his limit for compensation, we were unable to complete development and essentially lost the funds. This problem occurred frequently when dealing with adjunct faculty. Unfortunately, faculty do not seem to know how to determine if and when they reach their limit. Add to this mix, the extremely complicated and convoluted rules related to faculty compensation and the entire process became a bureaucratic nightmare.

A Physics instructor assumed that he could be eligible for the CUNY OER initiative because he adopted an OER textbook and wrote a lab manual. However, he assigned ExpertTA the commercial online homework and tutorial system to his students for a fee of \$30.00 each. Going forward it might be beneficial to refer to no cost courses as ZERO cost course materials instead of ZERO TEXTBOOK COST Courses.

It has been enormously helpful having OER developers who are also librarians. In addition to their technological expertise, they are able to assist with identification of OERs, library licensed resources, identify copyright issues, and possess a deep understanding of all facets of academia.

We are working on setting up training for ongoing support for faculty when they need to revise their OER and clarify with them that they are responsible for maintaining their site, correcting links, etc...

### **Platforms and Software Issues**

We have had challenges getting the Brooklyn College WordPress hosted version to work for our needs. Security issues in the academic server can often can limit functionality (embedding, having certain plugins, using different emails). On the other hand using platforms like Academic Commons provides a more collegial environment, and perhaps it is educational for developers to be aware of security concerns-it could be really valuable to work with the people at the Academic Commons if they are willing to teach us more about their approach.

Using Libguides, for which we have a subscription, makes it possible to work around these problems.

It would be very useful if we could create a CUNY guide that would clarify what platforms really can do. We could divide up various platforms so that no one is burdened with too much work. The guide can describe the pros and cons of each platform, and provide documentation on the sorts of things that might go wrong/right. For example, does it support a blog, or discussion board, embedded media, the ability to annotate video and also create a Dublin Core archive? Can it download AND stream videos? The ability to upload all images at once? An anecdote about this is the Omeka site, which turned out to be nice as an archive, but not as good as a class site. Has too much archiving power/structure, not enough usability for students. Would a Wiki structure be better? Or Scalar?

A big questions: How much can we adapt a given platform to customization/CSS and what is the syntax of the particular platform? How difficult is it to customize?

We have been trying to create podcasts of a professor's lecture. He wants students to be able to download the podcast for listening when there is no Internet connection. A dedicated OER media server might solve this problem because our content management systems, NJVID or JSTOR FORUM can't seem to support podcasts.

Faculty continue to request software for quizzes that can be graded outside of Blackboard environment. We have been experimenting with various software and working with staff supporting the CUNY Academic Commons. Unfortunately, LibGuides LibWizard quiz software does not provide grades.

For example, the fate of the Academic Commons quiz plugin we requested may be in doubt:

----- Forwarded message -----

From: <[do-not-reply@gc.cuny.edu](mailto:do-not-reply@gc.cuny.edu)>

Date: Tuesday, June 19, 2018

Subject: [CUNY Academic Commons - Feature #9947] (Reporter Feedback) Install H5P quiz plugin

To:

Issue [#9947](#) has been updated by Boone Gorges.

- 
- Status changed from *Assigned* to *Reporter Feedback*

The H5P platform uses HTML5 and JavaScript to share content of different "Content Types". Allowing non-admins to upload arbitrary JavaScript and execute it on the front end introduces a number of serious security issues.

H5P's Content Types are not part of the WordPress plugin. As such, there's no way to perform a static security scan on them. These types are either pulled dynamically from the official H5P library, or are uploaded by users, who may create and share them.

If we want to allow H5P on the Commons, we need to make decisions about the level of risk (or, conversely, trust) we want to take on.

1. We could allow Content Types from the official H5P library. This involves trusting that the maintainers of the H5P library don't allow for security vulnerabilities. (Most are developed by their "Core Team", though it sounds like there's a push to accept more Types developed by the "community" - ie, third parties.)

2. We could allow arbitrary H5P uploads from Commons users. This involves trusting that our users aren't malicious (or dupe-able).



I'd strongly recommend against 2. As in the case of custom WP plugins/themes, we should be doing a full code review of any items provided by members of the Commons community. Members who don't like this policy are always welcome to set up their own WordPress sites, where they're in full control.

As for 1: I don't know enough about the H5P project <https://h5p.org/about-the-project> to know what to think. As of right now, a realistic appraisal of the risks is probably that there's next to no risk. But if there were to be a breach, now or in the future, the ramifications would be very serious. Wearing the conservative hat of the person who has to deal with potential fallout, I'd recommend against its use. But if there's a sense that this would be a valuable tool for many Commons users, the risk/overhead may be worth it.

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#### Feature #9947: Install H5P quiz plugin

- Author: Matt Gold
- Status: Reporter Feedback
- Priority name: Normal
- Assignee: Boone Gorges
- Category name: WordPress Plugins
- Target version:

Luke and I have been in conversation with Emily Fairey at Brooklyn College (a watcher on this ticket, too), who is working with faculty who are interested in using the H5P plugin for OER-related quizzing. Boone, can you please look this over and let us know whether it meets security requirements? From our conversations with Emily, it sounds like H5P offers features not currently offered by our other form and quiz plugins.

I've add Emily, Luke, and Scott as watchers here. And the Open@CUNY blog just did a post on H5P -- <https://openatcuny.commons.gc.cuny.edu/2018/06/18/easily-make-oer-content-interactive-with-h5p/>

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We are working very hard to make all OERs ADA compliant. We are finding it extraordinarily time consuming to make faculty PowerPoint presentations on their OER ADA compliant.

Lumen: We have had several faculty members review the content in Lumen but none have adopted it. We had several frustrating and confusing encounters in trying to gain access to Lumen content and connecting a faculty member to Lumen to review content.

### **Assessment**

In May, '18, we requested all faculty who participated in the OER initiative to have their students to complete the CUNY OER survey. In the future, we look forward to collaborating with our CUNY colleagues to determine the best assessment approaches and tools.

## **Marketing**

### **Fall, 2017 and Spring, 18 Initiatives:**

- Presentations were made at New Faculty Orientation, Aug. 22, 2017 and Aug. 22, 2018; Fall' 17 and Spring' 18 Dean's Meeting and Academic Affairs Council.
- Library Liaisons sent OER information to faculty in their discipline.
- Announcements were made at Faculty Council and Department Chair's meetings.
- OER showcase was held in the library on Oct. 24 inviting all faculty to view recently developed OERs and learn about the CUNY OER initiative.
- Flyers explaining OER and the CUNY OER initiative were distributed to all faculty during fall '17 and spring '18 as well as at Center for Teaching and Learning programs.
- The Fall, 17 and Spring, 18 Faculty Bulletin contained information on OER and the CUNY OER initiative. All Brooklyn College faculty received a copy of the Faculty Bulletin.
- An OER icon was placed prominently on the Library's website landing page. The icon links to the Library's OER Libguides and Brooklyn College developed OERs.
- Collaborated with the Brooklyn College Center for Teaching and Learning as well as the English Department on a program devoted to Digital Pedagogy and OER.
- There was an OER presentation at Brooklyn College Faculty Day, May 23, 2018.
- Distributed ZERO TEXTBOOK COST information via social media, Library LCD and bulletin boards across campus.
- Promoted the CUNY OER Initiative at various campus events and faculty meetings.
- OER presentation will be made at Brooklyn College's New Faculty Orientation, August 22, 2018.

# Overview of Student Economic Mobility CUNY Context

## CUNY Again Dominates Chronicle's Public College Social Mobility Rankings

August 20, 2018

Nine senior colleges and two community colleges at The City University of New York dominated the Chronicle of Higher Education's rankings of public U.S. campuses with the greatest success in lifting low-income students into the middle class. CUNY held nine of the top 15 spots on the senior college list—including eight of the first 11—and two of the top five spots on the community college list.

The [Chronicle's list](#) was drawn from a widely-reported study of colleges' impact on social mobility by a team led by Stanford University economics professor Raj Chetty. The team's 2017 study, "[Mobility Report Cards: The Role of Colleges in Intergenerational Mobility](#)," tracked students from nearly every U.S. college, including nongraduates, and measured their subsequent earnings against millions of anonymous tax filings and financial-aid records. The team of researchers looked to see how well colleges helped students whose parents were in the bottom 20 percent of income levels reach the top 20 percent for individual earnings.

"With social mobility increasingly used to determine which colleges are contributing most to the American Dream, CUNY's singular quality, affordability and diversity set it apart as perhaps the most potent engine of economic advancement in the United States," **said Interim Chancellor Vita C. Rabinowitz**. "At CUNY, we take enormous pride in the University's role in helping generations of low-income, underserved and immigrant students succeed."

CUNY's social-mobility track record also factored in Money magazine's ranking last week of six CUNY senior campuses among the [Best Colleges for Your Money 2018](#). Baruch College ranked eighth overall and fifth among the [50 Best Public Colleges](#), according to Money, while Queens, John Jay, Hunter, Lehman and Brooklyn Colleges also ranked among the top schools in the country.

The nine senior colleges in the Chronicle's top 20 were Baruch College, No. 1; City College, No. 2; Lehman College, No. 3; John Jay, No. 5; City Tech, No. 7; Brooklyn College, No. 8; Hunter College, No. 10; Queens College, No. 11; and York College, No. 15.

The two community colleges on the Chronicle's top five list were Borough of Manhattan Community College, No. 3, and LaGuardia Community College, No. 5.

Almost half of CUNY's students come from households earning less than \$20,000 of income; at the senior colleges nearly 40 percent came from such households, while at the community colleges, it was nearly 53 percent.

The City University of New York is the nation's leading urban public university. Founded in 1847, CUNY counts 13 Nobel Prize and 23 MacArthur ("Genius") grant winners among its alumni. CUNY students, alumni and faculty have garnered scores of other prestigious honors over the years in recognition of historic contributions to the advancement of the sciences, business, the arts and myriad other fields. The University comprises 25 institutions: 11 senior colleges, seven community colleges, William E. Macaulay Honors College at CUNY, CUNY Graduate Center, CUNY Graduate School of Journalism, CUNY School of Labor and Urban Studies, CUNY School of Law, CUNY School of Professional Studies and CUNY Graduate School of Public Health and Health Policy. The University serves more than 275,000 degree-seeking students. CUNY offers online baccalaureate and master's degrees through the School of Professional Studies.

<http://www1.cuny.edu/mu/forum/2018/08/20/cuny-again-dominates-chronicles-public-college-social-mobility-rankings/>

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# Overview of Student Economic Mobility CUNY Context

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Nine senior colleges and two community colleges at The City University of New York dominated the Chronicle of Higher Education's rankings of public U.S. campuses with the greatest success in lifting low-income students into the middle class. CUNY held nine of the top 15 spots on the senior college list—including eight of the first 11—and two of the top five spots on the community college list.

The [Chronicle's list](#) was drawn from a widely-reported study of colleges' impact on social mobility by a team led by Stanford University economics professor Raj Chetty. The team's 2017 study, "[Mobility Report Cards: The Role of Colleges in Intergenerational Mobility](#)," tracked students from nearly every U.S. college, including nongraduates, and measured their subsequent earnings against millions of anonymous tax filings and financial-aid records. The team of researchers looked to see how well colleges helped students whose parents were in the bottom 20 percent of income levels reach the top 20 percent for individual earnings.

"With social mobility increasingly used to determine which colleges are contributing most to the American Dream, CUNY's singular quality, affordability and diversity set it apart as perhaps the most potent engine of economic advancement in the United States," **said Interim Chancellor Vita C. Rabinowitz**. "At CUNY, we take enormous pride in the University's role in helping generations of low-income, underserved and immigrant students succeed."

CUNY's social-mobility track record also factored in Money magazine's ranking last week of six CUNY senior campuses among the [Best Colleges for Your Money 2018](#). Baruch College ranked eighth overall and fifth among the [50 Best Public Colleges](#), according to Money, while Queens, John Jay, Hunter, Lehman and Brooklyn Colleges also ranked among the top schools in the country.

The nine senior colleges in the Chronicle's top 20 were Baruch College, No. 1; City College, No. 2; Lehman College, No. 3; John Jay, No. 5; City Tech, No. 7; Brooklyn College, No. 8; Hunter College, No. 10; Queens College, No. 11; and York College, No. 15.

The two community colleges on the Chronicle's top five list were Borough of Manhattan Community College, No. 3, and LaGuardia Community College, No. 5.

Almost half of CUNY's students come from households earning less than \$20,000 of income; at the senior colleges nearly 40 percent came from such households, while at the community colleges, it was nearly 53 percent.

The City University of New York is the nation's leading urban public university. Founded in 1847, CUNY counts 13 Nobel Prize and 23 MacArthur ("Genius") grant winners among its alumni. CUNY students, alumni and faculty have garnered scores of other prestigious honors over the years in recognition of historic contributions to the advancement of the sciences, business, the arts and myriad other fields. The University comprises 25 institutions: 11 senior colleges, seven community colleges, William E. Macaulay Honors College at CUNY, CUNY Graduate Center, CUNY Graduate School of Journalism, CUNY School of Labor and Urban Studies, CUNY School of Law, CUNY School of Professional Studies and CUNY Graduate School of Public Health and Health Policy. The University serves more than 275,000 degree-seeking students. CUNY offers online baccalaureate and master's degrees through the School of Professional Studies.

<http://www1.cuny.edu/mu/forum/2018/08/20/cuny-again-dominates-chronicles-public-college-social-mobility-rankings/>

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## Median Wages after Graduation of Baccalaureate Graduates, by Major: Brooklyn

Major	Fall Enrollment <sup>1</sup>	Graduates <sup>2</sup>	Graduates to Enrollment	Income after Graduation <sup>3</sup>	
				One Year	Three Years
	Mean	Mean	Ratio	Median	Median
Area, Ethnic, Cultural, Gender, and Group Studies	311	71	0.23	\$32,436	\$38,153
Biological and Biomedical Sciences	491	99	0.20	\$27,737	\$40,634
Business, Management, Marketing, and Related Support Services	2,697	781	0.29	\$39,546	\$48,908
Communication, Journalism, and Related Programs	530	150	0.28	\$32,755	\$39,574
Computer and Information Sciences and Support Services	592	89	0.15	\$44,730	\$60,239
Education	1,153	273	0.24	\$32,186	\$46,320
English Language and Literature/Letters	241	77	0.32	\$31,849	\$40,131
Foreign Languages, Literatures, and Linguistics	91	22	0.24	\$33,915	\$39,419
Health Professions and Related Programs	722	189	0.26	\$30,363	\$42,800
History	134	32	0.24	\$30,979	\$44,836
Mathematics and Statistics	149	25	0.17	\$40,059	\$49,650
Multi/Interdisciplinary Studies	31	6	0.19	<i>ns</i>	<i>ns</i>
Parks, Recreation, Leisure, and Fitness Studies	246	38	0.15	\$29,847	\$42,657
Philosophy and Religious Studies	103	31	0.30	\$33,922	\$39,605
Physical Sciences	226	50	0.22	\$28,445	\$35,053
Psychology	1,375	406	0.30	\$32,983	\$38,673
Social Sciences	373	111	0.30	\$36,314	\$41,692
Visual and Performing Arts	669	145	0.22	\$29,354	\$38,104
<b>Total<sup>4</sup></b>	<b>14,072</b>	<b>2,593</b>	<b>0.18</b>	<b>\$35,234</b>	<b>\$44,730</b>

<sup>1</sup>Reflects the average fall enrollment between fall 2013 and fall 2017.

<sup>2</sup>Reflects the average number of graduates between academic years 2012-2013 and 2016-2017

<sup>3</sup>Consists of the income one year and three years after graduation for graduates from 2003 through 2013. If a graduate works for more than one employer the wages from all jobs are included in the graduate's annual wage. Does not include records for the self-employed, those out of the labor force, or those who work outside NYS. Excludes records for graduates pursuing further education. Wages have been inflation adjusted to 2017 dollars.

<sup>4</sup>Totals include enrollments of students who have not yet declared a major, data from unclassified programs, and data from programs based on less than ten students.

*ns* Income data based on less than 10 students are not shown.

Note: Majors are defined by two digit CIP code.

## Median Wages after Graduation of Master's Graduates, by Major: Brooklyn

Major	Fall Enrollment <sup>1</sup>	Graduates <sup>2</sup>	Graduates to Enrollment	Income after Graduation <sup>3</sup>	
				One Year	Three Years
	Mean	Mean	Ratio	Median	Median
Biological and Biomedical Sciences	35	9	0.26	\$34,392	\$37,657
Business, Management, Marketing, and Related Support Svcs	341	138	0.40	\$54,008	\$62,065
Communication, Journalism, and Related Programs	39	13	0.33	\$48,131	\$61,351
Computer and Information Sciences and Support Svcs	123	26	0.21	\$72,061	\$82,518
Education	1,265	443	0.35	\$65,317	\$70,872
English Language and Literature/Letters	127	50	0.39	\$41,724	\$55,528
Family and Consumer Sciences/Human Sciences	77	22	0.29	\$51,544	\$56,346
Foreign Languages, Literatures, and Linguistics	17	3	0.18	\$68,558	\$67,104
Health Professions and Related Programs	230	99	0.43	\$52,534	\$59,849
History	30	10	0.33	\$68,641	\$77,528
Liberal Arts and Sciences, General Studies and Humanities	13	--	--	\$67,179	\$73,204
Parks, Recreation, Leisure, and Fitness Studies	101	38	0.38	\$68,052	\$78,789
Philosophy and Religious Studies	2	1	0.50	<i>ns</i>	<i>ns</i>
Physical Sciences	52	8	0.15	\$46,532	\$59,927
Psychology	194	72	0.37	\$49,865	\$61,563
Social Sciences	90	40	0.44	\$48,247	\$56,699
Visual and Performing Arts	259	55	0.21	\$37,203	\$45,774
<b>Total<sup>4</sup></b>	<b>2,991</b>	<b>1,025</b>	<b>0.34</b>	<b>\$62,680</b>	<b>\$68,318</b>

<sup>1</sup>Reflects the average fall enrollment between fall 2013 and fall 2017.

<sup>2</sup>Reflects the average number of graduates between academic years 2012-2013 and 2016-2017

<sup>3</sup>Consists of the income one year and three years after graduation for graduates from 2003 through 2013. If a graduate works for more than one employer the wages from all jobs are included in the graduate's annual wage. Does not include records for the self-employed, those out of the labor force, or those who work outside NYS. Excludes records for graduates pursuing further education. Wages have been inflation adjusted to 2017 dollars.

<sup>4</sup>Totals include enrollments of students who have not yet declared a major, data from unclassified programs, and data from programs based on less than ten students.

*ns* Income data based on less than 10 students are not shown.

Note: Majors are defined by two digit CIP code.



**BROOKLYN COLLEGE ACTION PLAN – PLANNING, BUDGETING, ASSESSMENT LINKAGES***Fiscal Year 2019*

College Goal: Goal 2: Increase Students Success

CUNY Goal: Access and Completion / Academic Momentum

OBJECTIVES	ACTIVITIES	OVERSEEN BY	TIMEFRAME	BUDGET IMPLICATIONS	ASSESSMENT	USE OF RESULTS
<u>Credit Accumulation of 30+ Credits in the First Year for First-time, Full-time Freshmen</u> Fall 2016 – 48.9% (actual) Fall 2017 – 52.3% (goal) Fall 2018 – 55.9% (goal) Fall 2019 – 59.6% (goal)  <u>Passing Gateway Math in the First Year for First-time, Full-time Freshmen</u> Fall 2016 – 44.4% (actual) Fall 2017 – 59.9% (goal) Fall 2018 – 61.6% (goal) Fall 2019 – 63.3% (goal)	<ul style="list-style-type: none"> <li>Offer more sections so students can register for 15 or more required credits</li> <li>Work with Deans and Chairs to create degree maps for undergraduate programs. Analyze degree maps for consistency with bulletin and efficiencies</li> <li>Create Meta-Majors that reflect all five schools.</li> <li>Pilot career paths for newly created meta-majors.</li> <li>For Math gateway courses, increase faculty participation in Hobsons academic early alerts and provide tutoring intervention for Math 1011, 1021, and 1026.</li> <li>For English Gateway course, run intersession workshops for students who did not successfully complete English 1010.</li> <li>Reimagine Fall 2019 orientation to tailor to students' meta-major and career path.</li> </ul>	Enrollment Management (lead)  Academic Affairs  Finance and Administration	Each semester	Increased Adjunct costs to offer more sections so undergraduates can register for at least 15 required credits per semester. 200 sections @ \$4,200 per section = \$840,000 (funded from college-wide tax levy allocation)  Reallocation of Temporary Services to hire two part time academic advisors. \$30,000 (funded by VP for Enrollment Management and Retention)  University RFP to support academic momentum. \$30,000  Reallocation of First College Year OTPS and Temporary Services budgets to focus on Orientation. \$48,500	<ul style="list-style-type: none"> <li>Campus calculation of credit accumulation – Fall 2017 cohort – 54.3%</li> <li>Undergraduate sections offered and average section size – Fall 2017 – increased by 114 sections (2,217 from 2103); average section size decreased by 0.7 (26.10 from 26.8)</li> <li>Degree Maps – 73 of 104 (70.2%) degree maps finalized and uploaded to BC website. 31 degree maps being finalized</li> <li>One year retention rate – Fall 2017 – increased by 1.4% (82.9% from 81.5%)</li> <li>67% of students who participated in the English Gateway course intersession workshop pilot successfully completed English</li> </ul>	<ul style="list-style-type: none"> <li>Exceeded University Target for credit accumulation. Reviewing more granular data to further improve.</li> <li>Use more analytics to assess reasons for decline; work with Provost and Deans to determine appropriate section sizes for different types of courses</li> <li>Analyze degree maps for hidden prerequisites; create online Degree Maps system in partnership with ITS</li> </ul>

OBJECTIVES	ACTIVITIES	OVERSEEN BY	TIMEFRAME	BUDGET IMPLICATIONS	ASSESSMENT	USE OF RESULTS
<u>Passing Gateway English in the First Year for First-time, Full-time Freshmen</u> Fall 2016 – 90.0% (actual) Fall 2017 – 90.0% (goal) Fall 2018 – 90.4% (goal) Fall 2019 – 90.7% (goal)  <u>Six Year Graduation Rate for First-time, Full-time Freshmen</u> Fall 2011 – 62.0% (actual) Fall 2017 – 65.3% (goal) Fall 2018 – 68.7% (goal) Fall 2019 – 72.0% (goal)				<i>Reallocation of Coordinated Undergraduate Education Temporary Services budget to provide Gateway English workshops - \$3,250</i>	1010 and advanced to the next course in the sequence.	

**BROOKLYN COLLEGE ACTION PLAN – PLANNING, BUDGETING, ASSESSMENT LINKAGES***Fiscal Year 2019*

College Goal: Goal 4: Develop Structure to Carry Out Mission / Enhance Campus Facilities and Infrastructure

CUNY Goal: CUNY Will Operate Efficiently in the Service of its Academic Mission / Building and Maintaining CUNY's Facilities – Facilities Services

OBJECTIVES	ACTIVITIES	OVERSEEN BY	TIMEFRAME	BUDGET IMPLICATIONS	ASSESSMENT	USE OF RESULTS
<u><i>The Campus is Clean</i></u> Survey Results Fall 2017 – 62.4% (actual) Spring 2018 – 67.1% (actual) Fall 2018 – improvement (goal) Spring 2019 – improvement (goal)  <u><i>The Campus is Well Maintained</i></u> Results Fall 2017 – 47.0% (actual) Spring 2018 – 51.4% (actual) Fall 2018 – improvement (goal) Spring 2019 – improvement (goal)  <u><i>When Something is Broken, it is</i></u>	<ul style="list-style-type: none"> <li>Conduct organizational behavior analysis of custodial operations</li> <li>Review hiring processes to reduce time to hire custodial assistants</li> <li>SVPFA presentations and updates to the campus community</li> <li>Engage campus stakeholders in a campus cleanliness and maintenance campaign</li> <li>Develop processes and establish metrics for Archibus Work Order system; transition to new version of Archibus</li> <li>Pilot text BC Fix-it and roll out to the campus community</li> <li>Document processes to give clear guidance and directions</li> </ul>	Finance and Administration	Each semester	Reallocation of Training budget and SVPFA budget to engage Psychology faculty to work on study. \$30,000  Reduction in custodial assistant vacancy savings. \$100,000	<ul style="list-style-type: none"> <li>The Campus is Clean Survey Results – Fall 2018 – 73.6%</li> <li>The Campus is Well Maintained Survey Results – Fall 2018 – 63.4%</li> <li>When something is broken it is quickly repaired and replaced – Fall 2018 – 41.3%</li> <li>Condition of the Restrooms – Fall 2018 – 31.0%</li> <li>BC Fix-it Analytics - TBD</li> <li>Vacant positions at start of Spring 2019 term - 6</li> </ul>	<ul style="list-style-type: none"> <li>Communications to campus community and better facilities leadership contributing to change in perception</li> <li>Fall 2018 hires increased coverage. Document revised hiring process.</li> </ul>

OBJECTIVES	ACTIVITIES	OVERSEEN BY	TIMEFRAME	BUDGET IMPLICATIONS	ASSESSMENT	USE OF RESULTS
<p><u>Quickly Repaired and Replaced Results</u>  <i>Fall 2017 – 21.9% (actual)</i>  <i>Spring 2018 – 25.4% (actual)</i>  <i>Fall 2018 – improvement (goal)</i>  <i>Spring 2019 – improvement (goal)</i></p> <p><u>Condition of the Restrooms</u>  <i>Spring 2018 – 20.8% (actual)</i>  <i>Fall 2018 – improvement (goal)</i>  <i>Spring 2019 – improvement (goal)</i></p> <p><i>Develop Baseline Metrics for BC Fix-it - TBD</i></p> <p><u>Vacant Custodial Assistant Positions</u>  <i>Fall 2018 – 15 (actual)</i></p>						

OBJECTIVES	ACTIVITIES	OVERSEEN BY	TIMEFRAME	BUDGET IMPLICATIONS	ASSESSMENT	USE OF RESULTS
Spring 2019 – 7 (goal)						

Integrated Planning 2018-2019: —Winter 18-19  
Division/Department: VP's

CUNY Master Plan	PMP	College Strategic Plan	Vice Presidents
Access and Completion		<p><b>GOAL 1: ENHANCE OUR ACADEMIC EXCELLENCE</b></p> <p><b>1. A.a. Year 1 Benchmark</b> Incorporate the deans' and provost's responses to self-studies into our 10-year program review process. Fifty percent of departments and programs will complete assessment reports.</p>	<p>Fifty percent of departments will complete assessment reports. Work with the departments on a common assessment form that can be adapted to each area within the School. (AA)</p> <p>Develop and implement a robust model for assessment with Deans, APs and VPs based on distributed leadership. (AA)</p> <p>Departments in consultation with deans will design inward-looking departmental self-studies, including student satisfaction surveys, focus groups, and review of enrollment trends and assessment materials over the last five years. This will begin with the use of a departmental assessment and planning tool and process to be instituted yearly. (AA)</p> <p>Improve program review process (AA)</p> <p>Deans will work routinely with chairs and program directors to close the loop on review and assessment. (AA)</p> <p>Improve planning and assessment across academic affairs. (AA)</p>

			<p>The CIS and Physics departments completed 10-year program reviews. Examined Self-studies, external reviews and department responses. Biology, Chemistry and EES 10-year program reviews are scheduled for Spring 2019. (AA)</p> <p>Ensure accreditation for the College, KSOB, SOE and specific individual professional programs. (AA)</p>
ACCESS and Completion		<p><b>1.A.b. Year 1 Benchmark</b> The deans will collaborate to prepare an inventory of existing major/minor pairs within schools and major/minor pairs across schools that promote interdisciplinary work. The deans will catalogue, communicate, and promote these pairs.</p>	<p>Developing strategies for collaboration between programs within the SOE and across the college is one of the tasks of the Structure Committee. (AA)</p> <p>Using PIMA as a model, the deans will work on creating a comprehensive plan that will not only inventory academic pairs, but also explore how these plans can be financially supported, how faculty will be shared and how capstones will be evaluated. (AA)</p>
Access and Completion  Funding and Efficiency		<p><b>1.A.c. Year 1 Benchmark</b> Develop a collaborative system for identifying relevant issues of interest to a large number of departments/programs. Establish a protocol for selecting an issue each spring to develop the following academic year. Develop program for Year 2. Coordinate with faculty so that they can incorporate events into their coursework and with other campus stakeholders to incorporate into extracurricular programming. To the extent that it is appropriate, coordinate with the We Stand Against Hate series.</p>	

Knowledge Creation and Innovative Research	<p>Develop plan to retain underrepresented faculty.</p> <p>Increase external fundraising by 5% from \$6.75 million to \$7.1 million.</p> <p>Link academic priorities of Schools to fundraising opportunities.</p>	<p><b>1.B.a. Year 1 Benchmark</b></p> <p>Once searches are approved, chairs will meet with the director of the Office of Diversity and Equity to prepare affirmative action plans for tenure-track, lecturer, substitute, and adjunct faculty recruitment.</p>	
Knowledge Creation and Innovative Research	<p>Institute faculty mentoring program.</p> <p>Establish organizational structure to support faculty research grant activity.</p>	<p><b>1.B.b. Year 1 Benchmark</b></p> <p>The Office of the Provost will identify successful mentoring programs in other universities, across CUNY, and among our own departments, and develop a more robust mentoring program for all BC faculty. In collaboration with the deans and departments, the plan will be tailored to each school and each department. At the department level, chairs will elaborate department-specific</p>	<p>Work with the departments on the creation of a mentoring program that includes not only junior faculty, but mid-career faculty who seek to move from the associate to full professor level. Work with the senior professors on how to be an effective mentor. (AA)</p> <p>The Dean received funding from the CUNY Office of Teacher Education to support an Early Childhood faculty member to work with a technology specialist to convert an existing graduate course into an online</p>



	<p>Institute faculty mentoring program.</p> <p>Develop plan to retain underrepresented faculty.</p>	<p>guidelines regarding research expectations, including publication in peer-reviewed journals and other forms of intellectual contributions. The provost will develop lists of untenured and tenured assistant, associate, and full professors. Untenured, tenure-track faculty will be encouraged to participate in the mentoring program.</p>	<p>format. This work began in fall, 2018 and will be completed this academic year. (AA)</p> <p>The office of the APFA is researching successful mentoring programs at other universities, across CUNY, and among our own departments to develop a more robust mentoring program for all BC faculty. (AA)</p> <p>Implemented Faculty mentoring programs in all NBS departments, with exception of Kinesiology. Developed formal mentoring policies to assist junior faculty in their career development and to help them become excellent teachers and researchers. Assigned senior faculty as mentors to all untenured faculty. (AA)</p> <p>The Dean hosts periodic lunches with junior faculty members and provides opportunities for them to present their scholarship to senior faculty members. Developing more effective strategies for faculty mentoring is one of the tasks of the Structure committee. (AA)</p> <p>The Dean received funding from the CUNY Office of Teacher Education to support the Bilingual Coordinator to work with a technology specialist to convert graduate courses into a format. Courses are scheduled to be offered in spring, 2019. The first cohort of NYCDOE-funded graduate students in the program for an Advanced Certificate in Bilingual Education launched in fall 2018. (AA)</p> <p>Improve rigor in tenure and promotion—establish faculty workgroup. (AA)</p>
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Funding and Efficiencies		<b>1.B.c. Year 1 Benchmark</b> The Vice President for Institutional Advancement and the Brooklyn College Foundation team will identify the history of funding for endowed professorships, all faculty travel funds, and faculty research funds, the donors who contributed, and whether those donors are active now.	Compiling lists for review. (Target completion: 3/15/19) (IA)
Knowledge Creation and Innovative Research		<b>1.B.d. Year 1 Benchmark</b> The offices of the provost and of Diversity and Equity Programs will identify and recruit a core group of faculty leaders, and provide the logistical support they need to organize the task force on faculty diversity. The task force, in consultation with and support from the administrative offices, using national best practices, will develop a plan for the support and retention of faculty from historically underrepresented groups.	Develop specialized mentoring for individuals seeking academic leadership positions, with special outreach to faculty from under-represented groups. (AA)  Establish a workgroup that addresses the retention and support of faculty from underrepresented groups (AA)  Work with Chairs to mentor underrepresented faculty, maximizing resources available at the college in concert with the Task Force. (AA)  The Dean will work with the Chairs to develop a plan to retain underrepresented faculty. (AA)  Develop and implement retention plan focused on faculty from underrepresented groups.(AA)  Underrepresented faculty placed in high profile leadership positions. (AA)

			<p>Discussion with Chairs of disproportionate service burden placed on faculty of color, and strategies to mitigate. (AA)</p> <p>Increased resource support for initiatives brought forward by underrepresented faculty. (AA)</p>
Knowledge Creation and Innovative Research		<p><b>1.B.e. Year 1 Benchmark</b></p> <p>The Office of Human Resource Services will work with representatives from the various job groups to identify the issues around retention and mentoring, analyze the data, and determine what training and support participants need to implement a mentoring program. Based on national best practices, the HRS will draft a proposal and discuss with select work groups about how a mentoring program will be applied to staff. HRS will provide training to senior staff members regarding how to use staff evaluations as a form of mentorship.</p>	<p>Establish metrics for measuring effectiveness in supporting, mentoring, and retaining staff; conduct focus groups to develop operational definition for mentoring; identify initiatives that could lead to improvements; draft proposal and discuss with stakeholders; train senior staff members on effective use of evaluations as a form of mentorship. (FA)</p> <p>The Dean will participate in any professional development opportunities offered by HRS to enhance mentorship of staff. (AA)</p>

Access and Completion  Knowledge Creation and Innovative Research		<b>1.C.a. Year 1 Benchmark</b> The Center for Teaching will prepare a guide for pedagogical self-studies that draws upon data that departments and programs already collect, including data for annual assessment reports. The College will hire a full-time Higher Education Officer (HEO) (with a doctorate or extensive experience in this area) to support the faculty director of the Center for Teaching to foster an innovative and vibrant culture of developing and sharing pedagogical best practices for excellent teaching and mentoring of students.	Develop plan for adequate academic affairs infrastructure and oversight, especially with regard to the quality and rigor of academic programs and services, improvements in faculty research support and pedagogical experimentation, and the development of a culture of innovation. ((AA)
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Access and Completion	1. Develop a comprehensive transfer student success plan and seek external funding to implement it	<b>1.C.b. Year 1 Benchmark</b> In parallel with the face-to-face orientation for new tenure-track and substitute faculty, improve the onboarding of adjuncts through a required orientation that informs them about key teaching resources, the Center for teaching, HRS, the library, and other important information that is provided to transfer students through TransferNation.	<p>The office of the APFA provides orientation to new faculty. (AA)</p> <p>The office has improved onboarding of adjuncts by creating the first on-line Adjunct Handbook and tools for departments to use to assist adjuncts. (AA)</p> <p>The Center for Teaching is being moved into the APFA's office so that faculty resources for research and support fall within one main area.(AA)</p> <p>The APFA's office sponsors professional development workshops for teaching, including:</p> <ul style="list-style-type: none"> <li>• Taking Inclusivity Seriously: Bringing Disability Studies to Brooklyn College – Nov 27, 2018</li> <li>• New Faculty Retreat – January 23, 2019</li> </ul>

			<ul style="list-style-type: none"> <li>• Voice Preservation Workshop – April 2, 2019</li> <li>• Challenges and Issues for Transgender and Gender Non-Conforming Students – proposed, not yet scheduled/finalized (AA)</li> </ul>
Knowledge Creation and Research Innovation		<b>1.D.a. Year 1 Benchmark</b> Assess the staffing needs of ORSP and evaluate its effectiveness for faculty.	The office of the APFA provides an up-to-date listing of grants and opportunities for faculty that is linked to the ORSP's website. (AA)  Assess staffing in the OSRP and evaluate its effectiveness for faculty. Determine research support needs. (AA)
Access and Completion  Knowledge Creation and innovative Research		<b>1.D.b. Year 1 Benchmark</b> For faculty, the library will explore innovative models to enhance access (such as the CUNY Universal Access model: <a href="http://access.cuny.edu/">http://access.cuny.edu/</a> ); participate in statewide initiatives such as 12NY, in order to expand our licensed/purchased research collections; increase outreach to faculty through Library/Academic Information Technology (AIT) visits to departments; conduct a series of workshops on scholarly communications (such as the open-access policies and procedures and identifying authoritative journals for research publication); expand support for digital scholarship initiatives, such as the Open Education Resources Program and the Brooklyn College Listening Project; pilot interlibrary scan and delivery document services; and conduct	For students, the library will begin to plan digitization of Brooklyn College master's theses, analyze data from survey/focus groups, plan and test enhancements for Library Online Orientation Program, and identify one or two departments/programs to develop scaffolded information literacy skills instruction programs. (AA)  The office of the APFA is working with Dean of Library to complete the digitization of masters' theses, part of the enhanced support for student research. (AA)

		<p>survey/focus groups to determine faculty research needs.</p> <p>For students, the library will conduct survey/focus groups to determine student research needs, explore digitization of BC master's theses, identify ways to enhance the Library Online Orientation Program, increase collaborative technologies and spaces for group research work, and promote existing web-based research tools through social media and campus events, such as TransferNation.</p>	
Knowledge Creation and Innovative Research		<p><b>1.D.c. Year 1 Benchmark</b></p> <p>Deans will develop a series for faculty to present and discuss research/creative projects with colleagues, including opportunities to present works in progress, first drafts, and recently published work. When appropriate, faculty will share drafts prior to the meeting and receive verbal and written feedback from colleagues.</p>	<p>1. Continue to host the BREW (Business Research and Education Workshop) for the purpose of facilitating research and teaching development for junior faculty in the KSB. The Brew occurs at least once each semester.</p> <p>2. Formalize (document) faculty mentoring program. (AA)</p> <p>Create a festival each year where faculty from each SVMPA department can present new work, compositions, performances, art work etc. Each year one department will be selected to curate the experience with the dean. (AA)</p> <p>The Dean will work with Chairs to develop opportunities for faculty to share their research at various stages of progress. (AA)</p> <p>Organized Annual Science Retreat for faculty to present and discuss research with colleagues and share research results. (AA)</p>

			<p>Develop and implement school-based opportunities to increase faculty research productivity, including regularized school-wide research sharing and feedback opportunities (AA)</p> <p>HSS Dean's Faculty Fellow provides individualized research grant support counseling. (AA)</p> <p>Outreach for individualized research grant counseling integrated into All School and Chair/Director/Dean meetings. (AA)</p>
<p>Knowledge Creation and Innovative Research</p> <p>Funding</p>		<p><b>1.D.d. Year 1 Benchmark</b></p> <p>Establish the Brooklyn College Center for Cancer Research through Brooklyn College and CUNY governance bodies. Develop a fundraising case for support for the Brooklyn College Center for Cancer Research.</p>	<p>Develop a fundraising case for support for the Brooklyn College Center for Cancer Research. Case for support drafted; second revision in development. (Target completion: 1/31/18) (IA)</p> <p>Provided competitive start-up funds for new faculty to support research. (AA)</p> <p>Secured substantial funds for faculty research from DASNY through successful GRTI proposals. (AA)</p> <p>Established a policy to award Dean's discretionary course releases to faculty who achieve research excellence. (AA)</p> <p>Organized research grant writing workshops, in collaboration with ORSP, to help faculty identify appropriate funding opportunities and improve their proposal writing skills. (AA)</p>



			Motivated and assisted faculty in obtaining external research grants and supported faculty travel to Washington DC to visit government agencies and meet with program directors. (AA)
Funding and Efficiencies		<b>1.D.e. Year 1 Benchmark</b> The dean, chairs, and Brooklyn College Foundation will create a comprehensive campaign for fundraising support for students and faculty in the arts. They will identify fundable opportunities, with the priority of developing a case of support for the Brooklyn College Art Gallery.	Preliminary meeting held in Dec 2018. (Target completion: 6/15/19) (IA)  The dean will work with the departments on the creation of specific cases that align with the School's priorities such as scholarship support for MFA students, creation of an Art Gallery, and the name opportunity of the School.
Funding and Efficiencies		<b>1.D.f. Year 1 Benchmark</b> The dean, chairs, and the Brooklyn College Foundation will create a comprehensive campaign for fundraising support for students and faculty in education. They will identify fundable opportunities, with the priority of supporting clinical partnerships and clinical practice for educator candidates.	Meetings to be scheduled in Spring 2019. (Target completion: 6/15/19) (IA)  The Dean has met with VP for Institutional Advancement and will continue to work with him, the chairs, and the BCF to identify funding sources and develop fundraising strategies to support clinical partnerships and practice. (AA)

Funding and Efficiencies		<p><b>1.D.g. Year 1 Benchmark</b> The dean, chairs, and Brooklyn College Foundation will create a comprehensive campaign for fundraising support for students and faculty in the humanities and social sciences.</p>	<p>Preliminary meetings begun in Fall 2018; further meetings scheduled for Spring 2019. (Target completion: 6/1/19) (IA)</p> <p>The Mellon Transfer Student Research Program (externally funded, dedicated space, 81+ student participants, 30+faculty participants. (AA)</p> <p>The Mellon Transfer Student Research Program funded at \$550k+ to date. (AA)</p>
Access and Completion	<p>2.Increase the percentage of first-time, fulltime students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p> <p>Increase the two-year persistence rate for transfer students by 2% over the</p>	<p><b>Goal 2: Increase Undergraduate, Master's and Doctoral Students' Success</b></p> <p><b>2.A.a. Year 1 Benchmark</b> Coordinate and promote a "Your Future in Four" campus-wide campaign. This will involve coordinating resources across the campus, assuring there are sufficient course offerings, and assisting students with identifying ways to meet their financial obligations. Increase the number of first-time first-year students accumulating 30+ credits in their first year by 3.5 percent, and those passing the gateway math course by 5 percent. Using predictive analytics, evaluate course offerings and work with deans and academic departments to assure sufficient course offerings so full-time students can take 15 credits. Facilitate the use of the e-permit process, which enables students to take courses at</p>	<p>75% of first-time freshmen are enrolled in 15 or more credits for fall, 2018 (as compared to 71% in fall, 2017) Nine-credit blocks were developed for first-time freshmen. (EM)</p> <p>First-time freshmen were required to attend mandatory orientation with focus on BC Roadmap to Success. (EM)</p> <p>English Department will pilot three week workshop during winter, 2019 intersession for students who received INC grades in English 1010 for fall, 2018 to assist with course completion. (EM)</p> <p>Preliminary persistence rate for first-time freshmen who entered in fall, 2017 is 82.8% , which is an increase of 1.3% over previous year. (EM)</p> <p>Deans and CAASS are working to designate freshmen only sections for spring, 2019. (EM)</p> <p>CAASS implemented early alert system through Hobson's Retain for freshmen enrolled in Math 1021 (EM)</p>

	<p>previous year, from 68.9% to 71.9%.</p> <p>Develop a comprehensive transfer student success plan and seek external funding to implement it</p>	<p>CUNY colleges other than the home campus. Explore implementation of winter and summer immersion workshops to ensure students are adequately prepared for gateway courses. Working with deans and chairs, explore options for block scheduling for first-time first-year students. Launch rollout of degree maps for 25 percent of academic departments. Implement advising protocols that track student progression and provide alerts when milestones are not met. Assess staffing needs of the Student Success Center.</p>	<p>FCY has scheduled advisement sessions for all fall, 2018 freshmen, encouraging students to take 15 credits in the spring or enroll in winter or summer courses. (EM)</p> <p>English Department has scheduled three week workshops for students who receive INC grade in English 1010 to assist them with completing course. (EM)</p> <p>Assess FYE and explore redesigned seminar (AA)</p> <p>Recommend comprehensive plan based on best practices. (AA)</p> <p>Work with CAASS and Department Chairs/Program Directors to make classes available for block scheduling. (AA)</p> <p>Work with Chairs/Directors to establish student-centered scheduling protocols in Chairs/Directors/Dean meetings. (AA)</p> <p>Increase the number of first-time, full-time students accumulating 30 credits in first year. Work with departments to understand and implement block schedules for first-year students; develop summer classes to ensure the 30 credits can be met, such as the 9 credit DAMAS summer program offered by film and TV/R. (AA)</p> <p>Each department in the School of Education has a dedicated advisor who closely monitors student progress for degree and certification through</p>
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			<p>Degree works. Determining more effective strategies for advisement is one of the tasks of the Structure Committee. (AA)</p> <p>Work with deans and chairs to increase e-permit use (AA)</p> <p>Work with CAASS and Department Chairs/Program Directors to make additional classes available for block scheduling. (AA)</p> <p>Work with Chairs/Directors to establish student-centered scheduling protocols. Discussed at Chairs/Directors/Dean meetings. (AA)</p> <p>Work with Chairs/Directors to establish student-centered scheduling, protocols. Discussed at Chairs/Directors/Dean meetings. (AA)</p> <p>Evaluating course offerings and degree attainment is an ongoing collaborative task of the dean and chairs as well as one of the tasks of the Structure Committee. (AA)</p>
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Access and Completion		<b>2.A.b. Year 1 Benchmark</b> Review enrollment data to establish historical trends. Establish instructional Capacity Working Group.	Establish metrics for measuring effectiveness of optimizing course offerings; collaborate with the Provost, Deans, and Chairs to convene an Instructional Capacity Working Group. (FA)  Work with chairs and registrar to ensure optimal schedules; prepare for demand scheduling model (AA)
Access and Completion	<p>Increase the percentage of first-time, fulltime students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p> <p>Increase the two-year persistence rate for transfer students</p>	<b>2.A.c. Year 1 Benchmark</b> Departments and programs will complete degree maps. Departments and programs will develop optimal student schedules from the perspective of students.	<p>75% of Degree Maps Completed (EM)</p> <p>Chairs have submitted 4-year degree mappings for native students to registrar and are waiting for feedback. Dean and Chairs are discussing degree maps for graduate programs. School Psychology, Counseling and Leadership programs follow a cohort model of program completion. (AA)</p> <p>Completed degree maps for all undergraduate programs. Developed optimal class schedules according to these maps. (AA)</p> <p>Develop degree maps for all majors to optimize offerings and schedules. Work with the departments on curriculum maps that outline fall and spring classes so that students can plan schedules accordingly. Work with majors to ensure they are on a path to graduation by outlining necessary classes over the final 2 years of their tenure at the college.(AA)</p> <p>All HSS departments and programs submitted degree maps to CAASS. (AA)</p>

	by 2% over the previous year, from 68.9% to 71.9%.		
Access and Completion		<b>2.A.d. Year 1 Benchmark</b> Convene working group of faculty and staff, under the leadership of Faculty Council chair, to review the current curriculum management process, bulletin process, and scheduling, advisement, degree works, registration, financial, and other areas impacted by curriculum changes. Create workflow of processes. In addition to the ex officio member of the Office of the Provost and the Office of the Registrar currently attending the Faculty Council's Undergraduate Curriculum Committee, the Office of Financial Aid, the Center for Academic Advisement and Student Success (CAASS), and the Peer Mentoring Program will each identify representatives to attend curriculum committee meetings as observers. The provost will convene Undergraduate Deputy meetings twice per term that includes communication on these issues. These meetings will include representatives from the Office of Financial Aid, CAASS, the Undergraduate Curriculum Committee, Course &	Ensure integration of best practices into curriculum management process. (AA)  Provide development in Community of Practice Curriculum development strategies. (AA)  Convene Undergraduate Deputies and graduate program director meetings to introduce curricular alignment with communities of practice. (AA)
Funding and Efficacies			

		Standing, the Faculty Council General Education Committee, the Office of Admissions, and the Office of the Registrar.	
Access and Completion	<p>Increase the percentage of first-time, fulltime students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p> <p>Increase the two-year persistence rate for transfer students by 2% over the previous year, from 68.9% to 71.9%.</p>	<p><b>2.A.e. Year 1 Benchmark</b></p> <p>The Office of Enrollment Management and Retention will convene the Center for Academic Advisement and Student Success (CAASS), deans, and chairs to develop a campus-wide academic advisement plan that is transparent and increases communication, collaboration, and a shared sense of purpose between CAASS and academic departments.</p>	<p>CAASS has provided faculty and offices with access to e-notes, which provides a record of all advisement sessions. (EM)</p> <p>CAASS has met with the School of Education and engaged in a workshop with our dean, advisor, chairs and support staff. They have also provided supplemental documentation to this effort. Presentation was well received and collaborative discourse followed. (AA)</p> <p>Establish College-wide Advisement Council (AA)</p>

<p>Knowledge Creation and Innovative Research</p> <p>Access and Completion</p>		<p><b>2.B.a. Year 1 Benchmark</b></p> <p>Schools will build a college-wide directory of areas of faculty expertise that can be easily searched, to match student interest with faculty research areas. Deans will use All School Meetings to highlight and encourage student-faculty collaborations and funding opportunities. Departments will compile inventories of current research opportunities offered to students, including independent study courses, course projects for honors credit, the Mellon Transfer Student Research Program, student capstone (senior thesis) projects, and others.</p>	<p>Schools will build a college-wide directory of areas of faculty expertise that can be easily searched, to match student interest with faculty research areas. Deans will use All-School Meetings to highlight and encourage student-faculty collaborations and funding opportunities . Departments will compile inventories of current research opportunities offered to students, including independent study courses, course projects for honors credit, the Mellon Transfer Student Research Program, student capstone (senior thesis) projects, and others. (AA)</p> <p>Schools will develop a college-wide directory of faculty expertise. (AA)</p> <p>The Dean will work with Chairs to encourage faculty to utilize Researchgate.net, a free online resource for faculty researchers, and to direct students to the RFCUNY Careers website to identify research opportunities. Streamlining required research course offerings in the SOE is one of the tasks of the Structure Committee. (AA)</p> <p>The Dean has highlighted both faculty and student research in previous All-School Meetings and will increase this practice in 2018-19. (AA)</p> <p>Faculty data for HSS experts page sent to Communications office in March of 2018. (AA)</p> <p>The All School Meeting will be used to plan the annual festivals where roles will be assigned to both faculty and students, so student can learn an area outside their major. (AA)</p>
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			Mellon Transfer Student Research Program refunded at \$400k+. Linked to academic priority of increasing retention and graduation rates for transfer students. (AA)
Access and Completion		<p><b>2.B.b. Year 1 Benchmark</b></p> <p>The Center for Teaching, in collaboration with deans, chairs, and the library, will develop an inventory of extant capstone experiences by academic program (including, at least, undergraduate majors and master's programs). Toward identifying best practices within the College, this inventory will include data on how the capstones align with program learning goals, and what assessment has shown about capstone effectiveness.</p>	<p>The Center for Teaching, in collaboration with deans, chairs, and the library, will develop an inventory of extant capstone experiences by academic program (including, at least, undergraduate majors and master's programs). Toward identifying best practices within the college, this inventory will include data on how the capstones align with program learning goals, and what assessment has shown about capstone effectiveness. (AA)</p> <p>Establish baseline participation rates for MARC, RISE, REU programs etc. and assess all student research programs across campus toward increased support. (AA)</p> <p>Once the Center for Teaching is fully integrated into the APFA's office, we will facilitate the process of developing an inventory of extant capstone experiences by academic program (including, at least, undergraduate majors and master's programs). Toward identifying best practices within the College, this inventory will include data on how the capstones align with program learning goals, and what assessment has shown about capstone effectiveness. (AA)</p>

			CFT will develop an inventory of capstone and culminating experiences for assessment toward best practice adoption. (AA)
Knowledge Creation and Innovative Research	Establish organizational structure to support faculty research grant activity.	<b>2.B.c. Year 1 Benchmark</b> Deans will establish baseline figures for the various research programs across campus, including the capacity and the number of students participating, and assess growth potential. Institutional Advancement will identify the history of fundraising for student research, the donors who contributed, whether those donors are active now, and develop a targeted roster.	Preliminary planning meetings held in Fall 2018 with faculty leaders of Mellon Transfer Student Research Program and Listening Project. Additional introductory planning meetings to be scheduled in Spring 2019. (Target completion: 6/30/19) (IA)  The Dean of the School of Education will work with Chairs to gather these data. (AA)  Increased external funding for the Mellon Transfer Student Research Program. Increased resource support for Brooklyn College Listening Project. Working with BCLP faculty to access external funding. (AA)
Access and Completion  Knowledge Creation and Innovative Research		<b>2.B.d. Year 1 Benchmark</b> The Office of International Education and Global Engagement will initiate conversations with departments to identify interest in integrating international experiences into students' academic major and minor plans and to make connections between departments and existing international collaborations.	The ECAE department will continue to enhance its international partnerships with universities in Sweden and India, and the Dean will work with Chairs to identify potential international partnerships in other departments. (AA)  A Director will be hired to replace the retired director. The Provost will develop a plan for restructuring to ensure academic oversight. (AA)
Funding and Efficiencies	Increase external funding by 5%	<b>2.B.e. Year 1 Benchmark</b> Assess the number of students who began applications for prestigious	Establish metrics for measuring effectiveness of programs to assist students in applying for scholarship

		<p>scholarships but did not finish. Develop and distribute questionnaires to these students to get a fuller picture of what kept them from following through. Based on feedback, redevelop workshop series. Based on participation levels and feedback, develop a realistic percentage increase in student engagement in seeking internal and external opportunities. Gauge student needs and interests in relation to the pursuit of scholarships to develop an inventory that better serves the needs of our students. With the assistance of the Peer Mentoring Program, establish a formally recognized Student Scholarship/Fellowship Mentoring group that enables student scholarship and fellowship awardees to mentor other students with the goal of increasing student scholarships and fellowships.</p>	<p>programs; research students who did not complete process for applying for prestigious scholarships and modify workshops accordingly; collaborate with the Peer Mentoring Program to establish a Student Scholarship/Fellowship Mentoring group. (FA)</p>
Funding and Efficiencies		<p><b>2.C.a. Year 1 Benchmark</b> The offices will convene to develop a plan to streamline processes and coordinate efforts.</p>	<p>Establish metrics for measuring services across Student Financial Services (Bursar, Financial Aid, Scholarships); develop plan to streamline processes and coordinate efforts. (FA)</p>
Access and Completion	<p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p>	<p><b>2.C.b. Year 1 Benchmark</b> The Office of Financial Aid will work with the Office of Communications and Marketing to develop communication strategies that will inform students about financial aid information and</p>	<p>Establish metrics for measuring effectiveness of the dissemination of financial aid information; collaborate with the Office of Communications and Marketing to develop strategies to inform students about how to finance their education through financial aid and scholarships; develop and implement student focus groups and surveys to assess the effectiveness of</p>

	Increase the two-year persistence rate for transfer students by 2% over the previous year, from 68.9% to 71.9%.	advisement resources available to them, whether online, in person, or by phone.	communications to students; integrate with Enrollment Management communications to create a seamless experience for students. (FA)
Funding and Efficiencies  Access and Completion	Increase external funding by 5%	<b>2.C.c. Year 1 Benchmark</b> The Vice President for Institutional Advancement and the Institutional Advancement team will identify the history of tuition scholarships for the Scholars Program, including transfer students, the donors who contributed, and whether those donors are active now.	Initial planning meetings convened in Fall 2019. Draft priorities to be reviewed in Spring 2019. (Target completion: 4/1/19) (IA)
Funding and Efficiencies  Access and Completion	Increase external funding by 5%	<b>2.C.d. Year 1 Benchmark</b> Of existing graduate programs at Brooklyn College, identify those that can likely successfully solicit external funding and prioritize those program in developing an advancement strategy. Benchmark Brooklyn College programs to nationally recognized programs with regard to average size of competitors' funding packages and numbers of students supported. Obtain data from institutional research on our programs' five-year enrollment trends. Obtain	The IA team will identify the history of fundraising for all competitive funding packages for master's and doctoral students, the donors who contributed and whether those donors are active now. Initial planning discussions around MFA in Writing and Cinema. Additional meetings to be scheduled in Spring 2019. (Target completion: 6/1/19) (IA)  The Dean has met with VP for Institutional Advancement and identified graduate student support during student teaching as the top graduate student funding priority in the SOE. They will collaborate to develop a case during the 2018-19 academic year. (AA )

		<p>data from the Office of Admissions regarding five-year trends on the number of applications and our yields. The Institutional Advancement team will identify the history of fundraising for all competitive funding packages for master's and doctoral students, the donors who contributed and whether those donors are active now.</p>	<p>Develop comprehensive plan to raise funds for faculty research, including faculty-student research (AA)</p> <ul style="list-style-type: none"> <li>• Develop school mission, identities, funding priorities. (AA)</li> </ul> <p>The Dean has met with VP for Institutional Advancement and will continue to work with him, the chairs, and the BCF to identify funding sources and develop fundraising strategies to support graduate students. (AA)</p> <p>Develop comprehensive phase plan to support faculty research and increase research activity. (AA)</p>
Access and Completion		<p><b>2.D.a. Year 1 Benchmark</b></p> <p>Establish a Health and Wellness Task Force to research existing programs and best practices, and develop a Healthy Campus Initiative. The task force will make recommendations for existing programs as well as new ones in addition to recommending processes and procedures for improved effectiveness and efficiency of existing programs. Establish a process for assessing the Healthy Campus program. Establish baseline data for existing health-related programs and services.</p>	<p>The Health and Wellness Task Force was established, and held its first meeting on December 19, 2018. The Task Force is compiling and reviewing existing data from the past two years to establish baseline data for existing health-related programs and services. (SA)</p> <p>The School of Education and the Department of School Psychology, Counseling, and Leadership look forward to collaborating on this effort. (AA)</p>
Increase the percentage of	Increase the percentage of first-	<b>2.D.b. Year 1 Benchmark</b>	Currently underway (EM)

<p>first-time, fulltime students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p> <p>Increase the two-year persistence rate for transfer students by 2% over the previous year, from 68.9% to 71.9%.</p>	<p>time, fulltime students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p> <p>Increase the two-year persistence rate for transfer students by 2% over the previous year, from 68.9% to 71.9%.</p>	<p>Work with departments to embed peer mentors in block programs and adapt peer mentoring modules to complement courses. Expand the peer mentoring seminar to encompass and incentivize first-year students in coordination with the Center for Academic Advisement and Student Success (CAASS), the Office of Scholarships, the Career Center, and the Division of Student Affairs.</p> <p>Customize TransferNation Network to include first-year students. Pilot evening seminar. Meet with the Office of Veterans Affairs, the Office of International Students, and the Center for Disability Services, to assess mentoring needs. Do mock run of video modules.</p>	<p>Work with departments to embed peer mentors in block programs and adapt peer mentoring modules to complement courses. Expand the peer mentoring seminar to encompass and incentivize first-year students in coordination with the Center for Academic Advisement and Student Success (CAASS), the Office of Scholarships, the Career Center, and the Division of Student Affairs. Customize TransferNation Network to include first-year students. Pilot evening seminar. Meet with the Office of Veteran Affairs and Military Programs, the Office of International Student and Scholar Services, and the Center for Student Disability Services, to assess mentoring needs. Do mock run of video modules. (AA)</p> <p>Articulation agreements with BMCC for Sociology, Communications Studies (CASD), and Women's and Gender Studies. (AA)</p>
Access and completion	Increase the two-year persistence rate for transfer students by 2% over the	<p><b>2.D.c. Year 1 Benchmark</b></p> <p>The processes currently utilized in the Transfer Student Services Center (TSSC) for evaluation of general education</p>	<p>Currently underway (EM)</p> <p>Incentivize faculty to regularize transfer credit acceptance for largest yield sending institutions. (AA)</p>

Funding and Efficiencies	previous year, from 68.9% to 71.9%.	credits will be reviewed and inventoried; best practices in transfer evaluation processes will be researched. Major courses with course equivalencies in CUNYfirst will be inventoried. A working group consisting of representatives from CAASS and faculty will be convened to explore streamlining the transfer evaluation process in major departments to reduce the burden on departments, reduce the need for students to visit each office, and expedite the process. Use of an e-evaluation online tool will be researched. Transfer students will be surveyed to discover barriers to momentum and graduation. Particular attention will be paid to their responses regarding the credit evaluation process.	<p>Continue to host Koppelman Welcome Day for transfer students to ensure they are fully aware of resources, events, and opportunities for student/faculty interactions. (AA)</p> <p>The processes currently utilized in the Transfer Student Services Center (TSSC) for evaluation of general education credits will be reviewed and inventoried; best practices in transfer evaluation processes will be researched. (AA)</p> <p>Work with each program head within the departments to mentor transfer students to ensure these students are supported. (AA)</p> <p>Coordinate CUE campus-wide and assess funding for transfer advisement (AA)</p> <p>Consider College Option Transfer seminars (AA) Articulation agreements with BMCC for Sociology, Communications Studies (CASD), and Women's and Gender Studies. (AA)</p> <p>The Dean has met frequently with colleagues at BMCC, has identified a faculty member in Secondary Education to participate in this collaborative effort, and has requested funding from CUNY Office of Teacher Education. (AA)</p>
Access and Completion	Increase the percentage of first-time, fulltime	<b>2.D.d. Year 1 Benchmark</b> The Office of the Provost will catalogue high-impact learning across the campus	Inventory of selected experiences year 1: capstone experiences and community engagement activities integrated into curricula (AA)

Knowledge Creation and Innovative Research	<p>students taking 30 credits during their first year by 2% over the previous year, from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p>	<p>and will evaluate the data that is and is not collected with regard to high-impact learning. It will create a plan to routinely gather the missing data. The Office of Scholarships will develop a road map for high-impact learning activities for students by year. The road map will be shared with the Center for Academic Advisement and Student Success (CAASS) and the Peer Mentoring Program and distributed to students. At orientation CAASS will provide students a path to graduation that includes checkpoints at the Office of Scholarships, the Office of International Education and Global Engagement, and the Career Center along with the Peer Mentoring Program and various academic support services. These offices will be included in a “student passport” that will encourage students to visit these areas as part of the “Finish in Four” academic momentum campaign.</p>	
Access and Completion	<p>Increase the percentage of first-time, fulltime students taking 30 credits during their first year by 2% over the previous year,</p>	<p><b>2.D.e. Year 1 Benchmark</b> Create an inventory of categories of special populations served and a comprehensive list of offices that have a focus on special populations. Create baseline data of the existing number of</p>	<p>The term “Special Population” is generally used to refer to a disadvantaged group. At Brooklyn College we define Special Populations as students with unique needs including, but not limited to: Transfer Students, Veterans, Disabled Students, International Students, Latino Men, Black Men, Black Women, SEEK Students, CUNY Edge Students, Religious</p>



	<p>from 41.5% to 43.5%, including summer registrations</p> <p>Increase the two-year persistence rate for first-time, fulltime freshmen by 2% over the previous year, from 71.4% to 73.4%</p>	<p>students served for each office that serves special populations. Develop and implement a needs assessment for students within special populations.</p>	<p>Minorities. We currently have eight offices focused on special populations. Baseline data and a needs assessment are currently being developed with an anticipated completion date of 6.1.19. (SA)</p>
Career Success	<p>Develop Career Plan Templates for students in ten academic departments</p> <p>Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate</p>	<p><b>Goal 3: Educate Students for Fulfilling Work and Leadership in their Communities</b></p> <p><b>3.A.a. Year 1 Benchmark</b> Create a comprehensive career development action plan and share it with students utilizing social media, on the Career Center website, and via email. The Office of Alumni Affairs will promote existing resources to the alumni population.</p>	<p>Alumni Engagement and the Career Center have a monthly meeting to share information and collaborate. As a result, career resources that have not been communicated in the past to alumni are now shared on social media and via email outreach. AE also posts general career resources and opportunities from the community as they are discovered. Additionally, dedicated events are scheduled for Spring 2019, including a career fair and new career webinar series. (IA)</p> <p>A draft has been created for two of the class levels. The goal is to continue to revamp the other versions. Ideally we hope to complete that by the end of February, but certainly before the end of June. (SA)</p> <p>Explore virtual internship possibilities in Cyber with CWA, Computer Science Dept &amp; Business School. (AA)</p> <p>Working with HSS Chairs/Directors to include career paths data on all major brochures and websites. (AA)</p>

Career Success	Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate	<b>3.A.b. Year 1 Benchmark</b> Review National Association of Colleges and Employers' (main professional association for career services professionals), benchmark survey to identify areas of improvement. The Office of Alumni Affairs will benchmark itself against the alumni career resources of comparable institutions.	Preliminary research in progress. Completing summary findings report in Spring 2019. (Target completion: 5/1/19) (IA)  An initial review of our NACE survey and NACE's national survey has been conducted. (SA)
		<b>3.A.c. Year 1 Benchmark</b> The Vice President for Institutional Advancement and the Brooklyn College Foundation team will develop a targeted roster of prospective supporters whose interests align with the core services and initiatives of the Career Center.	A comprehensive prospect development meeting is set for Feb 2019. Individual funding opportunities continue to be pursued as they arise. (IA)
Career Success	Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate	<b>3.B.a. Year 1 Benchmark</b> Develop a process in the Office of Human Resource Services to identify and track College Assistants who are students in the workplace. Encourage students to use the Career Center to learn about job opportunities across the College. Encourage managers who are looking to hire students to post positions at the Career Center when possible.	Establish metrics for measuring effectiveness of utilizing student employees; encourage student employees to utilize Magner Center; encourage managers to utilize the Magner Center when hiring college assistants. (FA)

Career Success Access and Completion	Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate	<b>3.B.b. Year 1 Benchmark</b> Conduct a focus group to identify the best ways to collaborate with faculty. Identify a contact person within each academic department who can serve as a liaison to the Career Center. The departmental contact will be the point person to receive internships and other career opportunities. Cultivate two new employers to recruit at Brooklyn College.	The Director of Magner and the School Liaisons have attended all 5 School/Chair Meetings. This forum was used to solicit feedback. We have identified a few faculty members who agreed to serve as point people, but in most cases we will continue using the chairs when relevant opportunities arise. Google and Harper Collins were on campus recruiting for the first time. (SA)
Funding and Efficiency	Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate	<b>3.B.c. Year 1 Benchmark</b> The Career Center will develop a process to utilize the Office of Alumni Affairs and the Brooklyn College Alumni Association as a resource and engage more of their members with career services. The Brooklyn College Alumni Association will develop a mentoring council and seek partnerships with entities across campus, including but not limited to the Career Center, the Brooklyn College Foundation, and the Office of Alumni Affairs to serve as a resource to facilitate mentorship opportunities.	The BCAA has launched a Mentoring Committee that is working with Alumni Engagement and the Career Center to assist young alumni in their career pursuits. (IA)  The Director of Magner has sent at least 2 emails through the Office to reach more alumni and additional emails will be sent in the spring. Staff has attended at least two events to network with alumni. A member of BCAA participated in a career event in the Fall. (SA)  Work with Alumni on mentoring, hosting tours of the workplace and fostering internship opportunities. (AA)  Working with Alumni Relations, Development, and Magner Career Center to gather and present career path data for HSS alumni.(AA)
Career Success		<b>3.B.d. Year 1 Benchmark</b> Review evaluations from the employer feedback survey and job fair to identify	A draft of the plan has been written. (SA)

		areas for improvement. Develop a plan to enhance areas in need.	
Funding and Efficiency	Increase external funding by 5%	<b>3.B.e. Year 1 Benchmark</b> The Vice President for Institutional Advancement and the Institutional Advancement team will identify the history of fundraising for paid internships, the donors who contributed, and whether those donors are active now.	A comprehensive prospect development meeting is set for Feb 2019. (IA)
Career Success	Develop Career Plan Templates for students in ten academic departments	<b>3.C.a. Year 1 Benchmark</b> Ten departments/programs will: a) survey the jobs received by their alumni during the last five years, b) identify courses and/or programs that prepare students for prospective careers in their fields of study, and c) assess the available jobs in their areas in New York City using published data. Departmental/program representatives will meet with Career Center staff to develop descriptions of current and prospective careers within the departments/programs based on their findings. Departments/programs will work with Career Center staff to develop a process to regularly update appropriate courses/programs that align with prospective careers and alumni	

		profiles on both Department and Career Center websites.	
Career Success	Create a Career Development Plan for students to understand what they need to do in each year of college to maximize their employment opportunities once they graduate	<b>3.C.b. Year 1 Benchmark</b> Deans and chairs will collaborate with the Career Center to establish a school-focused career event each year.	Continue to coordinate/collaborate with Magner Career Center to: <ol style="list-style-type: none"> <li>1. offer career focused events for Koppelman students</li> <li>2. increase the number of internships available to Koppelman students.</li> <li>3. encourage more BC alumni to mentor and host Koppelman students at their companies (AA)</li> </ol> Deans and chairs will collaborate with Career Center to establish a school-focused career event each year (AA))  Work with the departments on professional panels for students to understand the range of opportunities in a field; creating networking opportunities that will lead to internships. (AA)  Work with departments on increasing the number of internships available and allowing students multiple times to participate in them throughout their college career. (AA)  The Magner Center has already put together a “Careers in Education” event in SUBO. We will work with them on new ideas of engagement and find ways to increase alumni involvement. (AA)  Collaborated with Magner Career Center and NBS Chairs to offer career events, networking with alumni

			<p>events, and increase internships for Science students. (AA)</p> <p>HSS Chairs/Directors met with Director of the Magner Career center to discuss HSS alumni outcomes and HSS major career paths, and to plan HSS careers event. (AA)</p>
Funding	Increase external fundraising by 5% from \$6.75 million to \$7.1 million.	<b>3.D.a. Year 1 Benchmark</b> The Vice President for Institutional Advancement and the Brooklyn College Foundation team will identify the history of support for students to study, work, and intern abroad, the donors who contributed those funds, and whether those donors are active now.	Preliminary meeting and research to be scheduled for Spring 2019. (Target completion: 6/30/19) (IA)
Access and Completion		<b>3.D.b. Year 1 Benchmark</b> Consult with department leadership and affinity groups to assess their cultural competence training needs. Review national best practices.	<p>Establish metrics for measuring cultural competence; consult with department leadership and affinity groups; review national best practices. (FA)</p> <p>The School of Education currently has a faculty led "Diversity Committee" that is in the process of defining needs and goals for cultural competence development for the School of Education. (AA)</p>
Access and completion		<b>3.D.c. Year 1 Benchmark</b>	Research on training models is currently in process. An online survey will be created and administered by 3.4.19, and focus groups will be completed by 3.29.19.

		<p>Research student leader training models at other colleges including online programs. Gather feedback of current student leaders through online surveys and focus groups to determine student needs and areas of improvement. Review best practices for student leader training. Implement a pre-assessment for student leaders.</p>	<p>NASPA and CAS Standards will be used as resources to gather best practices. We are in the process of mandating training for all student clubs and organizations who directly or indirectly received funds from the Brooklyn College Association. (SA)</p>
Access and completion		<p><b>3.D.d. Year 1 Benchmark</b> Meet with the student government to review the 10-Year Sustainability Plan; set up topic-specific working groups for each of the seven pillars in the 10-Year Plan; set up annual review of progress. Working groups will review the 10-year plan and recommend clear and measurable revised objectives for each of the seven pillars. Working groups will identify specific benchmarks and strategies for each objective and submit them to the Sustainability Council for review along with the student government.</p>	
Access and Completion		<p><b>3.D.e. Year 1 Benchmark</b> Document WSAH activities since the program's inception. Create a planning</p>	<p>Coordinate with campus stakeholders to develop programming for the We Stand Against Hate (WSAH) series to encourage debate and dialogue and prepare students to interact meaningfully with people from communities unlike their own. (P)</p>

		committee to develop annual programming one year in advance.	
Funding and Efficency		<p><b>Goal 4: Develop a Nimble, Responsive, and Efficient Structure to Serve our Students and Carry out our Mission</b></p> <p><b>4.A.a. Year 1 Benchmark</b>            Conduct audit of departments across the College that includes clarifying key roles and responsibilities. Departments may make use of a pre-formatted template to provide descriptive text of their role within the organization, services they provide, and the audience for whom those services are most relevant. Partner with the Office of Human Resource Services (HRS) to carry out initial data collection. Create a method to identify areas of greatest confusion to prioritize the most urgent needs to address.</p>	<p><u>PHASE 1 Fall 2018</u>: initial work of obtaining org chart software to help streamline the production of org charts as it relates to the entire organization and for this project specifically. The next steps on phase 1 are to test the software and then clarify roles/responsibilities among Marketing, HR, and Finance for the process of creating the charts (currently a manual process in marketing). Phase 2 TIMING TBD to determine how to develop a plan/process for next steps, including a plan to better communicate office roles and responsibilities. (Target completion: 6/30/19) (IA)</p>
		<p><b>4.A.b. Year 1 Benchmark</b>            Determine the baseline figures for the number of staff attending training in 2017. Assess which courses were most requested by staff and which were most attended. These include College, University and New York City training programs. Identify and promote existing programs at the College, University and</p>	<p>Review baseline metrics for staff training; implement pilot customer service and leadership programs developed with internal faculty consultants; refer campus community to existing training opportunities offered by the University and unions. (FA)</p>



		Professional Staff Congress (PSC)/union levels that encourage staff education, and leadership and professional development training. Identify service programs that can be offered to new and existing staff.	
Funding and Efficiency		<b>4.B.a. Year 1 Benchmark</b> Conduct campus-wide procurement survey. Interview end users regarding their experience with the Purchasing Office. Write an action plan with identified outcomes. Begin rewrite of materials on the website and develop a training plan for end users	Establish metrics for measuring effectiveness of procurement process; assess results of Fall 2017 survey and write action plan with identified outcomes, including Service Level agreements; collaborate with the Office of Institutional and Academic Programs on training program for end users and reimagining of written documentation; conduct Spring 2019 survey. (FA)
Funding and Efficiency		<b>4.B.b. Year 1 Benchmark</b> ITS will complete an online/mobile enabled system to better manage and track issues and repairs of campus toilet fixtures, implement state-of-the-art call handling and ticketing processes for facilities, and expand the use of SMS text messaging as an additional way that students, faculty, and staff can receive alerts and transaction confirmations/reminders.	Implement BC Fix-it and online mobile-enabled system to better manage and track issues and repairs of campus bathroom fixtures; implement state-of-the-art call handling and ticket processing for Facilities; Expand the use of SMS text messaging as an additional way for students, faculty, and staff to receive alerts and transaction confirmation reminders. (FA)
Funding and Efficiency		<b>4.B.c. Year 1 Benchmark</b> Units will implement the records retention schedule. Units will document timelines for regular activities in their area.	Review records retention schedule and audit compliance across all departments in the portfolio; document timelines for regular activities. (FA)

			<p>Chairs, faculty, staff and students in the School of Education are currently serving on committees to redefine the SOE mission, revisit its structure, and refine its policies and practices in assessment, clinical practice, diversity and technology. All of this work is being documented, and committee members will present their work at the all-school meeting in May. (AA)</p> <p>We are streamlining and documenting a number of our processes, and contributing to streamlining university-wide processes, including the following:</p> <ol style="list-style-type: none"> <li>1. Creating a user guide to the workload system.</li> <li>2. Examining the feasibility of increasing platforms for students to participate in course evaluations, namely, the BC app.</li> <li>3. Working with a committee to standardize the nomenclatures for categories of course offerings, along with the credit hour assignments. (AA)</li> </ol>
<p>Funding and Efficiency</p> <p>Knowledge Creation and Innovative Research</p>		<p><b>4.C.a. Year 1 Benchmark</b></p> <p>Increase awareness of institutional data already available on the Office of Institutional Research and Data Analysis site, and how to access that information. In collaboration with the Office of Enrollment Management and Retention, develop the predictive analytics necessary to project demand for general education and other courses.</p>	<p>Work with Academic Leaders, including deans and chairs, to utilize accurate predictive analytics to project a realistic adjunct budget. (FA)</p> <p>The Dean regularly reviews enrollment and program data with Chairs. Deeper analysis of enrollment trends is one of the tasks of the Structure Committee. (AA)</p> <p>The School of Education collaborates with OIR to obtain data on an as-needed basis, but developing a strategy for collecting, analyzing, and disseminating data is the primary task of the SOE Assessment Committee. (AA)</p>

Knowledge Creation and Innovative Research		<b>4.C.b. Year 1 Benchmark</b> Devise a new timeline for tenure-track, lecturer, substitute, and adjunct hiring to enhance our ability to recruit excellent faculty.	
Knowledge Creation and Efficiency		<b>4.C.c. Year 1 Benchmark</b> The College will gather the proposals from Faculty Council/Master Planning, Council on Administrative Policy, and Division of Academic Affairs on the roles and responsibilities of deans. The president will evaluate the three proposals and develop one proposal to submit for consideration to the Policy Council. The Policy Council will recommend appropriate changes to the Brooklyn College Governance Plan to revise and clarify the role of the deans.	Establish the role of deans with regard to budgets, oversight of academic departments, and chairs. (AA)
Funding and Efficiency		<b>4.C.d. Year 1 Benchmark</b> Implement recommendations of the President's Task Force on Interdisciplinary Programs that do not require governance changes. Establish program codes and budget unit numbers for interdisciplinary programs. Establish baseline budgets for interdisciplinary programs. Establish interim voice/representation for interdisciplinary programs in Council on Administrative Policy (CAP). The Policy	HSS established program codes and budget unit numbers for interdisciplinary programs. Established baseline budgets for interdisciplinary programs. (AA)

		Council and CAP review the task force's recommendations requiring governance changes.	
	Link academic priorities of Schools to fundraising opportunities.	<b>4.D.a. Year 1 Benchmark</b> The Vice President for Institutional Advancement and the Brooklyn College Foundation team will conduct a comprehensive fundraising infrastructure assessment and develop a detailed five-year plan that aligns with clearly articulated funding priorities for the College.	BCF infrastructure assessment and five-year operational fundraising plan completed. (IA)
Funding and Efficiency	Increase external funding by 5%	<b>4.D.b. Year 1 Benchmark</b> Collaboratively identify potential opportunities for revenue building, which could include products, on-campus services, and leveraging of assets.	
Funding and Efficiency	Increase funding by 5%	<b>4.D.c. Year 1 Benchmark</b> Identify key internal and external supporters and validators and ensure that they are familiar with the campus and its facilities challenges through tours and written material. Collaboratively work to confirm existing and/or identify new public funding resources, including those at the federal, city and state level.	Work with CUNY, NYS, city and private donors to increase support for Brooklyn College. (P)  Develop academic affairs infrastructure for revenue generation. (AA)
Funding and Efficiency		<b>4.D.d. Year 1 Benchmark</b> Establish Budget Advisory Council. Establish Instructional Capacity Working Group. Analyze the Office of Facilities, Planning and Operations' historical	Continue and refine Budget Advisory Committee and Instructional Capacity Working group; analyze Facilities budget and move toward a zero-based budget (within fiscal realities). (FA)

		expenditures and develop a zero-based budget.	Reexamine reassigned time to improve equity and plan for workload reduction. (AA)
		<b>4.E.a. Year 1 Benchmark</b> Determine needs and establish appropriate benchmarks.	Establish metrics for measuring space utilization, response to work orders, and customer satisfaction. (FA)
Knowledge Creation and Innovative Research		<b>4.E.b. Year 1 Benchmark</b> Utilizing the information that is submitted bi-annually to the National Science Foundation (NSF) on the amount and condition of sponsored and non-sponsored research space, assess the adequacy relative to faculty needs. Assess other areas of the campus not covered by the NSF survey.	The Dean and Chairs have submitted documentation about current space allocations to the Provost and will work with her office and the Office of Facilities to better utilize spaces assigned to the SOE. (AA)
Funding and Efficiency		<b>4.E.c. Year 1 Benchmark</b> Assess major building equipment assets and set frequency-based preventive maintenance benchmarks. Review waste generation data and set benchmark to reduce waste and increase reuse. Draft high-performance sustainable facilities design and material criteria for new construction/renovation projects. Apply annually for CUNY Sustainability Investment Funds for projects seeking to improve resource use efficiencies, reduce environmental impact, and reduce maintenance.	Establish baseline percentage of equipment in/or total cost of preventive maintenance program to improve system efficiencies and energy reductions; draft high-performance sustainable facilities design and material criteria for new construction/renovation projects; achieve reduced energy usage through fostering energy- conserving behaviors by campus community; increase publicized data and accomplishments via electronic and print communications and presentations. (FA)

Funding and Efficiency		<b>4.E.d. Year 1 Benchmark</b> Establish metrics from current systems. Work with CUNY to transition to new version of Archibus. Explore developing internal apps, such as one to report bathroom issues.	Establish metrics for measuring effectiveness of work order system; work with CUNY to transition to new version of Archibus; continue implementation of BC Fix-it. (FA)
Funding and Efficiency  Access and completion  Knowledge Creation and Innovative Research		<b>4.E.e. Year 1 Benchmark</b> ITS, in collaboration with AIT, will schedule two Technology Town Hall meetings per year (fall and spring) to solicit feedback and suggestions from the campus community with respect to the campus's IT services and infrastructure. ITS and AIT will meet the Faculty IT Liaison Group (CUET) in the fall and spring, to communicate plans and garner feedback from the instructional and research community. ITS, will promulgate, and compile responses to, the following surveys/feedback channels: <ul style="list-style-type: none"> <li>• Smart Classroom Satisfaction and Feedback Survey (annual),</li> <li>• WEB Public Lab Satisfaction Survey (annual),</li> <li>• Per-issue Call Resolution Satisfaction survey emailed to the requestor of every completed work request,</li> <li>• Online systems allowing users of its many online tools to easily submit feedback, comments, suggestions, and complaints.</li> </ul>	Review baseline metrics for customer service and performance; convene feedback sessions with users; review assessment results, document progress, and implement appropriate initiatives. (FA)

		On an annual basis, ITS will analyze the various feedback streams and performance data logs, and use that information to feed its ITIL Continual Service Improvement cycle and to shape IT priorities.	
Funding and Efficiency		<b>4.E.f. Year 1 Benchmark</b> Review current allocation model.	Review current allocation model with the Provost, Deans, and Chairs/Faculty; constitute working group. (FA)  Establish transparent five-year plan for faculty line allocations. (AA)
Funding and Efficiency	Increase external revenue by 5%	<b>Goal 5: Leverage Brooklyn College's Reputation for Academic Excellence and Upward Mobility</b>  <b>5.A.a. Year 1 Benchmark</b> Partner with the Strategic Planning Lead(s) to determine how to disseminate Strategic Planning information across the enterprise, and evaluate if there are synergies among Strategic Planning, Middle States, and other assessment/measurement tools. Identify best practices among organizations and software tools that are used. Conduct baseline survey with faculty, staff, students, and alumni to identify leading positive and negative attitudes about Brooklyn College among key stakeholders.	<u>COMPLETED</u> part one of disseminating the strategic plan via the website and through emails from administration. <u>SPRING 2019</u> Develop mid-year report based on goals met with input from administration. (IA)

Knowledge Creation and Research Innovation		<p><b>5.A.b. Year 1 Benchmark</b> Establish new processes to identify student, faculty, staff and alumni achievements. Launch effort to expand coverage in the monthly e-newsletter.</p>	<p><u>STARTED FALL 2018:</u> Developed a more automated system to solicit “good news” from across the organization. The “good news” form will allow students, faculty, staff to submit information that can be used for inclusion in various publications. Currently finalizing the backend and plan to launch the new form in the SPRING 2019</p> <p>Once the form is launched, will establish roll out communications, and training, as well as where to use the information (i.e., newsletter, emails, website) (IA)</p> <p>Establish new processes to identify student, faculty, staff and alumni achievements. (AA)</p> <p>Establish monthly email to faculty that includes information about faculty accomplishments. (AA)</p>
Funding and Efficiency		<p><b>5.A.c. Year 1 Benchmark</b> Establish routes of communication for student, faculty, and staff to communicate “problems solved.”</p>	<p>“Problem solved” success stories will be featured in the bi-weekly campus e-newsletter planned for launch in Spring 2019. (Target completion: 3/1/19) (IA)</p>
		<p><b>5.A.d. Year 1 Benchmark</b> Promote existing policies and University programs that support continued education and professional development. Assess what other CUNY schools do to promote and support continued education. Identify the number of employees that have taken advantage of tuition waivers over the last year to establish a baseline. Survey</p>	<p>Review baseline metrics for staff pursuing degrees and professional development; promote existing policies and programs; reach out to CUNY colleagues for best practices; survey staff to assess interest. (FA)</p>



		staff to assess interest in receiving information about earning college degrees.	
	Increase external funding by 5%	<b>5.A.e. Year 1 Benchmark</b> BCAA will collaborate with related Brooklyn College offices to charge an Engagement Committee to evaluate the current methods, quantity, and quality of alumni engagement	BCAA has not yet established a formal Engagement Committee. However, Institutional Advancement is working with the BCAA to increase alumni engagement events and create a robust assessment plan in Spring 2019. (IA)
Funding and Efficiency	Increase external funding by 5%	<b>5.B.a. Year 1 Benchmark</b> Engage academic and administrative leaders in developing a message map that articulates Brooklyn College's principal attributes, benefits, and supporting proof points; test the core messaging with a representative sample of the campus community; create a comprehensive plan to utilize core messaging and supporting proof points to guide the development of Brooklyn College marketing and admissions plans, media strategies, print materials, and electronic communications. Create a communications assessment plan to track quantitative and qualitative outcomes.	Plan in development for series of meetings with academic and administrative leaders toward development of a message map. (Target completion: 3/15/19) (IA) Plan in development, with implementation dates tbd following completion of meetings with senior academic and administrative leaders. (IA)  The Dean and Chairs in the School of Education will complete the template developed by the Provost for a message map highlighting our attributes, benefits, and supporting evidence. The SOE Structure Committee will be examining these data throughout the 2018-19 academic year. All of the deans will meet quarterly with the Office of Communications to develop strategies for articulating our message. (AA)
Knowledge Creation and		<b>5.B.b. Year 1 Benchmark</b> The associate provost, with deans, faculty, and the Office of	<u>PHASE 1 STARTED FALL 2018 - In Progress:</u> established a quarterly meeting with the Deans to begin work on

Innovative Research		<p>Communications and Marketing, will create a plan for all five schools to increase the profile of public intellectualism at Brooklyn College. This will include promoting Brooklyn College faculty as subject matter experts and “thought leaders;” developing workshops on presenting to non-scholarly audiences; and developing infrastructural and communications support: an Experts Page on the Brooklyn College website geared toward journalists, a TV/radio studio (associated with JAMS) with a dedicated DSL line for high-quality radio interviews, and a quiet space with a quality Brooklyn College background for video interviews.</p>	<p>overarching plan for schools. Using existing brand map to identify unique points of differentiation by school. <u>COMPLETED FALL 2018;</u> Faculty Experts page complete for HSS. In use and ongoing rollout and use. <u>STARTED SUMMER 2018 TIMING TBD;</u> COMMS has identified a room and obtained key. Need Facilities to outfit the room (i.e., paint, etc.) so we can use it as a production room. (IA)</p> <p>The School of Education looks forward to collaborating on this effort. (AA)</p> <p>HSS organized a series of workshops on public intellectualism including sessions on Op-Ed writing, utilizing social media, speaking to non-academic audiences, and talking to the news media. (AA)</p> <p>Established the Brooklyn College Conversation series pairing faculty experts with public officials/community leaders for public discussions of topics of interest to the community. (AA)</p> <p>Work with each School on a website where information can be posted and changed on a fairly regular and quick way. Use Visuals, varied formats and brief narratives. (AA)</p> <p>The APFA’s office is working with deans to advertise their offerings in these areas. (AA)</p> <p>Workshop series on public intellectualism. (AA)</p>
Knowledge Creation and		<b>5.B.c. Year 1 Benchmark</b>	<p>Not started, but tied into overarching brand positioning and architecture (see 5.B.a). (IA)</p>

Innovative Research		Create a comprehensive strategy for the president, provost, and cabinet to promote Brooklyn College's leadership and successes in accessibility, diversity, excellence, and social mobility in higher education; the plan will include evergreen topics, opportunistic strategies responding to news cycles, and schedules and outlets for op-eds and proactive media placements.	Promote Brooklyn in the national conversation about accessibility, diversity, excellence and social mobility in higher education. (P)
		<b>5.B.d. Year 1 Benchmark</b> Working with chairs of departments, staff, and student affinity groups, document diversity efforts across the College. Research best practices in diversity efforts for faculty, staff, and students. Identify applicable best practices to implement at Brooklyn College.	
Knowledge Creation and innovative Research  Funding and efficiency	Increase external funding by 5%	<b>5.C.a. Year 1 Benchmark</b> Communications and Marketing will work with the Executive Director of Government and Community Relations and the Center for the Study of Brooklyn to create a communications plan for promoting the College's impact on Brooklyn. Conduct additional research needed to facilitate the plan.	Collaborate with the Office of Communications and Marketing to research Brooklyn College's impact on Brooklyn. (FA)  Meeting with key parties to discuss goals, concepts, and next steps being scheduled for Feb 2019. (IA)
		<b>5.C.b. Year 1 Benchmark</b>	The SOE will continue to enhance its clinical partnerships and practices across all undergraduate and

		The CSB will work with deans, chairs, and directors to identify existing volunteer opportunities and academic-community partnerships on campus, and upload them to a searchable database and website. CSB will publicize information to students regarding linking community outreach to Students Engaged in Responsible Volunteer Action (SERVA) credit.	graduate programs. Currently, an analysis and plan for this work is being undertaken by the Clinical Practice Committee and will be reviewed by the Structure Committee. (AA)
Knowledge Creation and innovative Research  Funding and Efficiency	Increase external funding by 5%	<b>5.C.c. Year 1 Benchmark</b> Collaboratively identify opportunities for research and internships connecting departments and programs in three different schools with off-campus partners in three different sectors (public health, sustainability-resilience, democratic governance, etc.) and secure external funding from two new sources working with the Office of Institutional Advancement.	Improve shared governance through work group initiatives. (AA)
Funding and Efficiency		<b>5.D.a. Year 1 Benchmark</b> Identify and map out needs for the College's website redesign, including costs, timeline, and resources. Develop a process to align the redesign with core brand and messaging priorities to external and internal stakeholders, and to identify key improvements needed to website functionality and user experience, including mobile-	Assist the Office of Communications and Marketing in their efforts to map out needs for College's website redesign; identify key improvements related to website functionality and user experience. (FA) <u>STARTED FALL 2018 In progress</u> ; Communications & IT met in late Fall 2018 to begin process of outlining project objectives, goals, and costs. Building out plan for actual redesign, as well as how to collect and distill campus feedback. Funding to be identified. (Target completion for initial scope plan: 5/1/19) (IA)

		responsible design, search functionality, and ease of navigation.	
Funding and Efficiency		<p><b>5.D.b. Year 1 Benchmark</b></p> <p>ITS and Communications and Marketing will work with representative constituencies from student government, academic leadership and faculty, and key administrative offices to identify priority needs and improvements in functionality for promoting events on the Brooklyn College website; priority changes will be incorporated into the overall redesign of the website.</p>	<p>Work with the Office of Communications and Marketing to consult with representative constituencies and identify: Priority needs, improvements in functionality for promoting events on the Brooklyn College website, ways to incorporate priority changes into the overall design of the website. (FA)</p> <p><u>In progress</u>; see above 5.D.b for overarching information on website redesign. We also discussed this point specifically and determined that whatever platform we use needs to incorporate a robust calendar function. (IA)</p>
Knowledge Creation and Innovative Research		<p><b>5.D.c. Year 1 Benchmark</b></p> <p>Create and expand thematic content ("Faculty Experts", and "Meet Our New Faculty") for digital distribution that features faculty from across schools discussing relevant topics, current research within their field, or other subjects within academic scholarship. Work with the provost, deans, and chairs of academic departments to develop and implement a plan for creating more uniform, updated content highlighting research on departmental and individual faculty website pages.</p>	<p><u>COMPLETE/ONGOING</u> building upon the launch of BC/Stories, which can be a new platform to highlight and publish work of faculty success.</p> <p><u>Not started</u>, but planning to coordinate these plans with Deans, grants office, and a new CUNY research website that is in development (IA)</p>



### Three Year Budget Summary

#### Projections

Description	Fiscal Year 2019 Proj	Fiscal Year 2020 Proj	Fiscal Year 2021 Proj
CUTRA Beginning Balance	3,744	3,432	3,446
Revenues:			
Tuition and Fees	114,210	118,873	121,740
State/City/CUNY	24,768	24,625	24,420
Expenditures	-139,290	-143,484	-146,188
CUTRA Ending Balance	3,432	3,446	3,418

See the financial Plan for Revenue Projections:

<http://www.brooklyn.cuny.edu/bc/offices/avpbandp/ipra/strategicplan.htm>

Budget Request---Draft    **TEMPLATE**

College Goal: \_\_\_\_\_(pull directly from strategic plan if you have one)

CUNY Goal: \_\_\_\_\_(if the work in this area relates to some PMP targets, list here)

Date\_\_\_\_\_

Strategic Plan Goal	MAP/Team	Timeline	Budget Request	Assessment Plan Metrics/Targets/Timeline	Projected Use of Results



**The City University of New York  
2017-2018 Year-End Financial Report**

**Tuition Revenue Summary (\$000)**

	FY2017 Actuals	FY2018 Adjust. Target	FY2018 Actuals	FY2017 Actuals vs FY2018 Actuals	% Change FY2017- FY2018	Collections Over FY2018 Target	% Above FY2018 Target
Baruch College	133,945	135,423	138,530	4,585	3.4%	3,107	2.3%
Brooklyn College	103,940	103,336	109,363	5,424	5.2%	6,028	5.8%
City College	91,709	95,184	98,483	6,774	7.4%	3,299	3.5%
Hunter College	149,489	150,668	150,839	1,350	0.9%	171	0.1%
John Jay College	84,163	88,423	90,521	6,358	7.6%	2,098	2.4%
Lehman College	71,310	70,688	77,068	5,757	8.1%	6,379	9.0%
Medgar Evers College	32,592	32,783	33,960	1,368	4.2%	1,176	3.6%
NYC College of Technology	80,591	84,255	84,931	4,341	5.4%	677	0.8%
Queens College	114,217	114,956	117,154	2,937	2.6%	2,197	1.9%
College of Staten Island	74,377	76,244	74,744	367	0.5%	(1,500)	-2.0%
York College	39,101	41,023	40,843	1,742	4.5%	(180)	-0.4%
Graduate Center	2,529	1,884	2,885	356	14.1%	1,001	53.1%
CUNY School of Law	5,611	4,820	6,581	970	17.3%	1,760	36.5%
School of Journalism	2,511	1,829	2,410	(100)	-4.0%	582	31.8%
School of Professional Studies	11,352	10,069	14,506	3,155	27.8%	4,437	44.1%
School of Public Health	3,609	4,432	3,797	188	5.2%	(635)	-14.3%
<b>Senior College Total</b>	<b>1,001,044</b>	<b>1,016,018</b>	<b>1,046,615</b>	<b>45,571</b>	<b>4.6%</b>	<b>30,597</b>	<b>3.0%</b>
BMCC	115,267	118,903	117,590	2,324	2.0%	(1,313)	-1.1%
Bronx CC	43,407	44,047	43,684	277	0.6%	(363)	-0.8%
Guttman CC	5,018	4,241	4,428	(590)	-11.7%	187	4.4%
Hostos CC	26,455	27,934	27,841	1,385	5.2%	(93)	-0.3%
Kingsborough CC	48,947	47,066	48,177	(770)	-1.6%	1,110	2.4%
LaGuardia CC	64,679	64,844	64,825	145	0.2%	(20)	0.0%
Queensborough CC	63,700	63,768	60,667	(3,033)	-4.8%	(3,101)	-4.9%
<b>Community College Total</b>	<b>367,472</b>	<b>370,804</b>	<b>367,212</b>	<b>(261)</b>	<b>-0.1%</b>	<b>(3,592)</b>	<b>-1.0%</b>
<b>University Total</b>	<b>1,368,516</b>	<b>1,386,822</b>	<b>1,413,826</b>	<b>45,310</b>	<b>3.3%</b>	<b>27,004</b>	<b>1.9%</b>

Comments



## **FUNDRAISING PLAN**

### **STRATEGIC PRIORITIES 2018-2023**

*Brooklyn College Foundation has established these strategic priorities to enhance fundraising results and meet the needs identified in the Brooklyn College Strategic Plan 2018-2023. Detailed strategies and tactics for achieving these goals are provided in the following pages.*

- 1) Raise \$75 million\* in new gifts for Brooklyn College priority needs by FY23.
- 2) Create strong fundraising messaging that communicates the College's unique vision and makes a compelling case for philanthropic support.
- 3) Implement a development infrastructure and systems that support significant growth in Brooklyn College Foundation's major gifts fundraising program.
- 4) Optimize staffing to improve and expand prospect engagement and donor stewardship.
- 5) Develop a robust pipeline of donor prospects to quadruple the number of \$25K+ gifts annually.
- 6) Increase Annual Fund giving to \$1 million annually by FY23.
- 7) Expand donor engagement in the Annual Fund to increase participation to 10% by FY23.
- 8) Mobilize academic partners across campus to build a strong culture of philanthropy at Brooklyn College.
- 9) Empower Brooklyn College Foundation trustees to be active partners in meeting ambitious fundraising goals.

*\* Total fundraising goal and priorities to be confirmed during feasibility review.*

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

<b>IA OFFICE:</b> <u>Foundation</u>							
<b>IA UNIT:</b> <u>Leadership Gifts</u>							
<b>Raise \$75 million in new gifts for Brooklyn College priority needs by FY 23.*</b>							
	<b>Develop and implement a five-year fundraising plan</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Analyze fundraising trends from the Campaign for Success	7/1/18	10/1/18	TMG	FN, BFL, EXM		Use results to create a five-year fundraising model and prospective chart of gifts
	Consult campus leaders about funding needs	FY19	FY20	TMG	MG, CG, BFL		Analyze results, establish fundraising priorities
	Conduct campaign feasibility	FY20	FY20	TMG	MG, CG, BFL	Must engage campaign consultant at approximately cost of \$40K	Determine capacity for a BC campaign
	Project revenue goals	FY20	FY20	TMG	EXM, CW, HV, BC, JF, CG, BFL		Use results of trends, funding needs and feasibility study to determine revenue goals for FY20-FY23
	Develop campaign case statement and establish campaign strategy, calendar, budget, staffing plan, reporting tools, and administrative process	FY20	FY20	TMG	MG, CG, MC		Create a blueprint for how we will implement the campaign
	Secure BCF Board vote and by-in for campaign	FY20	FY20	TMG	EXM, CG, CW, HV, BC		
	Develop marketing collateral, printed and online	FY20	FY21	TMG	MG, CG, MC		Establish a robust marketing strategy for the campaign across platforms
	Identify, solicit and enlist campaign leadership	FY20	FY21	TMG	EXM, CW, HV, BC, JF, CG, BFL		Work with leadership to establish campaign committees and committee priorities
	Launch silent phase	FY20	FY22	TMG	EXM, CW, BC, BFL		Secure 30% of campaign goal
<b>Create strong fundraising messaging that communicates the College's unique vision and a makes a compelling case for philanthropic support.</b>							
	<b>Create a campaign tied to Donors/Strategic Plan</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Rebrand internally and externally how we frame Unrestricted giving	FY19	FY20	TMG	PA, CW, HV, BC, JF, CG, EXM		develop a case for support, and a board presentation
	BCF Fund inventory clean-up	FY19	FY23	EXM	CW, HV, PA, BC, JF, CG, TMG, FN	RE	Improved clarity on donors
	Conduct a campaign feasibility study	FY20	FY20	TMG	CW, HV, BC, JF, CG, EXM	possible outside consultant	Determine capacity for a BC campaign
	Design BC campaign	FY20	FY21	TMG	CW, HV, BC, JF, CG, EXM	work with Communications Department	
	Implement BC campaign	FY21	FY22	TMG	CW, HV, BC, JF, CG, EXM		
<b>Implement a development infrastructure and systems that support significant growth in Brooklyn College Foundation's major gift fundraising program.</b>							
	<b>Upgrade Current Infrastructure + Maximize how we use RE/FE</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Upgrade to RENXT	FY19	FY20	FN	CW, HV, PA, BC, JF, CG, TMG, EXM	RENXT	

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

	Upgrade FLF to new technology	FY19	FY20	EXM	CW, HV, PA, BC, JF, CG, TMG, FN	RENXT, Laptops/tablets, cell phones	Improve mobility and tech for FLF to allow for increased donor interaction, provide FLF with Remote Access
	Increase users for Financial Edge	FY19	FY19	FN	CW, HV, PA, BC, JF, CG, TMG, EXM	Financial Edge	Improved fund capability and donor stewardship
<b>Reevaluate and maximize how we use Raiser's Edge/Financial Edge</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	BCF Fund inventory clean-up	FY19	FY23	EXM	CW, HV, PA, BC, JF, CG, TMG, FN	RE	Improved clarity on donors
	Provide FLF with remote access	FY19	FY19	TMG	FN, BFL, EXM	RENXT, laptops	Improve mobility and tech for FLF to allow for increased donor interaction
<b>Implement Policies and Procedures</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Review and update guidelines and policies for establishing funds	FY19	FY20	HV	EXM, TMG, CW, BC		Improved donor clarity and stewardship
	Establish guidelines and policies for the shared drive	FY19	FY19	HV	CW, HV, PA, BC, JF, CG, TMG, EXM	Shared Drive, upgrade to Microsoft 365, implementation of another platform, e.g.. Google Suite	Improved efficiency, cross department working, streamlined systems
	Review, revise and formalize the financial processes	FY19	FY20	BFL	LK, TMG, EXM, CW, HV, FN, SN		Established written procedures
	Create a complete calendar of appeals, campaigns, and events	FY19	FY23	HV	CW, HV, PA, BC, JF, CG, TMG, EXM	Shared Drive, project management software	Establish a dynamic shared working calendar
	Create and implement an engaging + active stewardship plan	FY20	FY21	HV	EXM, BC, CW		
	Standardize prospect research materials	FY19	FY19	JF	CW, HV, BC, CG, TMG, EXM		Develop a process for requesting research and a template for receiving research
	Standardize prospect and donor coding in RE	FY19	FY19	JF	CW, HV, BC, CG, TMG, EXM		Create a dynamic pipeline in RE to be used by the FLF
	Create a query-able coding system, re-organize and input donor/alumni/faculty/student stories/profiles in RE	FY20	FY21	JF	CW, HV, BC, CG, TMG, EXM	Raiser's Edge	An exportable and searchable catalog of institutional stories and profiles
	Audit and evaluated existing BCF funds	FY19	FY20	HV	CW, BC, JF, CG, TMG, EXM	Raiser's Edge, Financial Edge, Microsoft Excel	Better understand the existing fund landscape in planning for campaign, expand and update funds where needed
	Update and expand existing funds	FY20	FY21	HV	CW, BC, JF, CG, TMG, EXM	RE, Financial Edge	
<b>Work in concert with Communications Department</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Assess existing work crossover with communications & identify new opportunities for partnership	FY19	FY20	BC	HV, CW, PA, TMG, EXM, CG		Establish a working process to collaborate on projects
	Create a dynamic workplace between Comm & MG/PG/PGP	FY19	FY20	BC	HV, CW, PA, TMG, EXM, CG	Project management software, shared drive	Improve and streamline how the MG/PGP program works with Communications

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

	Create a project calendar with task start and end dates	FY19	FY23	BC	HV, CW, PA, TMG, EXM, CG	Project management software, shared drive	A realistic timeline of project management
	<b>Define and Build Culture of Transparency</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Create department-sharing vehicles of communication	FY20	FY20	TMG	All	Microsoft 365, project management tools like Slack or Basecamp,	Implemented project management tools - ex. Slack or Basecamp
<b>Optimize staffing to improve and expand prospect engagement and donor stewardship.</b>							
	<b>Audit Existing Pipelines + Create Newly Defined Portfolios</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Implement dynamic, new coding system for MGPs & PGPs (Pratt's system)	FY19	FY20	JF	HV, CW, BC, EXM, TMG, FN, JF	Raiser's Edge	Upgraded prospect categorization in RE
	Review all existing portfolios, using new prospect/donor criteria, reassign constituents according. Assign staff and code in RE.	FY19	FY20	EXM	JF, FN, HV, BC, CW, TMG	Raiser's Edge, Microsoft Excel	Established new portfolios
	Determine Portfolio Matrix - by School, by capacity/giving	FY19	FY19	TMG	CW, BC, EXM, HV	Raiser's Edge, Microsoft Excel	Clearly defined portfolio structure
	Assign Portfolios to Staff and code in RE	FY20	FY20	TMG	FN, CW, BC, EXM, HV,	Raiser's Edge, Microsoft Excel	Designate donors to relationship managers creating new portfolio for each FLF, that is trackable in RE
	<b>Define Portfolio Goals &amp; Benchmarks</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Pull donor category report for donors giving \$500 and above, use data to create a pipeline of AF donors that can be vetted and inserted into the MG/PGP pipeline	FY19	FY19	PA	HV, BC, EXM, TMG, PA, JF, FN		Create a replenish-able pipeline of AF donors for the MG/PGP portfolios
	Map out donor landscape, how many donors at what level	FY19	FY20	EXM	HV, BC, CW, TMG		
	<b>Train Staff on Policies &amp; Procedures</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Train staff on existing Raiser's Edge and Financial Edge platforms	FY19	FY20	FN	BFL, TMG, EXM	Raiser's Edge, RE & FE Training Manuals, Modules	Staff will have working knowledge of existing database and better idea of what and how information is stored. More people have access to fund information.
	Upgrade to RENXT and train staff	FY19	FY20	FN	TMG	Raiser's Edge, NXT	Upgrade to latest form of RE
	Review and update Giving Policies	FY20	FY21	EXM	HV, BC, CW, TMG		Updated and defined thresholds and allowable exceptions for giving, e.g.. named scholarships
	Develop and write standardize gift agreement templates	FY19	FY20	HV	BC, CW, TMG	possible legal review	Streamline gift agreements to improve donor relations, stewardship and maximize efficiency
	<b>Create Explicit Strategy to leverage VPIA &amp; President's Development Efforts</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Review current fundraising efforts - President	FY19	FY19	CW	TMG, EXM, HV, PA, BC		Review what fundraising efforts the BC Pres is currently engaged in
	Review current fundraising efforts - VPIA	FY19	FY19	CW	TMG, EXM, HV, PA, BC		Review what fundraising efforts the VPIA is currently engaged in

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

	Create strategic and exact list of all fundraising activities for BC President	FY20	FY21	CW	TMG, EXM, HV, PA, BC, CG		Establish criteria and menu of options for Presidential involvement in fundraising activities
	<b>Clearly Define Staff Roles &amp; Responsibilities, leverage staff strengths</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Review existing FLF roles and responsibilities	FY19	FY20	TMG	EXM, BFL, HV, CW, PA, BC	Existing job descriptions	Identify roles and responsibilities as they exist now
	Update FLF roles and responsibilities	FY20	FY21	TMG	EXM, BFL, HV, CW, PA, BC		Once new coding system and portfolios are clear, update job descriptions, roles and responsibilities to reflect updates
	<b>Audit Administrative Process and define needs to improve admin support</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Review existing administrative roles and responsibilities	FY19	FY20	TMG	EXM, BFL, HV, CW, PA, BC	Existing job descriptions	Review all current job descriptions, identify gaps where work is being done that is not currently included, identify areas to adjust, update. From this, find gaps to identify any additional administrative needs.
	FLF to identify their administrative needs	FY20	FY20	EXM	BC, HV, CW		Review existing FLF admin needs and compare with administrative tasks currently being overseen by existing staff
	<b>Train All Frontline Fundraisers on the Basics of Planned Giving</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Assess existing Planned Giving Program	FY19	FY20	BFL	TMG, EXM, BC, HV, CW		Improved PG competency among staff to allow for increased donor conversations about giving in that capacity
	Update existing Planned Giving Program	FY20	FY20	BFL	TMG, EXM, BC, HV, CW		Streamlined PG program
	Create new, one page overview of program for internal use	FY20	FY20	BFL	TMG, EXM, BC, HV, CW		Improved materials to promote PG giving to donors
	Upgrade the website with clear, up-to-date PG information for donors	FY209	FY21	BFL	TMG, EXM, BC, HV, CW		Improved accessibility to PG information for donors
	<b>Create Interim Institutional Giving Strategy</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Assess BC needs and define areas where we are best able to steward institutional dollars	FY19	FY20	EXM	HV, BC, CW	find the areas we can successfully raise funds for and steward appropriately, identify those that will take more time	Identify the areas where IG fundraising makes sense and where it could, for the time being, be more challenging to prioritize the former and maximize our efforts with existing staff
	Create a short-term strategy for implementing IG using existing staff	FY19	FY20	EXM	TMG, HV, BC, CW	Meetings across campus and with finance to determine best options for IG fundraising	Defined IG plan for 2 to 3 years that ensures success and builds toward larger IG fundraising efforts
<b>Develop a robust pipeline of donor prospects to quadruple the number of \$25k+ gifts annually.*</b>							
	<b>Implement metrics-driven moves management system for prospects</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Establish annual visit and solicitation goals for individual FLF staff	FY19	FY23	EXM	CW, BC, HV, TMG, BFL		Project goals

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

	Qualify and cultivate xx individual prospects for lead gifts of \$1M+, xx additional prospects for gifts \$100K-\$999K, and xx prospects for gifts \$25K-\$99K	FY19	FY23	EXM	CW, BC, HV, TMG, BFL		Achieve the following annual targets per gift range: [detail to come]
	Establish annual solicitation and gift targets for FY19 - FY23	FY19	FY19	EXM	CW, BC, HV, TMG, BFL		Project goals
	Achieve annual solicitation targets for FY20	FY20	FY20	EXM	CW, BC, HV, TMG, BFL		Complete xx asks for yy new gifts closed for \$zzz
	Achieve annual solicitation targets for FY21	FY21	FY21	EXM	CW, BC, HV, TMG, BFL		Complete xx asks for yy new gifts closed for \$zzz
	Achieve annual solicitation targets for FY22	FY22	FY22	EXM	CW, BC, HV, TMG, BFL		Complete xx asks for yy new gifts closed for \$zzz
	Achieve annual solicitation targets for FY23	FY23	FY23	EXM	CW, BC, HV, TMG, BFL		Complete xx asks for yy new gifts closed for \$zzz
<b>Enhance engagement opportunities for major gift prospects</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Develop new cultivation opportunities, curating a season of calendared events to engage donors and prospects	FY19	FY23	EXM	MH		Achieve the following event/prospect targets per fiscal year: x/yy in FY19; x/yy in FY20; xx/yy in FY21; xx/yyyy in FY22; xx/yyy in FY23
	Maintain and utilize inventory of on-campus cultivation opportunities for major gift prospects working with academic and administrative partners	FY19	FY20	HV	CW, BC, TMG, PA, BFL, EXM, JF		Achieve the following event/prospect targets per fiscal year: x/yy in FY19; x/yy in FY20; xx/yy in FY21; xx/yyyy in FY22; xx/yyy in FY23
	Create Individual Cultivation Plans	FY19	FY23	EXM	CW, HV, BC, TMG, BFL		% increase in gifts
<b>Stewardship/Increase Communications Beyond Asking for Money</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Institutionalize Prospecting Tracking in RE	FY20	FY22	JF	CW, BC, TMG, PA, BFL, EXM	RE training	% increase in meetings and/or gifts
	Establish Gift Renewal Process	FY19	FY20	HV	CW, BC, TMG, PA, BFL, EXM		% increase in renewals
	Implement regular calendar of signature stewardship events	FY19	FY23	HV	MH		Achieve the following event/prospect targets per fiscal year: x/yy in FY19; x/yy in FY20; xx/yy in FY21; xx/yyyy in FY22; xx/yyy in FY23
<b>Utilize \$1K+ annual giving society to engage and qualify major gift prospects</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Giving Society - Create a program that encourages loyalty and progressive gift giving - "The Broeklundian Society" (name TBC). Develop materials, benefits and administrative process. Set a rollout calendar across platforms (mail, email, website, social media, phonathon)	8/1/18	10/31/18	PA	MG, TMG		Establish broad strokes of a program, and a leave-behind brochure for MG
<b>Empower Brooklyn College Foundation trustees to be active partners in meeting ambitious fundraising goals.</b>							
<b>Matching/Challenge Grants</b>		<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Research best practices for tracking matching and challenge grants in RE	FY20	FY20	FN	CW, BC, EXM, HV	Raiser's Edge	Research how other orgs track matching and challenge grants



**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

	Implement new tracking and matching process in RE	FY20	FY21	FN	CW, HV, BC, EXM, JF	Raiser's Edge	Upgrade to better coding system to better track matching and challenge grants
	Identify priority funding areas for matching/challenge grants and corresponding board leadership	FY21	FY21	TMG	CW, BC, EXM, HV, CG		Streamlined fundraising efforts
	Implement selected matching grant and affiliated protocols	FY 21	FY23	TMG	CW, BC, EXM, HV, CG		100% board participation
	<b>Formalize Board Membership</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Create Board Matrix (increase diversity, need to see the gaps in representation by age, gender, race and industry)	FY19	FY20	JF	TMG, CG, CW, BC, HV, EXM,		
	Audit and Revise Committee Structure	FY20	FY20	TMG	CG, CW, BC, HV, EXM, BFL		
	Draft new Give/Get Policy	FY19	FY20	TMG	board committees (exec and governance), CG		approval by board
	Implement and Enforce Give/Get Policy	FY20	FY23	TMG	board chair and exec committee		100% board participation
	Create a Board Recruitment/Retention Plan	FY19	FY20	CG	TMG, CG, CW, BC, HV, EXM,		increase board pipeline and member engagement
	Establish application process for recent grads	FY19	FY20	TMG	CG, CW, BC, HV, EXM, BFL		
	Review and Update Board Orientation Materials	FY19	FY20	CG	TMG, CG, CW, BC, HV, EXM,		develop new set of comprehensive materials
	Conduct Board orientation for new members	FY20	FY23	TMG	CG, EXM		ensuring new members understand the role and responsibilities of a BCF trustee
	Conduct board workshops/trainings on various topics including fundraising, leveraging your networks for BC, talking points and elevator pitches	FY21	FY23	TMG	CG, CW, BC, HV, EXM	large board room, projector, laptop	increased engagement and fundraising ability
	Identify Former/Emeritus Trustees and Create and Engagement Plan	FY22	FY23	JF	TMG, CG, CW, BC, HV, EXM		
	<b>Increase Board Engagement</b>	<b>Start</b>	<b>End</b>	<b>Staff Lead</b>	<b>Team</b>	<b>Resources Required</b>	<b>Outcomes/Metrics</b>
	Identify List of Board Tasks (show where/how they can help)	FY19	FY20	EXM	TMG, CG, CW, BC, HV		% increase in board fundraising
	Create Schedule for sharing key Prospect with Trustees/Assign Tasks (preferably peer driven)	FY19	FY23	CG	TMG, CW, BC, HV, EXM		% increase in board fundraising
	Task Trustees to actively fundraise through their expansive networks	FY19	FY23	TMG	CG, CW, BC, HV, EXM		% increase in board fundraising
	Create a menu/calendar of BC events for greater connectivity (campus participation, events, performances, student navigators, shadow a student)	FY20	FY23	CG	CW, BC, HV, EXM, TMG	Communications Department	% increase in board participation
	Establish Board Retreats	FY19	FY20	CG	TMG, CG, CW, BC, HV, EXM,	Off Site Locations	Improved board fundraising skills
	Update relationships in RE	FY19	FY23	JF	TMG, CG, CW, BC, HV, EXM		increased awareness and tracking of board networks

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

Mobilize academic partners across campus to activate a strong culture of philanthropy at Brooklyn College.							
Build relationships across campus		Start	End	Staff Lead	Team	Resources Required	Outcomes/Metrics
	Create a Relationship Chart/Matrix as it applies to Deans, Chairs, heads of centers, faculty, etc.	FY19	FY20	JF	TMG, CG, CW, BC, HV, EXM		Improved understanding of internal/external networks
	Implement Relationship Managers for campus partners	FY19	FY23	TMG	CG, CW, BC, HV, EXM, BFL		Streamlined communication and fundraising efforts across campus
	Familiarize faculty and staff with BCF policies and procedures	FY20	FY23	TMG	CG, CW, BC, HV, EXM, BFL		Broader understanding of BCF's work and capacity
	Institutionalize process for Faculty and Administration to share information about donor interactions with BCF	FY20	FY21	EXM			Streamlined communication and fundraising efforts across campus
	Enter faculty, staff and corresponding relationships into RE	FY19	FY23	JF	TMG, CG, CW, BC, HV, EXM		Improved understanding of internal/external networks
	Strengthen campus partnerships through internal events	FY19	FY23	HV	TMG, CG, CW, BC, HV, EXM		Increased teamwork across campus
Determine Funding Needs to Schools/Departments		Start	End	Staff Lead	Team	Resources Required	Outcomes/Metrics
	Assess existing departmental funds	FY19	FY20	HV	CW, BC, EXM, FN		Improved awareness of existing funding opportunities and gaps
	Create gift designation process with Finance Dept.	FY20	FY21	TMG	TMG, CW, BC, HV, EXM		
	Establish broad funds TBD	FY19	FY22	TMG	TMG, CW, BC, HV, EXM		
	Identify Faculty and Staff who reach the giving thresholds for the MGP/PGP portfolios	FY20	FY23	JF	TMG, CW, BC, HV, EXM		
	Create cases based on needs assessment and priorities of the BC strategic plan	FY21	FY21	EXM	TMG, CW, HV, BC, CG, BFL		Upgraded resources to ensure case-based fundraising is impactful

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

IA OFFICE: <u>Brooklyn College Foundation</u>							
IA UNIT: <u>Annual Fund</u>							
GOAL							
STRATEGY							
	TACTIC	Start	End	Staff Lead	Team	Resources Required	Outcomes/Metrics
Increase Annual Fund giving to \$1 million annual by FY23							
Establish goals and systems for tracking and analyzing Annual Fund progress							
x	Project Annual Fund revenue goals - unrestricted + restricted	7/15/18	8/1/18	PA	TMG		Project revenue goals for FY19 - FY23 based on FY18 actuals - goal to reach \$1 million in revenue by FY23.
IP	Establish benchmarks for AF donor retention, upgrades, and lapsed donor recovery. Pull reports from RE and analyze data.	7/15/18	12/31/18	PA	FN, TMG		Establish a replicable quarterly report protocol. Project FY19 goals and create strategy, assess and adjust quarterly (TBD).
IP	Create RE revenue reports - unrestricted + restricted	9/30/18	12/31/18	PA	FN		Create a revenue reporting system in RE that can report year to date both restricted and unrestricted AF received vs. goals.
Maximize effectiveness of core Annual Fund approaches							
x	Phonathon - increase unrestricted revenue generated	10/13/18	4/18/19	PA	FN, SN, WBT		Increase # of gift fulfillment by 7% and revenue fulfillment by 3% for the FY19 fall + spring phonathon
	Direct Mail (+ email follow-up) - enhance the fall, year-end and spring appeals to increase unrestricted and restricted revenue by refining messaging, highlighting alumni participation profiles, and educating alumni on relevant college content.	11/5/18	6/30/23	PA	MM, TMG		10% increase in unrestricted and restricted revenue in FY19-FY23.
	#GivingTuesday - increase revenue and participation - pilot a matching gift fund program with the help of BCF trustees who participated in last year's giving day. Use match to encourage donor retention, gift upgrading, and new donor and email acquisition.	11/13/18	11/28/18	PA	MM, MC, TMG		Increase revenue by 10% and donor participation by 15% in FY19.
Expand the core Annual Fund approaches to capture participation from new constituencies and activate non and lapsed donors							
x	Thank you - Send a thank you postcard to all donors FY17 and FY18, ask them to provide email address for electronic news about the college.	7/31/18	6/30/23	PA	MM, TMG		Established a comprehensive and multi-faceted thank you protocol
	Restricted giving campaign - Produce giving opportunities for non and lapsed donors that will support the dean's academic funds for excellence or other programs (ex. Magner, Emergency Fund) that will activate them to participate, then follow-up with an unrestricted ask.	9/1/18	6/30/23	PA	MM, TMG		FY19 pilot program - Send 2 appeals (direct mail + email follow-up)

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STRATEGIC PLAN 2018-2023**

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		Retired faculty + staff campaign - Determine what data we have in RE, what data we can source from the college and upload it into RE. Establish and execute a solicitation plan.	9/15/18	6/30/19	JF	FN, PA, TMG		FY19 pilot program - If records are attainable, create and send a solicitation.
		Senior class gift - Collaborate with the AA and student representatives to establish a senior class gift. Work with AA, MC to solicit students for participation gifts of \$5 and \$10.	10/1/18	9/30/19	LD	PA, TMG		FY19 pilot program - Co-host a donor thank you event (details TBD). Establish a donor affinity group that can be engaged in alumni events and giving post graduation.
		Faculty + Staff campaign - #GivingTuesday	11/13/18	11/28/17	PA	MM, MC, TMG		Market #GT to faculty and staff with the benefits that they can restrict their gift (give options) and it will count towards the CUNY campaign
		Thank you - Send a thank you letter from the desk of MJA to all donors who have made a gift in 2018	1/20/19	2/10/19	PA	FN, MM, TMG, MJA		FY19 pilot - presidential correspondance not asking for money
		No contact mailing - Engage alumni who have requested not to be contacted, ask for update preferences, email collection, soft ask.	2/15/19	3/1/19	PA	MM, TMG		Updated contact preferences and email collection
		Email + social media campaign - Produce a series of monthly emails based on alumni profiles from past appeals to encourage giving. Also feature profiles on social media.	4/17/19	6/12/19	PA	MM, MC, TMG		FY19 pilot program - 4 appeals
<b>Create strategies to expand major gift annual giving</b>								
	IP	Giving Society - Create a program that encourages loyalty and progressive gift giving - "The Broeklundian Society" (name TBC). Develop materials, benefits and administrative process. Set a rollout calendar across platforms (mail, email, website, social media, phonathon)	8/1/18	10/31/18	PA	MG, TMG		Establish broad strokes of a program, and a leave-behind brochure for MG
		AF donor research - Establish a process for researching and ongoing vetting of AF donors, to create a continuous pipeline of donors who are ripe for gift upgrades and further 1:1 cultivation	9/1/18	6/30/23	JF	PA, FN, MG, TMG		Established a process to continually vet AF prospects, creating a solicitation pipeline for MG portfolios
		Donors \$500+ - Pull data and analyze data for current AF donors giving \$500 - \$1,000, establish an upgrade strategy and goals.	9/1/18	10/31/18	PA	FN, MG, TMG		Set projections and goals
		LYBUNT and SYBUNT \$500+ - Pull data and analyze data for current AF donors giving \$500 - \$1,000, establish an upgrade strategy and goals.	9/1/18	10/31/18	PA	FN, MG, TMG		Set projections and goals
		Prospect Visitation Plan - Using the pipeline, donors \$500+, and LYBUNT and SYBUNT research, establish and execute prospect/donor visitation plan in collaboration with major and principal gifts team	10/31/18	6/30/23	PA	MG, FFN, TMG		Assign staff, execute solicitations, code in RE

**INSTITUTIONAL ADVANCEMENT  
STRATEGIC PLAN 2018-2023**

<b>IA OFFICE:</b> <u>Brooklyn College Foundation</u>								
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		Create event engagement calendar - reach out to the campus community and compile a calendar of events that can be used in the stewardship of donors and prospects.	10/31/18	6/30/23	MG	PA, LD, MC		Establish an annual calendar of events for stewardship purposes.
		BCF Board engagement - Work with trustees to identify and outreach to new donors, create outreach plans for current and lapsed donors.	1/15/19	6/30/23	TMG	CG, MG		Establish a working process to review, receive feedback, and involve Trustees in the cultivation and stewardship of prospects and donors
		Establish volunteer leadership committee to deepen and expand donor engagement	7/1/19	6/30/20				
<b>Increase donor engagement in the Annual Fund to increase participation to 10% by 2023</b>								
<b>Create enhanced Annual Fund donor stewardship and recognition platforms</b>								
	x	Donor participation rate - Using the already establish metrics used for reporting participation to U.S. News and World report project FY19 - FY23 based on FY18 actuals.	7/15/18	10/31/18	PA	FN, TMG		Established goals, strategies and projections to reach 8.5% participation by FY23
		Thank you - Establish a multi-faceted thank you strategy to thank donors for giving, including, mail, email, volunteer (trustee, student alumni) thank-a-thons.	8/15/18	2/15/19	PA	MM, TMG		Create thank you vehicles that can be dispatched throughout the year. Send a Thank You (from the desk of) letter from the President in early 2019
		Donor honor roll - Create a dynamic listing process, create giving level category names, establish a model for donor recognition for the web that includes the new AF, Giving Society, highlight consecutive years giving (5 years - Cornerstone Society), upgraded giving.	7/1/19	6/30/20	PA	PA, MM, MC		A dynamic donor listing on the web
<b>Establish new Annual Fund messaging and visibility plan</b>								
		Reestablish the Annual Fund - Rename program, update materials - visual and editorial, determine schedule to update website, determine rollout calendar. Including Brick program and Boylan Society.	9/30/18	10/1/18	PA	MM, MC, TMG		Audit materials, determine what can be updated, updated where possible.
		Rollout "Brooklyn College Fund" rebranding	7/1/19	6/30/20	PA	MM, MC, TMG		Formally switched to the new materials, language and visual identity across platforms.
		Create Brooklyn College Fund multi-channel communications plan, including social media, BC magazine, e-newsletters. Coordinate across the college and with academic depts.	7/1/19	6/30/20	PA	MC, LD		

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STRATEGIC PLAN 2018-2023**

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<b>Increase alumni engagement (% TBD)</b>								
	IP	Alumni Engagement Tracking - Establish a formula for tracking alumni engagement which includes, giving, events, ID cards, etc.	8/15/18	10/1/19	LD	PA		Create a baseline for projections, set goals to reach 10% by FY23
	IP	Co-host Alumni Events - Collaborate with AA to create, produce and host events to increase facetime with alumni, promote comradery amongst them and further engagement them in the college as alumni.	8/15/18	6/30/19	LD	PA		Produce and co-host 2 events