Our Purpose

We believe in the power of higher education and scholarly research to transform students’ lives and improve communities.

Our 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 serve 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 serve their communities and transform their fields and professions.

Our Vision

We strive to make Brooklyn College a world-class, distinctive engine of intellectual discourse and social mobility that draws on its exceptional faculty, staff, and vibrant location to educate students and prepare them to shape and improve the rapidly changing world around them.

Our Values

- Diversity and inclusion.
- Transparency in information, processes, and decision-making.
- Teamwork and collaboration.
- Respect for others and engagement across differences.
GOAL 1: ENHANCE OUR ACADEMIC EXCELLENCE.

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.

a. The provost and deans, chairs and departments, and Faculty Council will critically examine our academic offerings, through regular self-studies, external reviews, and annual assessment plans and reports, to ensure that our curricula, majors, and programs reflect emerging knowledge and skills.

b. The provost and deans will support and encourage the cross-school development and success of curricula, programs, and major/minor pairs that promote interdisciplinary work.

c. In consultation with departments, the administration will analyze graduate programs using qualitative and quantitative data to better deliver academic excellence and value to students.

YEAR 1 BENCHMARK: In consultation with deans, graduate deputies, and departments, design inward looking self-studies that might include graduate student satisfaction surveys, focus groups, and review of enrollment trends over previous five years.

YEAR 2 BENCHMARK: Analyze data collected in year one. Examine the needs of relevant stakeholders in the community (civic organizations, arts organizations, Department of Education), industry (where relevant), foundations, and government agencies. Analyze trends from the Bureau of Labor Statistics and labor market needs.

YEAR 3 BENCHMARK: Analyze the relationships between student interest and serving the community, and student interest and the availability of jobs in the fields for which programs prepare students.

YEAR 4 BENCHMARK: Departments reassess programs’ viability on basis of data collection in years 1 to 3, current programs’ strengths and weaknesses, competition for departments’ resources, etc.

YEAR 5 BENCHMARK: Redesign curricula based on the analysis in year 4. Consider changes to program requirements, existing courses, the deletion of courses, and the creation of new courses. Submit curriculum documents to Faculty Council. Possible fundraising by deans and department chairs for additional resources for redesigned programs.

5-YEAR OUTCOMES: Improved and up-to-date graduate programs that attract an increasing number of applicants.

d. The Wolfe Institute will annually adopt a relevant issue to focus and deepen curricular and extra-curricular programming campus-wide.

B. Attract, develop, and retain an innovative, diverse, productive, and engaged faculty and staff.

a. The Office of Diversity and Equity Programs will require department-specific affirmative action plans for faculty, adjunct, substitute, and staff recruitment to enhance opportunities to hire minority and women faculty in areas where they are underrepresented.

b. The Office of the Associate Provost for Faculty and Administration, in collaboration with deans and departments, will create and implement a college-wide and school specific robust faculty mentoring program to develop and retain faculty at all career levels.

c. The Office of Institutional Advancement and deans will fundraise to enhance faculty travel funds and to support faculty research.

d. The Office of the Associate Provost in collaboration with the Office of Diversity and Equity Programs will develop a faculty task force for the retention, mentoring, and support of historically underrepresented faculty.

C. Enhance the excellence of our teaching to support students’ success and promote critical thinking and problem solving.

a. The college will hire a full-time HEO to support the faculty director of the Roberta S. Matthews Center for Teaching to foster an innovative and vibrant culture of developing and sharing pedagogical best practices.
b. The Roberta S. Matthews Center for Teaching will assist with the development and implementation of pedagogy-enhancement plans at the school, department, and program levels and create opportunities for all instructors to receive training in best practices for excellent teaching.

c. The Office of the Associate Provost for Faculty and Administration will consolidate and strengthen teaching resources and teaching support for full-time, adjunct, and new faculty to develop teaching excellence.

D. Support and promote excellent research and increase sponsored research to advance intellectual inquiry.

a. The college will enhance staffing and resources at the Office of Research and Sponsored Programs (ORSP) and will hire a full-time grants manager for the School of Natural and Behavioral Sciences.

b. Deans, in collaboration with the Library, will develop robust plans for school-based research support.

YEAR 1 BENCHMARK: For faculty, the Library will explore innovative models to enhance access (such as the CUNY Universal Access model: http://access.cuny.edu/), increase outreach to faculty through Library/Academic Information Technology (AIT) visits to departments, conduct a series of workshops on scholarly communications (such as open access policies and procedures and identifying authoritative journals for research publication), expand support for digital scholarship initiatives, such as the Open Education Resources (OER) Program, pilot interlibrary scan and delivery document services, and conduct survey/focus groups to determine faculty research needs.

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 Library Online Orientation Program (LOOP), increase collaborative technologies and spaces for group research work, promote existing web-based research tools through social media and campus events.

5-YEAR OUTCOMES: the Library/AIT will expand the licensed/purchased research collections available, support the data management needs of faculty research projects, provide workshops for emerging trends in scholarly communications issues, provide a robust digital content management system on campus for all faculty and students research needs, provide an excellent and responsive interlibrary scan and delivery document service, expand collaboration and sharing of research materials through physical collaborative research spaces and the institutional repository, provide digitization projects and workshops to enhance the ability for faculty and students to use state-of-the-art research tools, and develop scaffolded information literacy skills programs for students to master critical thinking and use appropriate research assessment tools.

c. Deans will develop and implement school-based workshop series for faculty to share scholarly work for peer-review, critique, and support.

YEAR 1 BENCHMARK: Each School will develop brown bag series for faculty to present and discuss new research/creative projects with colleagues.

5-YEAR OUTCOMES: Faculty feel institutionally supported in the development, production, and presentation of their research/creative work and have established formal networks for assistance on campus. This support is institutionalized in a system of regular, accessible, and reliable ongoing workshop/brown bag series.

d. The Dean of Natural and Behavioral Sciences and the Office of Institutional Advancement will work with departments to generate funds and coordinate researchers on campus to create an interdisciplinary Cancer Research Center.

e. The Dean of Visual, Media, and Performing Arts and the Office of Institutional Advancement will work with departments to generate funds to advance the arts.
GOAL 2: INCREASE UNDERGRADUATE, MASTERS, AND PHD STUDENTS’ SUCCESS.

A. Increase our rates of student retention and degree completion.

a. The Office of Enrollment Management will develop, implement, and communicate a comprehensive admissions, retention, and graduation plan, including more seats in 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, assuring there are sufficient course offerings, and assisting students with identifying ways to meet their financial obligations. Increase number of first-time freshmen accumulating 30+ credits in their first year by 3.5%, passing gateway math course by 5.0%, and passing gateway English course by 2.0%. 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 use of e-permit process which enables students to take courses at 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 freshmen. Launch rollout of degree maps for 25% 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.

YEAR 2 BENCHMARK: Increase number of first-time freshmen accumulating 30+ credits during their first year by 4% over previous year, passing gateway math by 5.0% over previous year, and passing gateway English by 3.0% over previous year. All undergraduate majors will be fully degree mapped for first-time freshmen. Evaluate impact of gateway course completion efforts for underserved populations. Institute requirement to provide undergraduate students with degree maps. Implement summer and winter immersion workshops for gateway course. Assess and evaluate effectiveness of advising protocols that track student progression. Enhance staffing of the Student Success Center based upon assessment of needs to support academic momentum.

YEAR 3 BENCHMARK: Increase number of first-time freshmen accumulating 30+ credits in their first year by 3% over previous year, passing gateway math by 4% over previous year, and passing gateway English by 2.0% over previous year. Assess and evaluate impact of gateway course completion effort, particularly for underserved populations. Assess and evaluate effectiveness of summer and winter immersion workshops for gateway courses.

YEAR 4 BENCHMARK: 1. Increase number of first time freshmen accumulating 30+ credits in their first year by 4% over previous year, passing gateway math course by 4% over previous year, and passing gateway English by 2.0 over previous year. Develop strategies for continuing effectiveness of advisement and support services.

YEAR 5 BENCHMARK: 1. Increase number of first time freshmen accumulating 30+ credits in their first year by 4% over previous year, passing gateway math by 4% over previous year, and passing gateway English by 2.0% over previous year.

5 YEAR OUTCOMES: Over 60% of first-time freshmen will accumulate 30+ credits during their first year. Over 75% of first-time freshmen will successfully complete a gateway math course by the end of their first year. Over 90% of first-time freshmen will successfully complete a gateway English course by the end of their first year. As a result of students staying on track towards graduation, the six-year graduation rate will have increased by 10%.

b. The Office of Budget and Planning and the Office of Institutional Research and Data Analysis will conduct a comprehensive assessment of the demand for classes at various times to ensure that courses are scheduled at the days and hours that match students’ needs.

c. Departments will develop degree maps for all majors and, in concert with deans and Enrollment Management, optimize offerings and scheduling for students.
d. The Faculty Council Curriculum Committees will consult with representatives from the Office of Financial Aid and the Center for Academic Advisemen and Student Success to ensure that faculty curriculum committees understand the implications of curricular changes for students so that the committees can consider these factors in decision-making.

e. The Office of Enrollment Management and the Chair of the Faculty Council will work together to develop a curriculum management calendar to ensure proper student advisement is integrated with Faculty Council’s decisions regarding Bulletin changes.

f. The Office of Enrollment Management, in consultation with deans and chairs, will develop a strategy to enhance academic advisement across campus.

B. Increase students’ opportunities for high impact academic engagement, such as service learning/community based learning, research, study abroad, and capstone courses and projects.

a. Deans will match undergraduate, masters, and Ph.D. students seeking research opportunities with faculty and will assist faculty writing grant proposals that support undergraduate, masters, and Ph.D. student research, scholarship, and creative work.

b. The Roberta S. Matthews Center for Teaching will support departments developing capstone courses and experiences for undergraduate, masters, and Ph.D. students across disciplines.

c. Deans and faculty will increase the number of students participating in existing research and scholarship activities such as the NIH’s MARC and RISE Programs, NSF’s REU Programs, the Mellon Transfer Student Research Program, the Louis Stokes Alliance for Minority Participation and Research and the Brooklyn College Listening Project.

d. The Center for International Education and Global Engagement will work with departments and programs to match international experiences (including study abroad, exchange programs, short term study abroad, international internships, international research, etc.) with coursework and to develop written advice for students in various disciplines.

e. The Office of Scholarships will work with students to help them gain experience in applying for funding, and will modify existing workshops to better aid students planning to conduct research.

YEAR 1 BENCHMARK: Assess number of students who began applications for prestigious scholarships. 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. Establish a formally recognized Scholarship/Fellowship Mentoring group that includes a plan for growth and service.

5-YEAR OUTCOMES: Increase the number prestigious and other opportunities award applicants. Increase the number of winners for donor funded fellowships. Implement four year fellowship structure.

C. Increase scholarships and financial aid and facilitate students’ access to them.

a. The Financial Aid Office, the Bursar’s Office, and the Office of Scholarships will streamline internal processes to enable students to take full advantage of financial aid opportunities and scholarships.

b. The Financial Aid Office will publicize and enhance online tools to provide information about financial aid, and assist students with the application process.

c. The Office of Institutional Advancement will raise funds to enhance tuition scholarships for entering Scholars Program students and admit transfer students to the Scholars Program with full benefits.
d. The Office of Institutional Advancement, deans, and chairs will create a plan to develop competitive funding packages for masters and Ph.D. students.

**YEAR 1 BENCHMARK:** 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. Compare our 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’ 5-year enrollment trends. Obtain data from the Office of Admissions regarding 5 year trends on the number of applications and our yields.

**5-YEAR OUTCOMES:** Increase funding packages with the result that more and more-qualified students accept Brooklyn’s offers of admission.

d. The Office of Scholarships will partner with the Center for Academic Advisement and Student Success and Peer Mentoring to develop workshops for incoming and transfer students to introduce them to opportunities for high impact academic engagement.

e. The Office of Student Affairs will enhance programming for students from special populations.

**YEAR 1 BENCHMARK:** 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 existing number of students served for each office that serves special populations. Develop and implement a needs assessment for students within special populations.

**5-YEAR OUTCOMES:** Cohort based programs such as BLMI, Veteran and Military Programs and the Center for Students with Disabilities will increase their respective retention rate by 20% based on year 1 data. Cohort based programs such as BLMI, Veteran and Military Programs and the Center for Students with Disabilities will increase their respective graduation rate by 10% based on year 1 data. Student visits and event participation will increase by 20% based on year 1 data for offices geared toward special populations. The number of collaborative events with the Career Center, Personal Counseling and Student Activities, Involvement and Leadership will increase by 20% based on year 1 data.

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**D. Enhance student support programs, including those for special populations, such as transfer students, students with disabilities, veterans, and international students.**

a. The Office of Student Affairs will collaborate with the Health and Nutrition Sciences’ Nutrition Clinic, the Health Clinic, Personal Counseling, the DRD Speech-Language Hearing Center, the community garden, the BC-Emergency Medical Squad, members of the Department of School Psychology, Counseling and Leadership, and others to promote student health and wellness through a “healthy campus” initiative.

b. The Peer Mentoring Program will expand and scale up the TransferNation Seminars and Network for transfer students, veterans, and international students, and create a parallel seminar for first-time college students. The Office of Institutional Research and Data Analysis will assess the program to determine the most effective practices.

c. The Office of Enrollment Management and the Center for Academic Advisement and Student Success will identify and implement the best practices for the process of granting transfer credits in general education and majors.
GOAL 3: EDUCATE STUDENTS FOR FULFILLING WORK AND LEADERSHIP IN THEIR COMMUNITIES.

A. Enhance career services for students.
   a. The Career Center will increase the number and percentage of students who benefit from its services.

   **YEAR 1 BENCHMARK:** Create comprehensive career development action plan and share it with students utilizing social media, on the Career Center website, and via email.

   **YEAR 2 BENCHMARK:** Collaborate with cohort groups such as SEEK, CUNY Edge, Veterans’ Office, BLMI and Honors Academy to infuse career development into their programming.

   **YEAR 3 BENCHMARK:** Implement an accelerated career day for upper class students to ensure they are on track according to the Career Development Plan as outlined by the Career Center.

   **YEAR 4 BENCHMARK:** Outreach to all faculty teaching core classes to explore the option of including career services into their curriculum by way of in-class presentations for freshmen and sophomores, inclusion of information about the Career Center in the syllabus, or a short orientation video shown during class.

   **YEAR 5 BENCHMARK:** Create mandatory career development course that must be completed by ALL students before the start of their junior year.

   **5-YEAR OUTCOMES:** Increase the number of seniors who stated they used the Center from 46.1% to 56% as indicated in the 2015-2016 Recent Graduate Survey. At least 92% of students will report that the utilization of the services provided by the Career Center prepared them for their job after graduation via the Recent Graduate Survey (an increase of 2%). The percent of first years and sophomores utilizing the center will increase by 15% based on the 2017-2018 utilization statistics.

b. The Career Center will identify and implement best practices for career services for students.

c. The Office of Institutional Advancement will enhance funding for the Career Center to serve more students.

B. Increase students’ opportunities for engagement in the workplace and community.
   a. Offices that hire student employees will promote their openings through HireBC and encourage their student staff to use the Career Center’s services to ensure they are prepared for the job market.

   b. The Career Center and faculty will collaborate to identify employer contacts and include these contacts in HireBC and job fairs.

   c. The Career Center and the Office of Alumni Affairs will deepen relationships with alumni to enhance mentoring, career development training, and job opportunities for students.

   **YEAR 1 BENCHMARK:** Develop a process to utilize Office of Alumni Affairs and the Brooklyn College Alumni Association as a resource and engage more of their members with career services.

   **5-YEAR OUTCOMES:** Increase the number of alumni engaged with the Center by 10% compared to 2017–2018. The Career Center staff regularly attends Alumni Affairs/Brooklyn College Alumni Association/BC Foundation events.

d. The Career Center will enhance partnerships with organizations, institutions, and companies that can provide career opportunities for students.

e. The Office of Institutional Advancement will increase students’ opportunities for financial support, training, preparation and access to paid internships.
C. Infuse career development into curricular and co-curricular offerings.
   a. Academic departments, in consultation with the Career Center, will develop career plan templates that include descriptions of prospective careers, recommended courses to prepare for those careers, and profiles of departmental alumni.
   b. The Career Center, deans, and chairs will collaborate to organize annual career-related events for each school.

D. Prepare students to become engaged, global citizens and decision-makers in a complex, diverse, and sustainable society.
   a. The Office of Institutional Advancement will expand funding to support students to study, work, and intern abroad.
   b. The Office of Diversity and Equity Programs in partnership with the Office of Human Resources Services will offer training on cultural competence, identify areas where additional training is needed, and develop and offer new training.
   c. The Office of Diversity and Equity Programs and the Office of Student Affairs will collaborate to provide students with opportunities for sustained engagement with people from communities unlike their own.
   d. The Office of Student Affairs will develop and offer leadership training for students to facilitate the development of leaders, a strong student government, and effective student clubs.
   e. The Sustainability Council will work with student government to enhance the College’s Ten Year Sustainability plan.
   f. The Office of the President will coordinate campus stakeholders to develop programming for the We Stand Against Hate series to encourage debate and dialogue and prepare students to interact meaningfully with people from communities unlike their own.

YEAR 1 BENCHMARK: 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.

5-YEAR OUTCOMES: 100% of student leaders will receive Title IX training annually. Student leaders will show an increase in competency regarding their roles as student leaders based on assessments in comparison to the baseline data established in year 3. 75% of students participating in the leadership development program will demonstrate competency as determined by the assessment plan.
A. Develop a culture of transparency, service, and trust.

a. The Office of Communications and Marketing will work with administrative and academic offices throughout the college to clarify and communicate offices’ responsibilities so that students, staff, and faculty can easily connect their needs with the proper offices.

b. The Office of Human Resources will develop and offer new and on-going staff training in service, mentorship, and leadership.

c. Staff, faculty, and administrative leaders will develop trust by engaging in collaborative processes in which they consult with constituencies, particularly students, who are affected by their decisions.

B. Streamline processes and make our bureaucracy more responsive and efficient.

a. The Office of Finance and Administration will conduct a survey and develop an action plan to communicate information about procurement to the campus community in order to offer a more efficient and transparent procurement process.

\[\text{YEAR 1 BENCHMARK: Conduct campus-wide procurement survey. Interview end users regarding their experience with the Purchasing Office. Write action plan with identified outcomes. Begin rewrite materials on the website and develop a training plan for end users.}\]

\[\text{YEAR 2 BENCHMARK: Begin developing service level agreements for purchasing turnaround times. Reduce average turnaround time by 2 days. Complete 25% of documents being rewritten.}\]

\[\text{YEAR 3 BENCHMARK: Finalize service level agreements for purchasing turnaround times. Reduce average turnaround time by another 3 days. Complete 50% of documents being rewritten.}\]

\[\text{YEAR 4 BENCHMARK: Reduce average turnaround time by another 3 days. Complete 75% of documents being rewritten. Conduct campus-wide procurement survey and have 80% end user satisfaction rate.}\]

b. The Office of Human Resources will offer more professional development training for staff to learn and apply best practices, and will disseminate information about courses provided by CUNY and New York City.

c. Information Technology Services will partner with administrative and academic departments to computerize routine tasks that work well with CUNY-wide systems.

d. Every administrative and academic department will document departmental policies and processes to retain organizational knowledge and enhance best practices.

e. The college will create a steering committee to identify ways to make academic and administrative units more efficient and effective.

C. Develop governance and management structures to advance the mission.

a. All academic leaders, including deans and chairs, will make decisions based on qualitative and quantitative data, planning, budget allocations, and the college’s mission.

\[\text{YEAR 1 BENCHMARK: Increase awareness of institutional data already available on the Institutional Research site, and how to access that information. In collaboration with the office of Enrollment Management, develop the predictive analytics necessary to project demand for general education courses.}\]
5-YEAR OUTCOMES: General education scheduling operates as a predictable, routine, data-based task with schedules matching anticipated student need at anticipated cost.

b. The provost will communicate and implement a transparent process for the allocation of faculty lines that includes justification for the criteria and metrics.

c. The faculty, deans, provost, and president will clarify the authority and responsibility of the deans, chairs, program directors, and administrative assistants. The college will revise the governance documents to incorporate the responsibilities and authority of deans and make other governance adjustments, as needed.

d. The college will implement the recommendations of the Task Force on Interdisciplinary Programs once that report is finalized.

YEAR 1 BENCHMARK: 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 all interdisciplinary programs. Establish baseline budgets for all interdisciplinary programs. Establish interim voice/representation for interdisciplinary programs in CAP. Policy Council reviews Task Force recommendations requiring governance changes. CAP reviews Task Force recommendations requiring governance changes.

5-YEAR OUTCOMES: Interdisciplinary programs are integrated into the organizational structure of the college and sufficiently resourced to serve our students.

b. The offices of Finance and Administration, Government and Community Relations, and Communications and Marketing will develop plans to increase additional revenue-generating opportunities on campus.

YEAR 1 BENCHMARK: Collaboratively identify potential opportunities for revenue building, which could include products, on-campus services, and leveraging of assets.

5-YEAR OUTCOMES: The College will identify three revenue-building initiatives that either build on existing projects or are entirely new. Increase revenues by 10%.

c. The offices of the President and Government and Community Relations will lobby to increase government support for Brooklyn College.

d. The administration will realign resources based on our strategic planning priorities and the college's mission.

E. Enhance campus facilities, technology, and infrastructure, with an emphasis on sustainable best practices.

a. The Office of Finance and Administration, with the Office of Facilities, Planning and Operations, will undertake a comprehensive review of campus systems, buildings, and grounds to create a plan to meet our needs with available funding.

b. Deans and faculty will develop a comprehensive assessment of research and lab facilities and work with the Office of Facilities, Planning and Operations to develop a plan to enhance them.

c. The college will work to acquire the necessary resources to commit funding to maintain and update our science research facilities for basic research and undergraduate, masters, and Ph.D. training.

d. The offices of Government and Community Relations and Institutional Advancement will work with CUNY, New York State, New York City, and private donors to increase our funding for campus systems, buildings, and grounds.

e. Facilities Planning and Operations will incorporate best practices in sustainability in facilities operations and in planning future facilities.
f. The Office of Finance and Administration and the Office of Facilities, Planning and Operations will assess the current work order system, evaluate the methods used at other CUNY units, and create a timely and responsive system for work orders.

**YEAR 1 BENCHMARK:** 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.

**5-YEAR OUTCOMES:** Complete 85% of work orders within agreed turnaround time. Show significant increase on customer service satisfaction as measured on surveys.

g. Information Technology Services and Academic Information Technologies will regularly convene feedback sessions with end-users to consult on the development and improvement of IT/AIT services on campus.

h. The college will assess the distribution of overhead monies from science grants and prioritize the use of the funds for science labs.
Strategic Actions (third draft)
Selected Benchmarks and 5 Year Outcomes (first draft)
February 9, 2018

GOAL 5: LEVERAGE BROOKLYN COLLEGE’S REPUTATION FOR ACADEMIC EXCELLENCE AND UPWARD MOBILITY.

A. Develop institutional pride and a shared sense of purpose.

a. The Office of Communications and Marketing will communicate strategic priorities and mark progress toward completing our goals to underscore a shared sense of purpose.

b. Through the Office of Communications and Marketing, the college will celebrate when students, faculty, and staff do things well by featuring a student, faculty member, and staff member in the monthly e-newsletter.

c. Through the Office of Communications and Marketing, the college will encourage problem-solving and successful innovations across campus by featuring a “Problem Solved” column in the monthly e-newsletter.

d. The college will extend the institutional mission to our own staff by publicizing policies that encourage and support staff to earn college degrees and advance their professional goals.

YEAR 1 BENCHMARK: Determine the baseline figures for 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 NY City training programs. Identify and promote existing programs at the college, university and PSC/union levels that encourage staff education and professional development.

YEAR 2 BENCHMARK: Develop campaign to advertise training opportunities during on-boarding, performance evaluation periods, staff appreciation, and Benefits Fair events. Create links on the HR website.

YEAR 3 BENCHMARK: Assess how publicity campaign has worked to promote education and training. Review satisfaction surveys and levels of participation in the various programs offered. Advocate for resources to support such initiatives.

YEAR 4 BENCHMARK: Create a HEO council to address needs of non-instructional professional staff.

YEAR 5 BENCHMARK: Assess staff that have taken advantage of education opportunities or targeted training. Ensure adequate and dedicated resources to support the on-going training and professional development initiatives.

YEAR 5 OUTCOMES: Have in place a staff education/professional development program that intentionally targets staff who have not realized their academic and professional potential, thereby increasing the skills, earned income and staff morale. Increase variety and number of College programs offered to staff by 20%.

B. Promote Brooklyn College’s leadership in accessibility, diversity, excellence, and social mobility.

a. The Office of Communications and Marketing will develop and disseminate materials that market our strengths in accessibility, diversity, excellence, and social mobility.

b. The Office of the Associate Provost for Faculty and Administration will offer training to faculty to promote their research and become public intellectuals, and will partner with the Office of Communications and Marketing to provide workshops on skills, such as how to write an Op-Ed and how to promote a book.

YEAR 1 BENCHMARK: Develop searchable inventory of faculty areas of expertise. Use social media to promote BC faculty as subject matter experts (SMEs) and “thought leaders.”

5-YEAR OUTCOMES: The college will develop SME’s in key areas that bolster the external image of BC, which in turn can have positive effects on recruitment, fundraising, and other external needs.

GOAL 5: LEVERAGE BROOKLYN COLLEGE’S REPUTATION FOR ACADEMIC EXCELLENCE AND UPWARD MOBILITY.
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February 9, 2018

c. The Provost, associate provosts, and deans will promote Brooklyn College in the national conversation about accessibility, diversity, excellence, and social mobility in higher education.

d. The Office of Diversity and Equity Programs will assess how we promote diversity and recommend best practices.

C. Position and develop Brooklyn College as a vital resource for our borough to advance the public good.

a. The Office of Communications and Marketing will produce materials that document and celebrate the college’s impact on Brooklyn.

b. Deans, chairs, and faculty will provide experiences for students to give back to the community, through academic-community partner programs like the Accounting VITA program, the Environmental Sciences Analytic Center’s soil testing service, and the Diana Rogovin Davidow Speech Language Hearing Center.

c. The college will strengthen partnerships with organizations and projects that share our commitment to advancing the public good, such as the Brooklyn Museum, Brooklyn Historical Society, Brooklyn Botanic Garden, the New York City Department of Education, the New York City Department of Environmental Protection, the Mayor’s Office, Community Boards, City Parks, the National Park Service, the Rockefeller Foundation, and the Department of Sanitation’s Compost Project, and increase students’ opportunities to engage with them.

D. Improve the mechanisms of communication to strengthen our reputation and identity.

a. The Office of Communications and Marketing, in collaboration with students, faculty, and staff, will redesign our public and internal websites, including mobile versions, to enhance the search functionality and align institutional priorities, resources, services, and messages to serve key constituencies.

YEARS 1 BENCHMARK: Identify and map out needs for BC website redesign, including costs, timeline, resources.

5-YEAR OUTCOMES: The college will redesign the website to improve our internal and external messaging and engagement.

b. Information Technology Services and the Office of Communications and Marketing will enhance the community’s ability to advertise events.

c. The Office of Communications and Marketing will develop and implement a plan for featuring faculty research and scholarship in a manner that is accessible to the general public.

d. The Office of Communications and Marketing will develop a comprehensive social media strategy that incorporates the college, Alumni Association, and Institutional Advancement.