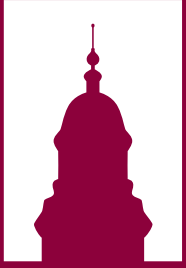


BROOKLYN



COLLEGE

Brooklyn College

of the City University of New York

Middle States Self-Study

February 26, 2009

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EXECUTIVE SUMMARY

Brooklyn College engaged in an intensive, multi-year self-study, involving the entire college community through committees, town hall meetings, and public comment, in order to gauge its success in meeting the fourteen Middle States Characteristics of Excellence, record the major accomplishments of the past decade, and set out the institutional requirements for maintaining excellence in the years ahead. This report is the outcome of that process.

Chapter One: MSCHE standards one and two (mission, goals, and planning). The College has a widely-publicized learner-centered mission, aligned with CUNY's mission, and central to institutional planning. A strategic plan, operational through an annual roadmap (the strategic action plan), commits college energies to institutional and system-wide goals. In keeping with recommendations of the 1999 MSCHE report, four college-wide plans — strategic, outcomes, technology, and diversity — were developed, implemented, and subsequently refined. The College's efforts are informed by the knowledge that improvement comes from assessing and learning from outcomes.

Chapter Two: MSCHE standards three and seven (resources and assessment). The College has expanded its resources, investing them strategically and building up its human and capital assets. It has fostered a culture of steady, continuous improvement and, in keeping with recommendations of the 1999 MSCHE report, increased the transparency and the availability of budgetary information as well as the use of institutional data to link resources to institutional priorities. Extensive construction and an updated capital master plan are beginning to meet a long-standing need of modern facilities conducive to teaching, learning, and research. Online resources and services have grown significantly through improvements in the library and information technology.

Chapter Three: MSCHE standards four, five and six (governance, leadership and integrity). A smoothly running governance system shared by the president, the college administration, faculty, and students supports and advances the goals of the strategic plan. The administration works as a team to establish (and meet) specific goals and targets; matters of concern are systematically identified and addressed. Improved internal and external communications transmit institutional priorities clearly and regularly. The College strives to conform to its own ethical standards and to those of the University, City, and State.

Chapter Four: MSCHE standards eight, nine and six (student admission, retention and support services, and integrity). Retention and graduation rates have gone up, driven by outcomes-oriented programs in the Office of the Dean of Undergraduate Studies and the Division of Student Affairs. On-campus and online services that respond directly to student needs reflect a deliberate intent to link major resources with major college priorities and to advance the goal of becoming a student-oriented campus. Enrollment Services has undergone major reengineering and reorganization (to be completed shortly).

Chapter Five: MSCHE standards ten and six (faculty and integrity). Some 60% of Brooklyn College's teaching faculty has been hired since 2000, dramatically changing the dynamics in the classroom and laboratory. Diversity plans guide faculty (and staff) recruitment. Efforts to

improve communications have yielded a multi-faceted, two-year New Faculty Orientation Program, two editions of the *Brooklyn College Faculty Handbook*, and enhanced faculty resources on the WebCentral Portal. The Center for Teaching has been revitalized and published its priorities in a strategic plan. A major revision of the College's promotion-and-tenure process is pending approval by the CUNY Board of Trustees.

Chapter Six: MSCHE standards eleven, twelve and thirteen (educational offering, general education and related educational activities). The process for creating new programs has been simplified and streamlined. Ten common learning goals, constituting a practical definition of a liberal education in our time, were adopted, with a special emphasis on general education. The Core Curriculum, the College's signature program, was updated in fall 2006 and is currently being assessed. Assessment of undergraduate majors and graduate programs is shifting from an expert-based methodology of evaluation to one that looks to learner-centered outcomes. Graduate enrollment has increased as graduate programs are becoming more career-oriented, and the College has been in a major collaborator in the creation of new CUNY clinical doctorates.

Chapter Seven: MSCHE standard fourteen (the assessment of student learning). The College has committed itself to an evolving assessment culture, grounded in a learner-centered college mission. That mission is sustained, integrated, and focused on more direct measures of student learning assessment. An outcomes assessment project in the Core Curriculum is underway and an infrastructure to support continued growth and development within the Core as well as within departments and their programs has been created.

INTRODUCTION

Brooklyn College is a constituent member of the nation's largest urban university system, the City University of New York (CUNY), known for being an innovative liberal arts institution with a history of academic excellence in both undergraduate and graduate studies. Since its founding in 1930, the College has offered an affordable, high-quality education leading to productive careers and lives rich in opportunity. Noted for its outstanding faculty, a beautiful campus, and a commitment "to be the best," Brooklyn College has for the last six years been ranked among "America's Best Value Colleges" by *The Princeton Review*, with particular reference to its "very serious and admirably diverse undergraduate population."

Since the Middle States self-study in 1999, the College has embarked on a period of renewal befitting the celebration of its 75th anniversary of service to the people of the City of New York. Graduation and retention rates have risen. Important new facilities have been planned, built, and opened. The talented full-time faculty now number 538, of which almost 60% were hired over the past nine years. In fall 2008, total student enrollment was 16,690–13,012 undergraduates and 3,678 graduate students (83% and 17% of total FTE enrollment, respectively). Students come primarily from New York City and New York State but also from the rest of the country and the world. And they are diverse: in fall 2008, 50.4% were members of underrepresented minorities. The entering class in fall 2008 was 4.14% larger than that of the previous year and consistent with the recent trend of the traditional college-bound student – 95.5% are twenty years or younger. Graduates follow in the footsteps of the thousands of alumni who hold leading positions in business and finance; in medicine and law; in academia, entertainment, the performing arts, and non-profit organizations; in public service and in municipal, state, and federal government. More than 80% of recent graduates report that they plan to continue their education.

As part of the City University of New York, the College has over the last ten years benefited importantly from systemic initiatives. The University has made strong and successful efforts to raise academic standards, improve the number and quality of faculty, and expand its research profile. Increased operating efficiency has also been an important goal, leading to increased centralization of the University through new shared funding models and a growing corpus of initiatives that coordinate college projects with system priorities. From a management perspective, the College has made strides over the past decade in developing a coordinated planning and assessment framework and is using these new tools to consciously link priorities, outcomes, and resources.

The College's self-study is the outcome of more than two years of intensive college-wide review and discussion. The process is described in detail in Appendix A: Brooklyn College Self-Study Methodology. A compilation of the major resources that support the report's findings appears in Appendix B: Brooklyn College Self-Study Document Archive.

CHAPTER 1: MISSION, GOALS, AND PLANNING

This chapter addresses Middle States Standards 1 and 2

Brooklyn College has a mission statement that, clearly and directly, sets out its mission as an institution of higher learning and defines its academic purposes and goals as well as its role in the community. The product of wide deliberation, the mission is true to its underlying principles but at the same time able to respond to experience and adapt to changing demands. Both the College's planning practices and its resource allocation are shaped by, and advance, the mission.

THE BROOKLYN COLLEGE MISSION

Brooklyn College provides a superior education in the arts and sciences. Its students will become independent and critical thinkers, skilled communicators, culturally and scientifically literate, and oriented to innovation. Its graduates will be marked by a sense of personal and social responsibility, the knowledge and talents to live in a globally interdependent world, and the confidence to assume leadership roles. Brooklyn College encourages and supports its faculty to thrive as high-achieving teacher-scholars, as proficient in their research as in their mentorship of students. It esteems the loyalty and commitment of its staff. Together, the Brooklyn College faculty, students, and staff reach out to, work with, and serve their communities.

This mission statement stands at the beginning of the [Brooklyn College Strategic Plan 2005-2010](#). It embodies the College's values, mirrors its characteristics, and affirms its basic purposes. It aligns directly with the plan's "Vision for the Future" and its "Major Institutional Goals for 2005-2010." And it expresses succinctly the "Guiding Principles" that serve as the plan's conceptual underpinning and as a summary of the College's institutional philosophy. The college-wide deliberations that led to the strategic plan understood these bedrock principles to be central to the College's vision of its mission and goals. The most compelling of these principles is "Students Come First" — expressing the belief that placing students first is the *sine qua non* of an effective university.

The previous mission statement, set out in the preface to the [Brooklyn College Strategic Plan 2000-2005](#), had the following to say about student learning:

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

The emphasis in the 2000-2005 mission statement is on what the College offers rather than on what students reap. By contrast, the revised mission statement, cited above, deliberately reverses the emphasis. This reversal is a direct consequence of the College's growing interest and involvement in outcomes assessment over those first five years. Institutional objectives for student learning now articulate what Brooklyn College graduates will know and be able to do. The revised Brooklyn College mission informed the preparation of the "[Common Goals](#)" that

were set for the recently revised Core Curriculum (see Chapters 5, 6, and 7) — and eventually accepted for the curriculum as a whole.

The common goals comprehend the knowledge, understanding, judgment, and skills individuals require to contribute to society, assume leadership, and lead a life of learning and reflection: A Brooklyn College education seeks to enable students

- To think critically and creatively, to reason logically, to reason quantitatively, and to express their thoughts orally and in writing with clarity and precision;
- To make sound moral and ethical judgments;
- To understand the arts, histories and cultures of the past as a foundation for those of the present;
- To understand the development and workings of modern societies in an interdependent world;
- To acquire the tools that are required to understand and respect the natural universe;
- To understand what knowledge is and how it is acquired by the use of differing methods in different disciplines;
- To integrate knowledge from diverse sources;
- To understand the necessity for tolerance and appreciate individual and social diversity;
- To be informed and responsible citizens of the world;
- To establish a foundation for life-long learning and the potential for leadership.

The Brooklyn College mission is consistent with the [stated mission of the City University of New York](#), whose principal goals are academic excellence and equal access and opportunity. The mission statement is posted on the Brooklyn College website and appears in the [College Bulletins](#) and in the [Faculty Handbook](#) (revised, 2007), where it is preceded by a statement that references the CUNY mission. Entering students become familiar with the mission during convocation, when they are introduced to the College: it is printed in the program and is read and discussed during peer-led icebreaker sessions at orientation. The mission statement, which indicates what students can expect of the College, is nicely balanced by the Brooklyn College Pledge, recited in unison at convocation and set out at the beginning of the [Student Handbook](#), which indicates the expectations the College has of its students. (The new mission statement will replace the previous one in all publications as these are revised and reissued.)

INSTITUTIONAL PLANNING AT BROOKLYN COLLEGE/CUNY

Strategic planning has been part of Brooklyn College history for over 20 years. The “Brooklyn College of the City University of New York Five-Year Plan 1986-1991” and the accompanying report entitled “Brooklyn College Goals and Objectives for 1986-1991” were the College’s first official planning documents. Since then, the planning process has become deeply embedded in the institutional culture.

Brooklyn College participates in and is subject to all planning that originates at the system level. The [Master Plan of the City University of New York 2008-2012](#), approved by the Board of Trustees in June 2008, prescribes the direction for the university and its colleges through 2012, building on the previous master plans of 2000-2004 and 2004-2008. The 2008-2012 master plan

embraces and advances CUNY's core values: insistence on academic rigor, accountability, and assessment; unwavering commitment to serving students from all backgrounds; support of a world-class faculty. It affirms the importance that high standards, performance, and quality have for teaching, research, and service. The [CUNY Performance Management Process \(PMP\)](#), a comprehensive planning and assessment instrument instituted in 2000, annually interprets the master plan for the system itself and for its constituent colleges. The PMP has from the outset set three main goals: to raise academic quality, to improve student success, and to enhance financial and management effectiveness. These three goals are supported by 9 objectives and, further, about 34 individual targets, which are subsumed under specific goals and objectives. Performance is measured within an elaborate and growing body of performance indicators prepared by the CUNY Office of Institutional Research; comparative results have been made public since 2006-2007. Each college prepares a Year-End Performance Report that describes how well it has met each of the past year's PMP goals and objectives. The report is reviewed and rated by a committee of senior University administrators, and the results are taken up in a meeting the chancellor holds in mid-summer with each college president.

The Brooklyn College analogue to the CUNY master plan is the [Brooklyn College Strategic Plan, 2005-2010](#) and its predecessor, the Brooklyn College Strategic Plan 2000-2005. The strategic plan, developed also in response to Middle States recommendations in 1999, is a flexible instrument that encourages and promotes new ideas, responds to new developments within and across academic disciplines, and accommodates changing conditions and needs in the communities served by the College and in the University. The plan's "Major Institutional Goals" are informed by and tied to the College's mission statement. They reflect and map onto the university goals and objectives:

Goal 1: "To maintain and enhance academic quality" correlates with intended outcomes for students and faculty of the College and with CUNY's goal of raising academic quality.

Goal 2: "To ensure a student oriented campus" correlates with intended outcomes for students and reflects the CUNY goal of improving student success.

Goal 3: "To be a model citizen in the borough of Brooklyn" correlates with service to the community and connects with CUNY's goals of raising academic quality and improving student success.

Additional sections of the strategic plan deal with implementation and assessment. Assessment is explicitly built into the current strategic plan as an integral, organic component of all planning activities.

The Brooklyn College analogue to the CUNY PMP is the annual Strategic Action Plan (SAP), a process initiated in 2002, by which the College assigns responsibility, interprets, and monitors progress on both CUNY PMP priorities and its own. Action items carried over from one year to another (and many, by their very nature, are) are explicitly noted; it is therefore possible to chart progress on multi-year initiatives (e.g., the development and implementation of an Outcomes Assessment Plan or the Core Curriculum review).

The strategic action plan is aligned with the three major institutional goals articulated in the strategic plan and has additional rubrics (“Institutional Support,” “Technological Support,” “Financial Health and Good Management”) related to implementation. It functions as a blueprint for operationalizing the goals of the strategic plan. Just as the “Major Institutional Goals” of the strategic plan are informed by the values and purposes of the College’s mission statement, so the strategic action plan is informed by the “Major Institutional Goals” of the strategic plan. Assessment is built into many of the “Performance Goals” and “Action Items” in support of the institutional goals.

Cascading from this core of planning documents and processes are any number of college plans, each a mechanism for advancing strategic plan priorities and each with a legitimate claim on the College budget. Illustrative of the many plans that emanate from and demonstrate coherence with college and university core planning are the following:

- The Coordinated Undergraduate Education (CUE) proposal and the Campaign for Student Success plan encompass the College’s retention, graduation, and related student success initiatives. Both are submitted to CUNY annually. The CUE proposal is the mechanism used by the University to provide funding to develop and enhance initiatives. The Campaign for Student Success plan maps CUNY’s performance targets on retention, graduation, and student success to the strategic action plan. Together, these two align to the mission statement and strategic plan, CUNY PMP, and the Mellon Grant Initiative on the Sophomore Year. They constitute extensive pathways for improved collaboration and communication. (See Chapter 6.)
- The Brooklyn College Academic Program Review and Planning Process provides for evaluation and planning by academic departments in a ten-year cycle. It begins with a departmental self-study, proceeds to a site visit and report by a panel of outside evaluators, and concludes with a departmental multi-year plan endorsed by the administration. The self-study, following the format of the annual department reports, are aligned with the mission, goals, and strategic plan. The multi-year plan describes specific implementation strategies and identifies resources required in order to attain stated goals and objectives. These planning documents show considerable consistency between departmental activities and major college goals: departmental programs address issues of recruiting and retaining capable students and an outstanding faculty; new courses and programs are increasingly framed in terms of learning outcomes; events and activities are designed to fostering a hospitable campus environment and promoting public and community service. In recent years, the process has been improved by equipping departments with academic profiles that contain cross-sectional, as well as longitudinal, data on student FTEs, majors, and numbers of graduates. This departmental dashboard was developed in response to requests for information by outside program evaluators, by the Faculty Council Master Planning Committee (which considers the impact of new program proposals on the budget and makes recommendations concerning the allocation of faculty lines), and by the Office of the Provost. This is one example of a trend toward linking and rationalizing various College processes that is a hallmark development over the last decade.

- The [Brooklyn College Diversity and Inclusion Plan, 2008-2013](#) replaces the Brooklyn College Diversity Plan, 2000 (also recommended in the 1999 MSCHE report). The new plan references the College's mission and planning processes and sets four specific goals: to engage the entire campus community in meaningful dialogues and actions that lead to introspection and change; to weave principles of diversity and inclusion into all aspects of college life; to identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments and measure progress at all levels of the college infrastructure; and to support the goals outlined in the strategic plan. Building on an assessment of progress and outcomes in such areas as faculty diversity, greater visibility in campus publications, a line-item fund to support diversity initiatives, and diversity components built into the orientation for incoming students and into periodic student leadership training seminars, the plan concentrates on activities that will increase hiring of faculty from traditionally underrepresented groups, shape an inclusive environment, and incorporate the principles of diversity and inclusion into the classroom and curriculum. It also calls for accountability measures formulated by a Diversity and Inclusion Plan Implementation Committee and holds the administration responsible for enforcing these measures and providing resources to achieve stated goals. The Brooklyn College Diversity and Inclusion Plan comports with the [CUNY Inclusive Excellence Initiative](#) and its dedication to CUNY's mission. (See Chapters 4 and 5.)
- The Brooklyn College Foundation for Success Campaign is a \$200 million fundraising campaign inaugurated in fall 2000 and scheduled to end in 2012. The campaign is anchored in the College's mission and the strategic plan and designed to ensure sustainable funding for programs that support academic success. The first phase of the campaign was tied to the college's 75th anniversary; its initial target of \$75 million was exceeded by \$25 million. The first phase raised \$40 million toward the endowment of scholarships, fellowships, internships, and other academic support and nearly \$50 million in public and private funds for the Leonard and Claire Tow Center for the Performing Arts. The second phase, 2008-2012, to be launched in 2009, will raise \$100 million in support of student success, academic leadership, teaching and research, signature programs, and campus expansion. The Campaign comports with fundraising targets incorporated into the CUNY PMP process and will be coordinated with a CUNY-wide capital campaign scheduled for launch in March 2009. (See Chapter 2.)

The College has also taken up 1999 MSCHE recommendations for the development of specific plans for outcomes assessment (see Chapters 2 & 7) and information technology (see Chapter 2).

IMPACT OF THE COLLEGE MISSION AND PLANNING PROCESSES

The College has mapped out a set of goals and objectives that reflect its principles and values. In doing so, it took into account external circumstances as well as internal realities, such as the state of facilities, technological infrastructure, the governance plan, and campus culture, traditions, and practices. And it sought to capitalize on opportunities that might arise, address challenges, and embrace evidence-based planning. The outcome — the strategic plan — is a living document, framed to facilitate implementation, ongoing assessment, feedback, and adjustment. Progress toward achieving this vision has clearly been made, though some of the plan's goals are

still a work in progress. That said, the impact of the mission and its related planning processes on what has been achieved and what is under way is clear and demonstrable. At Brooklyn College, mission and planning:

- **Guide Outcomes and Support Scholarly and Creative Activity:** Administrative offices draw on the strategic plan, the strategic action plan, and the University performance goals in their planning processes. Academic department mission statements, multi-year plans, faculty line requests, and annual reports are expected to align with the strategic plan, and those with standard formats reflect that expectation. The activities of college-wide committees and task forces such as those that produced the revised Core Curriculum, the Campaign for Success, and the new diversity plan were guided by the strategic plan's institutional goals. Scholarship and creative activity appropriate to the mission are advanced by the Office of the Provost, by programs at the department level, in the New Faculty Orientation, and in guidelines for tenure and promotion (See Chapter 5).
- **Are developed collaboratively:** College practice is grounded in a commitment to institution-wide consultation and collaboration. Examples are the development of the two strategic plans (2000-2005 and 2005-2010), the goals for general education, and Writing Across the Curriculum. However, recognition of collaborative efforts is not always sufficiently explicit and should be defined and implemented to underscore the importance of helping set goals and engage in planning.
- **Are periodically evaluated, formally approved, and consistent:** The mission and goals are reviewed regularly in the context of the CUNY master plan and the CUNY PMP, the Brooklyn College strategic plan, and the annual strategic action plans. They permeate activity plans and planning processes, though the articulation between unit-level plans and institutional plans is not always clearly spelled out and requires remedy.
- **Relate to external as well as internal contexts and constituencies:** The College's relationship with CUNY is a defining element of its mission and planning. The goal of being a model citizen attests to the importance of service both on campus and in the borough of Brooklyn. The College has become increasingly proactive in reaching out to schools citywide with about 700 placement sites all told but also with initiatives such as a new teacher training program in East New York, support for two campus high schools (the Brooklyn College Academy and the early college high school STAR), and engaging in collaborative ventures with Bushwick High School for Social Justice. The College invites and welcomes local residents through outreach to community boards and, since 2002, through a bi-annual newsletter (*Community Corner*) that disseminates information about cultural, intellectual, and recreational activities available on campus. Annually, and generally in collaboration with local groups in the Flatbush-Midwood neighborhood, the College mounts a community and campus beautification project involving teams of senior administrators, faculty, and students to deal with such neighborhood plights as graffiti on storefronts, private property, and public walls. Free passes enable local residents access to College facilities and events; through its "Friends of the Library" card, the Brooklyn College Library is the only CUNY library that allows residents to

borrow materials; athletic passes provide the community with free access to tennis courts, running track, and other facilities. The College is the proud host location for swearing-in ceremonies for new Americans, graduation ceremonies for the New York City Fire Department, Department of Sanitation, and Police Department, and local high schools. Outreach efforts of the Professional Advancement and Continuing Education (PACE) program has aggressively sought to extend the College's presence in the borough at large. Other important examples of community programs include the Center for the Study of Brooklyn; partnership with the Brooklyn Historical Society; and the City Council-funded "Borough as Classroom," which introduces students to Brooklyn's premiere cultural institutions (see Chapter 6).

- **Are focused on student learning, other outcomes, and institutional improvement:** The current mission statement embodies a commitment to student learning outcomes rather than institutional input. To activate that commitment, the College created an Office for Academic Assessment, staffed by a specialist in academic assessment, and revitalized the Office of Institutional Research. Departments have established feedback loops to assess student learning outcomes in their programs and document evidence of changes made in response to findings about what students are learning (see Chapter 7). The multi-year Core review and revision is indicative of the faculty's determination to align the general education curriculum with desired student learning outcomes. Annual reports to CUNY in the PMP process or in the CUE/Campaign for Success provide regular opportunities for mid-course correction and institutional improvement. One target for institutional improvement the self-study has identified is the need to conduct a close examination of how the mission relates to graduate students and graduate programs (see Chapter 6).
- **Are publicized and promoted to the institution's members:** The extent to which the mission and goals are fully understood by all members of the college community varies, of course, but the information itself is publicized on the college website and in official documents. It is also supplied to and discussed with committees, groups, and individuals as needed. Members of the administration and support staff, department chairs and deputies, committees, task forces, and governance bodies are aware of the College's mission and goals and work in their context. Still, the College needs to be more systematic in engaging all members of the faculty, staff, and student body. Venues where the College's values, mission, and goals might be more extensively reiterated and where they might be more strongly incorporated into ongoing institutional reflection, self-assessment, and self-improvement include the college website, college publications such as the Core Curriculum booklet, the Student Handbook, and recruitment-and-application materials for prospective students, the bi-annual Stated Meeting of the Faculty, the Center for Teaching, the annual Core faculty development seminar, the faculty development workshops for learning communities instructors, the annual Faculty Day, monthly department meetings, student clubs and co-curricular activities, and town hall meetings. The criteria for tenure and promotion cite excellence in teaching as a measure of a faculty member's contributions to the institution, and the evaluation process for members of the non-teaching professional staff also provides opportunities for acknowledging the importance of helping students succeed. The degree to which individual members of the

faculty and staff are in fact recognized for putting students first can underscore the institution's commitment to this guiding principle.

FINDINGS

Achievements:

- Brooklyn College developed, in institution-wide deliberation, two consecutive strategic plans, for 2000-2005 and for 2005-2010, both designed to shape and give direction to the College's further evolution.
- The College mission promulgated in the first strategic plan was rethought and revised for the second strategic plan. The mission became learner-centered, formalizing a concept that is now central to the College's institutional planning. Such planning is directed at outcomes and institutional improvement.
- The adoption of an annual strategic action plan provides a detailed roadmap that directs college energies on both institutional and CUNY goals.
- The College's tradition of strategic planning was intensified and tied to assessment and accountability through the two strategic plans and its strategic action plans. Institutional planning and assessment processes are aligned with CUNY's processes, as with the CUNY master plan and the CUNY performance management process. Efforts to align unit-level planning with the College's mission and goals and, by extension, with CUNY's mission and goals are underway.
- The College has implemented recommendations to develop, implement, and subsequently refine four plans: strategic, outcomes, technology, and diversity.

Agenda for the Future:

- To continue efforts to direct the attention of faculty, student, and staff to the mission and consciously to frame all planning activities in the context of mission and goals.
- To devote yet further effort to making sure that program-level planning is informed by and consistent with college planning.
- To find ways to acknowledge the value of individual and collective participation in planning and assessment and incorporate such ways into campus life.
- To embark on a review and reaffirmation of the institutional mission with respect to graduate students and graduate programs.

CHAPTER 2: RESOURCES AND INSTITUTIONAL ASSESSMENT

This chapter addresses Middle States Standards 3 and 7

Over the last ten years, Brooklyn College has greatly improved its financial and human assets, its physical plant, and specific resources such as the library and information technology, both to give substance to and to advance its mission and meet its goals. It has made considerable progress in developing practices and procedures to assess whether resource allocations serve the purpose and create a more effective institution. (The section below on assessment refers only to administrative and institutional matters. Assessment related to student learning outcomes is in Chapters 6 and 7.)

FISCAL AND HUMAN RESOURCES

The Brooklyn College operating budget consists mainly of tax levy funds, that is, state and tuition revenues. A budget history of tax levy funds but also including student technology fees and some mandated philanthropic support shows a steady increase between 2002 and 2008 (expressed in thousands of dollars):

CUNY Financial Information for Brooklyn College

Category	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008
Pers Service	61,862	63,890	65,546	68,331	69,307	71,678	75,377
Adjuncts	5,374	6,226	5,747	6,856	8,066	9,450	10,457
Temp Service	6,287	6,480	6,924	7,132	7,729	7,706	8,728
OTPS	7,721	9,128	10,019	9,555	9,693	12,232	16,386
Total	81,244	85,724	88,236	91,874	94,795	101,064	110,948

In addition to tax levy funds, the College draws revenues from several other accounts: Income Fund Reimbursable (IFR); CUNY Research Foundation; Brooklyn College Foundation; and assorted Non-Tax Levy accounts. Each of these funding sources has different guidelines and is managed in independent systems. To utilize revenues toward meeting strategic goals even better, the College continues to work toward all-funds budgeting and reporting. It intends to introduce further enhancements locally but anticipates that the on-going implementation of the university-wide *CUNYfirst* project (see Information Technology section below) will enable it to realize the goal of a fully functional all-funds budgeting system.

Tax Levy Funds: Tax levy funds represent the main operating budget and are annually audited by the university. Personnel costs in the tax levy budget are carefully controlled. All full-time tax levy lines operate under position control guidelines and new lines are not added without recurring funding commitments. Departments with part-time lines receive annual budgets, and all receive an annual OTPS budget. Adjunct costs are variable and based on enrollment. The University funds and administers costs related to fringe benefits and to heat, light, and power, and rent; these are therefore not included in the tax levy budget. Collective bargaining increases are funded separately by the state and added to the tax levy budget allocation.

All budget administrators have the freedom to reallocate their budgets on either a recurring (base budget adjustment) or non-recurring basis. In the absence of new revenues, such modifications are double-sided: an increase is paired with a matching decrease. While actual expenditures are managed centrally, departments can reallocate base budget salaries as appropriate when positions become vacant as long as the number of full-time lines is not increased.

Brooklyn College consistently operates within budget and conforms to all CUNY reporting requirements. Its budget is monitored regularly by CUNY and annual financial plans (including a multi-year component for the three subsequent fiscal years) as well as quarterly updates are submitted to the University Budget Office. A technical budget request that documents contractual salary increments is also submitted annually as part of CUNY's budget request cycle for the following fiscal year.

Since 1999, the College, responding to closely monitored regular assessments, has made great strides in managing its tax levy budget. It has completely transformed the process and achieved standardization, transparency, clarity, and centralization of essential information. Highlights include:

- New budget reports, created in html and Excel formats to provide departments with current information on their budgets, expenditures, and commitments, are emailed directly to budget administrators on a schedule of their choosing or on demand. These reports replaced printed versions that in some cases never reached their intended recipients. Regular (formal and informal) budget training workshops are scheduled to explain the tax levy process to new and current employees. Assessments of the budget reports and the training have led to improvements in delivery.
- Tracking and monitoring of tax levy revenues and of expenses at the institutional level have been improved. Local information is regularly reconciled to university and state information and the College is able to adjust quickly to changes in revenue and in expenditure patterns to make sure available funds are optimized and that the operation is fiscally responsible. Comparative budget information provided by CUNY enables the College to benchmark its resource allocation compared to its peers.
- A new Bursar, hired in October 2007, has been charged with increasing tuition collection rates from 95% to 98% by fiscal year 2011.
- Procurement operations were restructured in fiscal year 2008 to provide better service to users.

Income Fund Reimbursable (IFR) Accounts are state accounts for self-sustaining entities. At Brooklyn College, the primary accounts handle revenues of the Latin and Greek Institute, the Student Technology Fee, the Speech and Hearing Center, and Professional Advancement and Continuing Education (PACE). Of these, both the Speech and Hearing Center and PACE have experienced financial difficulties in recent years. In the former, analysis showed that personnel costs related to the academic mission of the Department of Speech Communication Arts and Sciences were being charged to IFR funding. The problem was resolved by moving identified staff to the tax levy payroll. The latter faces continuing challenges because the local community cannot easily afford continuing education tuition. An advisory task force has been established to explore other revenue opportunities and to review costs with a view to reducing fixed costs.

CUNY Research Foundation: The Research Foundation (RF) is a not-for-profit educational corporation that manages private and government-sponsored programs at the City University of New York. Indirect cost recoveries (facilities and administration), re-assigned time recoveries, and interest recoveries cover the salaries of the College's Office of Research and Sponsored Programs (ORSP), various research initiatives, and other academic and administrative programs. The College's annual unrestricted RF budget exceeds \$2 million. Revenues and expenditures related to various College programs (e.g., Teaching Fellows, Educational Contract Programs, PACE, Adult Literacy, and the Early Childhood Center) also flow through the RF, as appropriate. Budgets and financial reports are generated regularly for these accounts, though the College does not currently produce centralized financial reports on these restricted revenues and expenditures.

Brooklyn College Foundation: Established in 1958, the Brooklyn College Foundation (BCF) raises funds to encourage and promote the academic purposes of Brooklyn College and the educational welfare of students, faculty, alumni, and the community. The Foundation is incorporated in New York State and registered as a 501(c)(3) not-for-profit organization. At the end of fiscal year 2008, the Foundation had \$79.5 million in net assets. This represented a 51% increase from fiscal year 2005. Over the past three years, the Foundation has moved from dependence on an outside fundraising consultancy to independence with its own full-time professional staff. In addition to increased net assets, there have been increases in the number of gifts in various categories, the initiation of a charitable gifts annuity program, and alignment with CUNY best-practice criteria for foundation management. A major goal for the coming five-year period addressed in the Brooklyn College Foundation for Success Campaign, 2008-2012 is to capitalize on these developments by continuing to expand the donor base beyond a familiar and aging cohort. Volatile market conditions and their erosive affect on BCF resources present an important challenge.

In fiscal year 2003, the College agreed to provide oversight of the Foundation's finances and to manage daily accounting operations. In managing these finances, College staff works closely with the Vice President for Institutional Advancement, development staff, the treasurer of the BCF, the chair of the BCF Audit and Finance Committee, and the chair of the BCF Investment Committee. The investment committee, composed of BCF trustees with extensive investment experience, manages the portfolio with the help of an outside consultant. Regular financial reports are prepared for the Board of Trustees.

Non-Tax Levy Accounts consist of student activity fee funds, auxiliary enterprises revenues and expenses, and other activities. Approximately \$3 million in student activity fee transactions are processed annually and used to support the Student Center, the Brooklyn College Association-and-Central Depository, athletics and recreation, and the Early Childhood Center. Auxiliary, performing arts, and other miscellaneous accounts are also classified as non-tax levy. During the past two fiscal years, the budget function for each of these accounts was separated from the accounting function, resulting in improved internal controls and fiscal operations. Current initiatives, to be fully implemented by the end of fiscal year 2009, include improved audit preparation, a reduction in the month-end closing from one month to one week, and enhanced cash management.

Capital Funding: Capital projects are administered centrally by CUNY with the assistance of college facilities personnel. Funding comes primarily from the state or the city or, as in the case of the planned Performing Arts Center, from alumni donations as part of a public-private partnership. The College assesses its capital budget needs regularly and works with the University to obtain funding.

Internal Audit: In 2004, the College restructured its internal audit function, which now reports directly to the Vice President for Finance and Administration. Internal Audit oversees all external audits and tax reviews and performs higher quality audits involving departmental process reviews and management-style audits. Activities include formalized audit reports, regular follow-up of management responses, and a tentative outline of a five-year audit plan based on a risk management approach.

Human Resources: As of fall 2008, the College employs 538 full-time faculty, 851 adjunct faculty, 202 executive and professional staff, and 1293 staff in all other categories. Under the CUNY umbrella, 11 different collective bargaining units represent college employees. All employment contracts are negotiated at the system level. The Office of Human Resource Services — until its reorganization in 1999 called the Office of Personnel Services and Labor Relations — oversees the College’s employee programs. The change in name also brought a change in internal structure and in services offered. An Employee Relations and Recruitment unit was established and made responsible for developing an ongoing employee recognition campaign and creating an environment where employees feel valued. Since its reorganization, the Office of Human Resource Services has conducted extensive assessments of its component activities and introduced many improvements such as an Employee of the Month program, an *HRMatters* newsletter, and a Brown Bag Luncheon series.

The College has not been able to meet all its needs in human resources. Thus, faculty hiring has increased dramatically over the past ten years (see Chapter 5) but consequent to system-mandated hiring ceilings administrative staff has not increased commensurately. Faculty have had to be given reassigned time to compensate for lack of full-time professional staff in key academic-support functions. Inevitably, such a solution removes faculty from the classroom and other instructional settings and requires the employment of additional adjunct faculty — actions that impact negatively the College’s commitment to having student contact with full-time faculty. Given the current fiscal realities and a hiring “pause” recently instituted by CUNY, the constraints on human resources will likely continue to pose challenges.

LINKING FISCAL RESOURCES WITH INSTITUTIONAL PRIORITIES

The College resorts to a variety of mechanisms to align the allocation of its resources with institutional priorities. It seeks to advise and consult representatives of various constituencies throughout. Illustrative of the ways in which this process serves the college community, in aligning resources and institutional priorities, are the following:

- ***In the Budget Request Process: the CUNY Compact:*** In 2005, CUNY established the Compact, a vehicle for creating a predictable funding stream to support investments in institutional priorities. The Compact consists of a partnership of the State, the

University-and-College (enrollment growth and efficiencies), students (tuition increase), and alumni (through philanthropic gifts). Proposals and requests for Compact funding were solicited from the college community in fall 2005 and fall 2006. Two rounds were (2007, 2008) were in fact funded before the current fiscal crisis suspended the Compact. Compact budgets were allocated after campus-wide consultation with faculty and student leaders. All told, the College received over \$6.3 million through fiscal year 2008 and invested these funds in academic affairs, student affairs, research, technology, workforce development, and facilities infrastructure.

- ***In the Planning Process: the Funding Council:*** Instituted in March 2006, the Funding Council encourages, promotes, and facilitates fundraising that advances strategic goals. Chaired by the President and composed of senior administrators and professional fundraising staff, it offers access to institutional wisdom about funding sources and assures that fundraising expertise is directed to projects consistent with institutional priorities. It provides guidance to members of the College community with ideas for major projects (other than sponsored research projects) that might be eligible for funding by private and corporate foundations, government agencies, or legislative bodies. By articulating fundraising priorities and assessing the impact projects might have on available College resources, the Council's deliberations help coordinate the activities of the Brooklyn College Foundation, the Office of Research and Sponsored Programs, and the Office of Government and External Relations. Among Funding Council successes was the Mellon Mays Officer's Grant awarded to the Dean of Undergraduate Studies for the Initiative on the Sophomore Year (see Chapter 4).
- ***In the Allocation Process: the Student Technology Fee Program:*** In February 2002, CUNY instituted a student technology fee that, over the last six years, has provided the College with \$11.2 million. Each spring, the College community is invited to submit proposals for Student Technology Fee-funded projects. These are then reviewed by a broadly based review committee chaired by the provost and consisting of student, faculty and administrative representatives, and funds are allocated. All projects supported by the technology fee are prominently labeled to alert the community at large that student fees are directly supporting technology tools and initiatives.

Despite these successes, more can yet be done to link resources and priorities. One critical target is the creation of an institutional understanding of, and protocol for, sunset review of activities and programs no longer viable in order to free up existing resources for new institutional priorities.

THE PHYSICAL PLANT

The [Office of Facilities Planning and Operations](#) is responsible for all college facilities, overall maintenance, and campus construction. Given a history of deferred maintenance, the College gave high priority to upkeep and renovation, devoting some 10% of its operating budget to maintenance and operations annually. That effort led to Brooklyn College's being named the "most beautiful campus" in the Princeton Review publication, *America's 345 Best Colleges*, in 2003. At the same time, the College entered an era of construction not seen since its founding in the 1930s. Construction was guided by a facilities master plan (April 1995, and amended by specific program documents representing major renovation and new construction projects) and financed mainly by New York State. The State's capital construction budget for 2008-2009

includes some \$223 million for such projects as the first phase of the science complex (\$161 million), the projected Performing Arts Center (\$29 million), and the almost-completed West Quad (\$22.8 million). In 2005, the master plan was recognized by an “Excellence in Planning and Architecture Merit Award in Campus Heritage” by the Society for College and University Planning. A revision of the facilities master plan (scheduled for spring and summer 2009) will focus on reallocation of space throughout the campus in light of the opening of the West Quad building in fall 2009 and the planned construction of the Performing Arts Center and the science complex. It will also include an upgrade plan for classrooms, faculty offices, student clubs, and student commons spaces.

New construction and major renovation projects:

- **2000: The Morton and Angela Topfer Library Café,** a 24-hour a day/7-day a week facility that provides students with a relaxed environment and access to a wide range of electronic resources.
- **2002: Reconstruction of the Brooklyn College Library.** Recognized by the Brooklyn Chamber of Commerce with a “2003 Building Brooklyn” award, the library is the largest and technologically most advanced library in the City University. Built at a cost of \$72 million, it provides on its 277,650 square feet (6.5 acres) 2,317 student seats, 21.5 miles of shelving, 22 group study rooms, 5 computer classrooms, and over 600 computers for student and faculty use.
- **2004: West End Building.** Originally constructed to facilitate the renovation of the library, this remodeled facility now houses over 500 Internet-connected workstations in the largest public computing lab installations on campus, 19 student club offices, the Testing Office, and the Department of Film.
- **2007: Renovation of the Student Center.** Underwritten by more than \$1 million in funding by Brooklyn Borough President Marty Markowitz, the two top floors of the Student Center were renovated and reconfigured into a conference center.
- **2009: The West Quad Project.** Designed by world-famous architect Rafael Viñoly, the West Quad building will become the home of student services, athletics and recreation, and the Department of Physical Education and Exercise Science. The complex of offices providing admissions, registration, and financial aid services is configured as an oasis and overlooks the athletic facilities, giving new meaning to the College’s commitment to being a student-centered campus.
- **2010+: The Center for the Performing Arts.** Planning for the Center was launched in 2003 with a \$10M challenge gift from alumni Claire (’52) and Leonard (’50) Tow. The centerpiece of a dynamic arts curriculum, the center will be an architecturally distinguished new building with a double-height theater seating 200, rehearsal studios and performance space, set design and construction workshops, ground-floor exhibition space, a grand lobby and arcade, and classroom, meeting, and reception rooms.

- **2010+ The Science Complex.** An \$11M allocation by the New York State Legislature launched the architectural planning for a new science complex, which will transform Roosevelt and Ingersoll Halls into 21st-century science facilities. The first phase of the project (involving the demolition of Roosevelt) will provide new quarters for the lab sciences, while the second phase (involving the renovation of Ingersoll) will do the same for computer and information sciences, health and nutrition sciences, psychology, mathematics, anthropology, and speech and hearing sciences programs. Planning and programming have involved much of the science faculty.

Exploring residence options: Historically, the City University of New York and its constituent colleges have not offered student housing. As other campuses have moved in that direction and as a first foray into providing options for affordable local housing, the College has entered into an agreement with the Platinum Group L.L.C. that obliges it to refer interested students to a residence that will accommodate 220 individuals in a privately-owned and operated new facility located two blocks from campus. The residence is expected to open in 2010.

Reviewing space assignments: As new campus spaces are being created, the issues of space assignment and of quality of space become paramount. These matters are being addressed in the facilities master plan review scheduled for spring 2009. An initial attempt to deal with space allocation issues on a college-wide basis led to the appointment of a space committee in 2004-2005 and a [Policy on Academic and Academic-Related Space](#) was adopted in 2006.

Maintaining an aging plant: Among the College's greatest challenges is the maintenance of an aging campus infrastructure. Improvements over the past decade have included:

- The installation, as a joint CUNY and Dormitory Authority of the State of New York (DASNY) project, of the Archibus system, a system that maintains a space inventory and provides online work order capabilities.
- Renovations and refurbishment, since 2005, of a faculty lounge in 1238 Boylan; of 24 research laboratories for new faculty; of about 93 standard classrooms (28 in Whitehead, 37 in Boylan, 12 in James, 16 in Ingersoll); of 7 lecture halls in Ingersoll (including smart room technology). Five technology-enhanced classrooms were funded in-house, and 38 smart classrooms have been built by Information Technology Services with funds from the student technology fee.
- All 31 campus elevators now meet ADA accessibility standards (2001-2008). Major accessibility projects in current budget requests include an accessible entrance to the Student Union and the rehabilitation of the escalators in James Hall.
- The established protocol for general office maintenance includes a five-year painting cycle. Beginning in 2004, a furniture replacement program has outfitted some 175 offices for faculty and administrative staff and replaced worn furniture in department offices. 30,000 square feet of carpet and tiles were replaced in 2007.

Despite these ongoing improvements, problems persist. Faculty, staff and students have high expectations for responsiveness that stretches staff and available resources. Recent classroom conditions surveys conducted by the Faculty Council Committee on Campus Planning indicated concerns regarding noise level, temperature and ventilation, lighting and availability of adequate electrical outlets in classrooms across the campus. Department chairs are requesting more

flexible classroom furniture to accommodate different teaching styles and increased attention to environmental conditions in specialized science and art classrooms. The unprecedented hiring of large numbers of new faculty in the sciences has put further strain on facilities in that the lead time for lab preparation, often dependent on external approval, can take from six months to several years. In fact, the long lead times for mandated external approvals are a critical issue on a number of fronts. For example, a major fire alarm and safety system upgrade was stalled at levels outside of university control for several years, leaving the College to fund the necessary upgrade itself.

Safety: A safe and healthy environment on campus is imperative. The [Office of Campus and Community Safety Services](#) maintains a secure atmosphere, making sure all the while that its officers respect the rights of members of the campus community. All campus patrol officers are members of the CUNY Public Safety Service and sworn New York State Peace Officers (which gives them arrest powers under New York State Criminal Procedure Law). To assure that the campus is alerted in case of emergency, members of the college community are encouraged to enroll in [CUNY A!ert](#) (introduced in spring 2008), which transmits text or voice notifications of campus emergencies or weather-related closings. To the same end, the College has installed a campus-wide public address system. Two college committees assist in security matters. The President's Advisory Committee on Campus Security reviews current campus security policies and procedures and recommends improvements. The Workplace Violence Advisory Team reviews reported occurrences and makes recommendations to the President. Environmental health and safety on campus are closely monitored by the [Office of Environmental Health and Safety](#) (EHS) which implements mandated environmental and occupational health and safety programs and provides technical and administrative support in the areas of chemical and radiation safety, hazardous materials management, public health sanitation, and occupational health and safety.

INFORMATION TECHNOLOGY, LIBRARY, AND OTHER LEARNING RESOURCES

Responsibility for providing technology services is shared by the Assistant Vice President for Information Technology Services and Chief Information Officer (reporting to the Vice President for Finance and Administration) and the Chief Librarian/Executive Director for Academic Information Technology (reporting to the Provost and Vice President for Academic Affairs). This bifurcated IT responsibility, although cited as a potential problem by MSCHE reviewers, has worked and reflects institutional culture. Issues that arise are addressed by refining structures that promote shared responsibility. Over the past decade, two IT master plans have guided the assessment of the College's technology program. The first, in fall 2002, focused on a comprehensive listing of all of the major responsibilities of the two units. The second, in spring 2007, included the technology-related activities of the Center for Teaching in its scope and focused on four significant IT activities — the state of public computing labs; faculty training in the use of technology for teaching, learning and research; deployment of technology in classrooms (including smart classrooms, mobile carts, and computer classrooms); and online services. Each activity mentioned in the second plan included a number of multiple objectives, defined activities that addressed these objectives, identified expected outcomes for each relevant group of constituents served, and defined an assessment strategy for each objective. The 2007 IT Master Plan is currently completing its first major assessment cycle.

The original IT plan of 2002 was developed in response to 1999 MSCHE recommendations (see Chapter 1). Both IT plans, 2002 and 2007, were developed under the auspices of the Teaching, Learning, and Technology Roundtable (TLTR), which met from 2002 until 2007, and was formed by the Provost to serve as a clearinghouse for information and a vehicle for communication among the various campus groups concerned with technology. It was created partly to address confusion that existed about the roles and powers of various committees that concerned themselves with aspects of technology, and it became a forum for discussion and action on technology matters and policy for the College, including the student technology fee. Policies passed by the TLTR in response to requests from the college community covered responses to such early and critical issues as software procurement, distribution policy, and process for requesting software (2004) and the faculty computer replacement policy (2002). Activity of the TLTR was suspended early in 2008, pending the outcome of a review of the relationships and responsibilities of ITS, Library/AIT, the technology-oriented programs of the Center for Teaching, and the committees that provide faculty oversight of instructional resources.

Information Technology Services (ITS): Over the last decade, the accomplishments of ITS have been considerable. A major telecommunications and network infrastructure project included the implementation of an extensive high-speed fiber backbone connecting all buildings, the installation of modern Cat 5e voice and data cabling in over 96% of the campus's classrooms, labs, and offices, and the upgrade of core network data switches from 2Gbs to 10Gbs. Internet bandwidth has been tripled to over 400Mbps and WIFI coverage in public areas continues to be expanded. An upgraded phone system provides full-feature phone and voice-mail service to every employee and every instructional space. Various voice and web/video conferencing systems facilitate group meetings, collaboration, and even distance teaching, and the main videoconferencing facility has been overhauled to meet emerging IP connectivity standards. The power, cooling, monitoring, and remote diagnostic/control systems that support the voice and data infrastructure have also benefited from substantial investments and upgrades designed to help deliver reliable 24/7 service. To assist busy student services offices in managing high volumes of customer calls and emails, an advanced automatic call distribution system (ACD) allows many offices including Admissions, Registrar, and the Enrollment Services Center to flexibly meet call demand while monitoring and tracking call demand patterns.

Support of a Title III grant originally enabled the College to introduce the BC WebCentral portal (see Appendix C), which has since been upgraded and released as version 2. One of the major features of the Title III project was the implementation of a virtual advisement service based on DegreeProgress, a curriculum planning and advisement tool later adopted CUNY-wide. The portal includes customized information services for students, faculty and staff, and offers many administrative functions on 24/7. Student elections are carried out in the portal; student evaluation of faculty questionnaires are administered on the web and results are posted within the portal; a faculty directory function captures the latest scholarly accomplishments of our faculty and publishes this information on the college website; electronic appointments can be booked for the Center for Academic Advisement, the Speech and Hearing Clinic, and registration; and more. Many locally developed Brooklyn College applications, e.g., WebGrade, have been adopted by other CUNY campuses.

Funds from the student technology fee support faculty using technology in their teaching and students using technology in their coursework and research. Tech fee funds have been used for an Instructional Tech Team that supports instructional delivery during all class hours seven days a week and services expanded computer facilities in the Library and Library Café. These funds, supplemented by a variety of grants and capital funding allocations, have also enabled the College to upgrade over 40 classrooms and lecture halls with “smart” technologies, and to field over 115 portable technology carts and mobile laptop labs that are used to facilitate technology instruction in legacy rooms. To serve continuing demand, additional 5-10 carts and 5-10 smart classrooms are planned on an annual basis. Using tech fee funds, the College now replaces the technology in its nearly 50 departmental and public labs (comprising over 1200 computers) on a 2-3 year cycle. ITS, working with the Center for Teaching and the Office of Institutional Planning, Research and Assessment, regularly uses surveys and focus groups to gauge the effectiveness of these tools and to fine-tune the technology that is being implemented. In the CUNY Student Experience Survey, satisfaction with ITS governed services is routinely rated among the highest of their kind offered in CUNY.

Library/Academic Information Technologies (Library/AIT): The new library has ample space for collections, Internet and computer access, research, and cultural events. The new building’s numerical portrait is impressive: it holds 1.3 million volumes, 4,200 print journals, 25,000 audiovisual units, 15,000 electronic subscriptions and works of reference, and several thousand electronic books. Between three and four thousand students and faculty enter the Library each day to consult the on-line catalog, ask a reference question, borrow a book, listen to a sonata, examine a manuscript, book a meeting room, explore the Internet’s global information resources, or attend specially-scheduled computer/Internet-based classes. As one of the largest and technologically most advanced academic libraries in New York State, the Brooklyn College Library leads the way in information access and dissemination in Brooklyn, the City University of New York, and beyond.

Student technology fee funding has enabled the library to acquire a wealth of electronic journals and other electronic information resources that supplement its traditional print and non-print collections. The [Library website](#) guides users to all collections and features a virtual reference desk service that is available to Brooklyn College users 24/7. The library implements an extensive library instruction program and has been a campus leader in discussions of how to infuse computer and information literacy outcomes into the curriculum, most recently through a grant-funded CUNY pilot project to evaluate the Educational Testing Services’ *iSkills* information literacy test. An online version of the required English 1 Library Instruction session is in development. It will allow for automatic self-scoring and provide feedback on the learning that occurred. AIT provides a full complement of workshops and services to support students and faculty alike in the use of technology for teaching, learning, and research. As an academic department, the Library underwent its decennial external evaluation process in spring 2008 and received rave reviews for the resources and services it provides to the college community and to the CUNY library system. In CUNY Student Experience Surveys, the Brooklyn College Library regularly receives reports of high satisfaction from students for the resources and services it provides.

Educational Resources other than the Library and Computers: In 2007-2008, department chairs were asked about the availability of non-computer educational resources, the process of obtaining these resources, and educational technologies that they perceived were needed in the near future. Maintenance of appropriate classroom technologies was deemed very important, not least considering its impact on recruiting and retaining students in technology-dependent programs. Concerns included the need for more smart classrooms, for increased wireless access and electrical outlets to support student laptops, and for remedies to the limitations of CUNY's BlackBoard course management system. The process of updating and acquiring new instrumentation for student use was deemed to require greater clarity. To produce the best instructional outcomes, most respondents called for a realignment of the relationships and responsibilities of ITS, Library/AIT, the technology-oriented programs of the Center for Teaching, and the various committees that provide faculty oversight of instructional resources.

Looking Ahead — Library and Information Technology Support at the College: The arrival of a new provost in July 2008 and the recruitment of a new Chief Librarian/Executive Director of Academic Information Technologies (to be appointed in summer 2009) present the College with the opportunity to review its technology policy-making apparatus and to streamline its approach to discussion and decision on technology policy and resources. Challenges of resource allocation remain, both in ITS and in Library/AIT — especially in terms of recruiting and retaining qualified staff to support networking and instructional design activities.

Looking Ahead — the CUNYfirst Project and the Implementation of a University-wide ERP: Over the past three years, the entire CUNY community has been engaged in planning for the adoption and implementation of a system-wide ERP project based on the PeopleSoft platform and incorporating all three major management functions — finance, human capital management and student records. In accordance with project architecture, the Brooklyn College *CUNYfirst* team consists of representatives of a broad cross section of affected offices. It meets regularly to discuss developments within each of the functional silos that operate at the university level. Campus subject matter experts (e.g., registrar, bursar, financial aid) participate in extensive review and configuration sessions in preparation for go-live introduction of systems scheduled over the next five years. One problem of college practice identified to date is an idiosyncratic course numbering system and its incompatibility with PeopleSoft conventions. As a result, the College is in the process of adopting a new four-digit course numbering system — a process that will bring logic and consistency to course numbering. To introduce the new system to staff (prior to implementation currently scheduled for 2011-2012), training sessions began in mid-2008. Among the many services the College has rendered to *CUNYfirst*, it serves as the Brooklyn borough center for *CUNYfirst* project training. Planning for migration to the new system is an extremely resource-intensive activity at both the college and university level but the anticipated result — a common, university-wide set of policies, processes, and technologically advanced information systems that will streamline processes and make more efficient use of resources — is eagerly anticipated.

INSTITUTIONAL PLANNING AND EFFECTIVENESS

Toward Establishing a Culture of Evidence, 1999-2008: As a result of the 1999 Middle States accreditation review process, the College developed a comprehensive [Outcomes Assessment Plan](#). It was built around a phased-in approach to assessment across the board centered on improvement and designed to integrate assessment into existing activity rather than create new processes. Objectives of the plan were to:

- Improve services and programs through a continuous process of self-assessment, which includes multi-dimensional measures involving all segments of the college community.
- Reflect the mission and character of the College.
- Recognize and respect differences within the institution.
- Focus on courses, programs, and services, not on individuals.
- Yield a comprehensive understanding of the impact of the College on students and the wider society.

Following review, the Brooklyn College Outcomes Assessment Plan was requested as a model document by Middle States (see Chapter 7).

The Office of the Assistant Vice President for Finance, Budget, and Planning/Comptroller was assigned to support and guide non-academic departments engaged in assessment efforts and a broadly based Institutional Effectiveness Steering Committee was created to stimulate and support progress. The steering committee functioned through fall 2005 as a training provider and clearinghouse for assessment activity on instructional and administrative fronts.

Absolutely essential to the task was the reorganization of the Office of Institutional Planning, Research and Assessment. The Assistant Vice President for Finance, Budget, and Planning/Comptroller introduced new services, including a comprehensive web-based resource, featuring regular reporting and high priority issues tracking. Extensive support was extended to department- and program-based accreditation efforts such as NCATE and ASHA. Over the years, specialized services such as academic profiles (launched in 2006 and designed to provide academic departments with snapshot data on enrollment, retention, and graduation, and faculty accomplishments on a regular basis) have contributed to transparency of institutional data and greater ownership of the effectiveness process at the individual unit level. The Office of Academic Affairs relies heavily on the Office of Institutional Planning, Research and Assessment for generation of relevant data to chart new directions and to assess the effectiveness of existing programs.

In keeping with its commitment to assessment, anchored in the strategic plan and reiterated annually in the strategic action plan, the College adopted practices that yielded improvements in college services. Examples of how this has applied to the Center for Academic Advisement and Student Success (CAASS), the Enrollment Services Center (ESC), the BC WebCentral Portal, the Scholarship Office, and the Magner Center for Career Development and Internships are in Appendix C: Mini-Profiles of Institutional Effectiveness. The first three examples — CAASS, the ESC and the BC WebCentral — are models not only of what can be done to address effectively the highest level of college-wide goals but also of cross-divisional collaboration to

achieve stated college priorities. The latter two — the Scholarship Office and the Magner Center — illustrate unit level effectiveness and improvement that derive from both college- and unit-level goals.

Current Status of Divisional Assessment: Since 2005-2006, the work of assessing effectiveness of the non-instructional units has been directed especially to the College's major divisions. All administrative offices understand that they must respond to data that allows them both to celebrate accomplishment and to address areas calling for improvement. Assessment strategies for each of the major college divisions vary according to the nature of its activities, but all respond to and utilize a combination of internal and external assessment and evaluation instruments. All incorporate a mix of qualitative and quantitative measures. Efforts to date have varied from unit to unit within the major divisions and reintroduction of a college-wide focus on the conduct and progress of assessment is warranted.

The **Office of the President** includes the Chief of Staff/Executive Assistant to the President and support staff that assists the president in the day-to-day management. Currently reporting to that office, and directly managed by the chief of staff, are the Office of Communications, the Office of College and Community Relations, and the Office of Government Relations. The Office of the President works closely and collaboratively with the executive committee (the "cabinet") and the senior administrators to ensure that the College stays focused on mission, and that goals and objectives are met. Action items, requests for responses to issues, and information and data that emanate from the State, the University, or college offices are routinely forwarded to the executive committee for action or information as appropriate. A mail-tracking system assures that correspondence and requests for information are followed up and responded to in a timely manner. Major developments, policy issues, and such form the basis for discussion and (possible) action at the executive committee or the expanded executive committee. The president holds an annual retreat with his executive committee early in the fall semester to discuss goals and priorities for the coming academic year. In preparation for the retreat, the president and the chief of staff/executive assistant prepare a draft strategic action plan that establishes priorities consonant with the strategic plan, CUNY-established targets (PMP), and the major goals in each of the respective areas. A mid-year review of the goals and targets underway is conducted by the president to assure that activities are on track.

The chief of staff/executive assistant meets regularly for briefings and direction with the senior staff of the Office of Communications as well as with the directors of College and Community Relations and of Government Affairs. While the agendas of these offices are coordinated with CUNY, they also seek to advance the "model citizen" goal through a variety of outreach efforts and events that are separately monitored and assessed. In light of the importance of communications, several changes and improvements have been introduced (see Chapter 3). The firm of Lipman-Hearne was engaged to conduct a strategic review of the College website; the offices of publications and communications were consolidated into a single unit and a new director was hired in 2006; staff vacancies were quickly filled, and in May 2008 the Office of Communications was moved from the portfolio of the Vice President for Institutional Advancement to the Office of the President. To chart the course for complete integration of communications services, a consultant was commissioned to conduct a management review. A top priority to guide further improvements is the creation of a revised communications plan,

including an expanded program for enhancement of website content to increase its value as a strategic communication tool and the continuation of efforts to assess and improve internal communications services such as the recently launched web-based campus weekly [Monday Morning](#).

The **Office of the Provost and Vice President for Academic Affairs** is comprised of the provost, an associate provost, a dean for research and graduate studies, a dean of undergraduate studies, and a dean of the School of Education. Directly reporting to the provost are also the chief librarian, the directors of the Office of Academic Assessment and of the Center for the Study of Brooklyn, and the principal of the Science, Technology and Research (STAR) High School — as well as all academic departments. Throughout the decade, major decisions in the division have been data-driven. Academic Affairs has led the effort to introduce and institutionalize the assessment of student learning, the assessment of institutional effectiveness, and the use of assessment results to introduce improvements throughout the area. Examples can be found in Chapters 5, 6, and 7.

In the **Office of the Dean of Undergraduate Studies**, all units have a stated mission and goals, include assessment plans and results in their annual reports, and are specifically charged with improving the PMP performance indicators that relate to undergraduate programs. Mini-Profiles for the Center for Academic Advancement and Student Success and the Magner Center are specific examples of these assessment programs (see Appendix C). In the **Office of the Dean for Research and Graduate Studies**, the Office of Research and Sponsored Programs used the results of its assessment program to change its faculty development program. It assessed the changes and found them successful, and continues to introduce and refine its programs based on assessment results. Typical of the approach to effectiveness within Academic Affairs is the process that guided revision of the College's scheduling grid that had been in place since 1973. In 2002, an outside consultant was engaged to review the grid. Her report led to the appointment of a scheduling committee that, charged to review and revise the grid, recommended a new grid in summer 2002 (to be evaluated within three years of implementation). The new grid was implemented in fall 2003. In fall 2006, a Committee to Evaluate the Scheduling Grid came out with a detailed report on the assessment of the new grid's effectiveness, conducted over a two-year period. It reported on the degree to which the grid had achieved its intended goals and offered nine specific recommendations that were referred to a new committee for consideration. As a result, the Council on Administrative Policy (CAP), in fall 2007, approved a revised grid that was implemented the following fall.

The **Office of the Vice President for Finance and Administration** includes six major subdivisions: Budget, Finance and Planning/Comptroller; Campus Security and Public Safety; Facilities Planning and Operations; Human Resource Services; Internal Audit; and Information Technology Services. Overall, the annual CUNY PMP establishes measures and standards for specific operational areas that include requirements for balanced budgets, enrollment targets for undergraduate, graduate and continuing education programs, chemical and hazardous waste management targets, productivity targets and the like. CUNY-mandated reporting activities extend beyond the PMP to a host of additional audit and evaluation reports such as the annual

property management audit and the biennial CUNY Student Experience Survey. An array of federal, state and local reporting requirements — the New York State Office of the Comptroller A133 annual audit, the federally-mandated Environmental Protection Agency audit, and such — also provides the impetus for the assessment and continuous improvement of services. Leading the division in the assessment of effectiveness and the implementation of feedback loops have been the Office of the Assistant Vice President for Budget, Finance and Planning/Comptroller, the Office of Human Resource Services, and Information Technology Services (see WebCentral mini-profile in Appendix C). The recent organizational history of the Office of Enrollment Services, after being assigned to the Office of the Vice President for Finance and Administration in fall 2007, provides an outstanding example of the division's commitment to assessment and the use made of assessment results. A major reorganization of the unit was initiated, guided by direct student and faculty feedback on specific issues related to process, by performance indicators provided through the PMP, and by third party consultant reports commissioned to provide guidance on best practices in recruitment (Carnegie Communications, 2007) and in admissions, with particular attention given to graduate admissions (Braunstein, 2007). The latter led to a major revision of the graduate admissions application process introduced in 2007-2008 (see Chapter 4). Leading the subdivisions in the assessment of effectiveness and the implementation of feedback loops based on assessment have been the Office of the Assistant Vice President for Budget, Finance and Planning/Comptroller, the Office of Human Resource Services, and Information Technology Services (see BC WebCentral mini-profile in Appendix C).

The **Office of the Vice President for Institutional Advancement** is composed of two major organizational units — Alumni Relations and Development. Under the direction of a new vice president, the division has undergone a major restructuring and realignment of staff since fall 2005. The objective of the reorganization was to break silos within the division, create a shared vision of the divisional mission, and build synergy between the division and the College. Recruitment and development of a management team that meets regularly, reviews activities, and advises on priorities was the first step in a division-wide reorganization. Overall divisional effectiveness and planning is also addressed in an annual off-campus one-day retreat where results and progress are reviewed and annual priorities are set. Targets are set annually for annual giving, planned giving, and major gifts, are monitored and evaluated at the end of the year. A divisional tracking calendar, coordinating initiatives and activities in both units, makes for seamless planning. The Brooklyn College Foundation for Success Campaign 2008-2012 (see Chapter 1) guides the division in its fund-raising targets and objectives. A Draft Action Plan for the Integration of the Brooklyn College Foundation and the Brooklyn College Alumni Association, setting out twelve goals, guides the division's goal of enhancing the impact of the alumni as a donor pool. Progress is regularly recorded, and improvements are introduced based on on-going monitoring.

The **Division of Student Affairs (DOSA)** initiated a formal process of organizational renewal and redefinition in 2001 with the engagement of a team of consultants to review existing programs and provide advice. Over the next five years, every unit in the division developed mission and goals statements aligned with college goals, with a special emphasis on student development and on student retention and graduation. Once goals were established for each unit, expected outcomes followed. The coordination of the divisional assessment program was

assigned to the Executive Assistant to the Dean for Civic Engagement and Student Diversity Programs. Every activity area within the division now engages in regular assessment that focuses on the basic questions that drive improvement — what is being done, why it is being done, what is expected to happen as a result, how successful has it been, and what improvements are needed. Manuals to support assessment efforts have been devised and distributed and are regularly updated with reports of activities and results. The division has extensively reviewed and analyzed results of the CUNY Experience Survey, the National Survey of Student Experience, and in-house surveys, and used these tools to refine programs and services. It has also embraced the NASPA (Student Affairs Administrators in Higher Education) Criteria of Excellence and monitors the NASPA Excellence Award program. Within the NASPA framework, the division has identified the Athletics/Academics First, SERVA, and Student Union Building programs as candidates for excellence at the College. It is currently adapting Council on Advancement of Standards for Higher Education (CAS) assessment methodologies for specific activities and incorporating CAS standards into their divisional assessment framework. To underscore its orientation toward student success and the infusion of assessment into its overall program, the division changed its name from the Division of Student Life to the Division of Student Affairs in 2005-06 (see Chapter 4).

FINDINGS

Achievements:

- Increased transparency and availability of budgetary information and institutional data, especially as these are being used to link resources to institutional priorities, due to the reorganization of the Office of Finance, Budget, and Planning/Comptroller.
- Implementation of 1999 MSCHE recommendations to develop, implement, and subsequently refine outcomes assessment and technology plans.
- Progress toward the goal of establishing a culture of continuous improvement at unit, divisional, and institutional levels.
- Update of the Brooklyn College Facilities Master Plan (2009) and an extensive campus construction program.
- Significant library and IT developments: construction of new Library and Library Café; massive network and equipment upgrades; an array of online services (e.g., two releases of the WebCentral Portal); participation in *CUNYfirst* Project.

Agenda for the Future:

- **Resources and Effectiveness:** keep focus on institutional effectiveness at unit and divisional levels and reaffirm it college-wide; ensure that assessment activities and results are properly documented; continue to align planning, resource allocation, and assessment activities across the board; develop protocols for sunset reviews in order to reinvest existing resources in new institutional priorities; continue to monitor allocation of human resources closely.
- **Fundraising:** implement the BCF Foundation for Success Campaign; expand the donor base; find ways to address the impact of volatile market conditions on the fund balances.

- **Facilities:** maintain a suitable balance between the external beauty of the campus and the internal maintenance of older buildings; plan transitional space for classrooms, labs and offices during upcoming construction projects; create logical and transparent plans and protocols for reassigning existing space once new buildings are opened.
- ***CUNYfirst*:** prepare for migration to this promising, powerful environment — it will stretch the College’s human capital in key system areas (e.g. Budget, Registrar, HR, Enrollment Services) and require massive user education college-wide. Most immediate, devise and adopt a new course numbering system that is compliant with PeopleSoft conventions.
- **Library, ITS, and Center for Teaching:** ensure adequate support for students and faculty in the use of new technologies and tools for learning, teaching and research, especially for those engaged in online teaching and learning; ensure continued development of responsive, user-friendly online systems; ensure that resource allocations to library collections and technology tools advance the goals of teaching, learning and research.

CHAPTER 3: GOVERNANCE, LEADERSHIP AND INTEGRITY

This chapter addresses Middle States standards 4, 5, and 6

Brooklyn College operates within a framework of policies and structures established by the City University but maintains its own fully-articulated set of administrative units and governance bodies. The relationship between these two is collaborative and productive, not least because of a shared commitment to advancing the institution and its mission. Though by their very nature entrusted with different functions, administration and governance are bound by a commitment to college policy and to the responsibility they share for setting high standards for themselves and the student body.

GOVERNANCE AND LEADERSHIP

Since 1784, all educational institutions in the State of New York are members of [the University of the State of New York](#), and are governed by The Board of Regents of The University of the State of New York, an unpaid lay board of 16 members elected by the legislature to five-year terms. Brooklyn College is a member institution of the City University of New York (CUNY), which was founded in 1961 and is one of the two public university systems in the state. CUNY is governed by a 17-member [Board of Trustees](#): ten members appointed by the Governor, with the consent of the State Senate; five appointed by the Mayor of New York City, also with the consent of the State Senate, a representative of the student body, and a non-voting faculty representative.

[New York State Education Law, Regents Rules and Commissioner’s Regulations Concerning Postsecondary Education and Program Registration](#) constitutes the framework within which CUNY and its constituent colleges operate. 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 which are available and searchable on the [CUNY Policy Documents](#) site.

The “constitution” of the University is *The Bylaws of the Board of Trustees* (revised August 2007). All colleges are required to follow the *Bylaws*, except where the Board of Trustees has approved a college governance plan that may contain variances from the *Bylaws*.

As do each of the colleges of the City University of New York, Brooklyn College has its own governance plan, approved by the CUNY Board of Trustees. Written descriptions of the college governance structure, its policies and its governing documents are found in *The Bylaws of the Board of Trustees*; The Brooklyn College Governance Plan (revised June 28, 2004); Brooklyn College Policy Council Bylaws; Brooklyn College Faculty Council Bylaws. 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.

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 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.

Because of this multi-layered and potentially confusing structure, the College actively seeks to educate all members of its community about governance matters. The *Bylaws of the Board of Trustees* are available on the CUNY website. [*The Brooklyn College Faculty Handbook*](#) is given out to new faculty and available for downloading on the Brooklyn College/Human Resource Services webpage. College governance and organization are covered in the *Faculty Handbook*, pp.14-25. Appendix A of the *Handbook* reproduces the College's tables of organization, Appendix B the organization and functional descriptions of Brooklyn College Faculty Council charges to standing committees.

The governance follows the procedures authorized, most recently, by the CUNY *Bylaws* and the Brooklyn College governance document approved by the Board of Trustees in June 2004.

Governance at Brooklyn College features multiple components:

- Student Government and Faculty Council, for instance, have single constituencies;
- Other groups have multiple constituencies. The Council on Administrative Policy (CAP) and the Committee on Personnel and Budget include academic chairs and college administrators; the Committee on Promotion and Tenure includes department chairs as voting members and academic deans as non-voting members; Policy Council includes equal representation from the three major all campus constituencies, that is, equal numbers of administrators, faculty, and students, each nominated and elected annually by their constituencies.
- Other boards and panels – e.g., the Brooklyn College Association and the Auxiliary Enterprises Corporation – serve specific functions within the College's operations.
- The College benefits from the independently-operated [*Brooklyn College Foundation*](#), which funds scholarships and endowed professorships and administers substantial gifts to the College. The President of the College is a non-voting member of the Board of Trustees of The Brooklyn College Foundation. The 34 trustees and 6 governors who constitute the Board of Trustees serve as an informal advisory body on important college matters.

The different governance bodies on campus, each with distinctive constituencies, have their own presiding officers. The president presides over stated meetings of the faculty, meetings of the Council on Administrative Policy, the Committee on Personnel and Budget, and Policy Council. An elected faculty member presides over Faculty Council. The elected chair of the Liaison Committee of the Council on Administrative Policy presides at meetings of the Committee on Promotion and Tenure. Other administrative officers preside over those boards and commissions that specifically reside within their respective portfolios; e.g., the vice president for finance and administration presides over the Board of Auxiliary Enterprises Corporation. Elected students preside over the undergraduate and graduate student assemblies.

Re-evaluation and renewal of the governance structure is a never-ending process, at the College and at CUNY. Examples of recent adjustments in governance procedures in response to directives from the Board of Trustees include compliance with New York State's Open Meetings

Law and the establishment of CUNY Academic Integrity guidelines. The latter included a provision for the appointment of local academic integrity officers on each campus.

Changes in governance that originated at the College and have been approved by the CUNY Board of Trustees since the 1999 self-study have largely had to do with the processes governing faculty promotion and tenure. In May 2003, as the result of a recommendation by a committee reviewing these processes, the College reconfigured its departments into four divisions (arts, humanities, science, and social science), eliminating two extremely small divisions (performing arts and college services). The composition of the College Review Committee on Faculty Personnel (CRC) was also changed to reflect the new division structure. CRC, which is advisory to the president, is comprised of two tenured full professors nominated by each of the four divisions. Chaired by the provost, this committee reviews the actions of the College Personnel and Tenure committee, together with certain other functions, reporting its recommendations to the president. In 2008-2009, a further revision of the Promotion and Tenure Process has been proposed and is pending approval by the CUNY Board of Trustees (see Chapter 5). A number of other issues related to changes in governance structure are currently being explored, notably within the School of Education, where a committee of faculty is working on a proposal for the administrative restructuring of the School in response to NCATE recommendations.

Engagement of students in governance is uneven. While students have many opportunities to participate in governance, they do not always take advantage of those opportunities—a common phenomenon on commuter campuses where students often have off-campus jobs and family responsibilities. The administration tries to work closely with student government and the Division of Student Affairs to recruit responsible students to serve on college-wide committees and to ensure that students understand the significant role they would play. Student government exists on both the undergraduate and graduate levels, and students participate in elections and follow student government activities. Students may also participate, with voice and vote, in several Faculty Council committees that have immediate bearing on their careers; for example, students are appointed by student government to serve on Faculty Council's Undergraduate Committee on Curriculum and Degree Requirements and on its Committee on the Core Curriculum. In addition, student government officers constitute one third of the membership of Policy Council; they serve actively on the Brooklyn College Association, the Auxiliary Enterprises Corporation, and the Student Technology Fees Committee. Limited student interest has been particularly evident in Policy Council and a discussion of how to enhance its effectiveness is currently on-going.

Clear, open, transparent governance has consistently been a college goal, with different fora serving different populations and their differing needs. An entity as complex as Brooklyn College—which must respond on different levels to local, city, state, and national agencies and authorities—is bound to be governed by a complicated set of mandates and demands. Such complexity is not problematic as long as it is not obfuscatory, but recent faculty surveys (see Chapter 5) combined with the difficulty in recruiting consistent student participation in governance suggest that the college governance has become unwieldy if not impenetrable to its constituents. A comprehensive look at the governance structure, including a formal assessment to determine whether or not the College is organized effectively in various governance and administrative configurations, is warranted.

ORGANIZATION AND ADMINISTRATION

The College is led by President Christoph M. Kimmich and organized into five executive divisions: the Office of the President, the Office of the Provost and Vice President for Academic Affairs, the Office of the Vice President Finance and Administration, the Office of the Vice President of Institutional Advancement, and the Office of the Dean of Student Affairs. For convenience, Appendix D: Brooklyn College Organizational Structure provides an overview of the College's organizational chart, supplemented by a complete set of organization charts in Appendix B: Brooklyn College Self-Study Document Archive. The five major college divisions and their progress toward assessment of institutional effectiveness were discussed in Chapter 2. The significant changes in the College's administration that occurred since the last Middle States evaluation in 1999 are summarized in Appendix E: Brooklyn College Administration. All administrators have the appropriate academic credentials and were appointed by the College and the University following established search procedures.

The administration executes the activities of a complex institution. During the academic year, the president meets weekly with his direct reports both individually and in an executive committee meeting. Once a month, he convenes an expanded executive committee that includes the vice presidents, deans, assistant vice presidents and other senior administrative staff. Agendas for these meetings emanate from action items delineated in the strategic action plan. These committees, and others such as the dean's council (which met regularly through 2007) include high-level administrators from across the college and ensure that coordination among and between administrative offices occur with regularity. That all areas work together for the good of the institution is a core assumption of the administrative structure of the College. Top level administrators meet frequently with members of governance and other constituencies to ensure open lines of communication. Such meetings include: the monthly meetings of the elected CAP Liaison Committee with the president and the provost to discuss issues of interest and concern to the chairs, monthly meetings of the CAP Agenda Committee with the president, provost, and vice president for finance and administration to jointly set the agenda for that month's CAP meeting; and monthly meetings of the Faculty Council Steering Committee with the president and provost before each Faculty Council meeting to review agenda. The president, provost, and 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 higher education officers at CUNY. Similar meetings are convened with representatives from District Council (DC) 37 and other unions representing college staff.

INTEGRITY

In the context of the standards under consideration here, the word "integrity" has two meanings, both of which are relevant to Brooklyn College: the first refers to the soundness of the College's governance, leadership, and administrative structures; the second to the ethical considerations and values that govern the conduct of students, faculty, and staff.

The College's continued growth and its response to twenty-first century challenges, in spite of a history of recurring financial hardships since 1976, is a tribute to the overall integrity of the institution. Guided by strong administrative leadership, the various constituencies at the College – faculty, staff, and students – continue to work together in an atmosphere of mutual respect to implement the strategic plan and align its goals and objectives with those of its members.

Both the College and the University hold students, faculty, and staff to high ethical standards. These standards are outlined in numerous policy statements and manuals. The [CUNY Policy on Academic Integrity](#) and the [Brooklyn College Policy on Academic Integrity](#) define cheating, plagiarism, and other instances of academic dishonesty, and discuss policies and procedures related to such offenses. These policies are overseen by the Faculty Council Committee on Academic Integrity. The Faculty Council Committee on Course and Standing, the Offices of the Dean of Undergraduate Studies and of the Dean of Research and Graduate Studies, the Office of Student Affairs, and the Center for Academic Advisement and Student Success also play an important role in ensuring academic integrity on campus. The *College Bulletins* and faculty syllabi summarize or link to the above web pages so that all students are informed of policies and of their rights should they be accused of violating them. All the information pertaining to academic integrity has also been centralized on the WebCentral portal (see Chapter 4). The latest update of Blackboard in spring 2009 has given faculty access to SafeAssign, a service that allows faculty to check on the originality of coursework and will help ensure a level playing field for all students.

Brooklyn College faculty and staff are also required to meet ethical standards set by CUNY and New York State. All employees of Brooklyn College of the City University of New York are covered by the provisions of the New York State Public Officers Law. The introduction of the *Public Officers Law Handbook* states that “The Ethics in Government Act” was adopted “to restore the public’s trust and confidence in government through the prevention of corruption, favoritism, undue influence and abuses of official position. As part of the Act, the ethics law was amended to establish standards of conduct for state officers and employees, as well as certain political party chairs.” All employees are covered by the provisions of the Governor’s Executive Order No. 1: Establishment of Ethical Conduct Guidelines. As employees of the State of New York, administrators and all faculty who earn more than \$77,661, unless specifically exempted by the Commission, are required annually to complete the New York State Ethics Commission’s Annual Financial Disclosure Form. Chapter 5 provides a complete review of all policies related to the ethical conduct of Brooklyn College faculty.

Besides the manuals listed above, the college community refers to the following documents for guidance: the Brooklyn College Procedures for Implementing the CUNY Policy on Academic Integrity; the IRB Summary; Frequently Asked Questions (FAQs) about Procurement at the City University of New York; CUNY Conflict of Interest Policy; and the strategic plan.

Academic freedom is a long cherished right that also falls under the rubric of institutional integrity. In today’s highly politicized society, freedom of speech and of ideas is not always exempt from attack on college campuses. The Faculty Council Committee on College Integrity is charged with the “responsibility for protecting the reputation and integrity of the College by

prompt comment on such documents, reports, statements or actions as it may judge to be inimical to the welfare of the College.” The Faculty Council and the Professional Staff Congress also play a role in protecting the first amendment rights of faculty and defending the College from outside influences. Chapter 5 further considers the issue of academic freedom, the conference on academic freedom, and follow-up activities sponsored in recent years.

In all aspects of governance, leadership, and administration, the College strives to conform to its own ethical standards as well as to those of the University, City and State. And throughout, the College is committed to the principles of academic freedom and has responded judiciously as these have been challenged.

CAMPUS CULTURE AND COMMUNICATIONS

The strategic plan highlights the centrality of communication in terms of community-building: “The campus community will build a shared sense of purpose only if it is kept apprised of plans and developments....The College’s communications approach...must be conceptually integrated and aligned with strategic-plan goals.” To assure that students and faculty receive current information, much attention is devoted to effective written communications, and the quality and ongoing improvement of communication are a high priority. The latest versions of the undergraduate and graduate bulletins have been completely revamped to reflect all policy changes and updates; more frequent updates in both print and electronic formats are implicit in the technology behind them. The external web site has been re-designed; two versions of the WebCentral portal have brought information and services in customized channels for students, faculty and staff, and a web content management system has been implemented to ensure timely update of critical institutional information. To build community, *News of Interest*, a clipping service issued electronically three times a week, and a common campus-wide weekly electronic newspaper, *Monday Morning*, with announcements, events, and information for the entire campus community, were introduced. A communication plan, originally developed in 2004, is currently being updated. Initiatives that address transparency and communication with specific reference to students are discussed in Chapter 4.

FINDINGS

The College has a well-established governance system that is shared by the president, the college’s administration, the faculty, and the students. Each of these partners has broad and defined areas of responsibility, with authority emanating from the CUNY *Bylaws*, the approved college governance plan, and university collective bargaining agreements. In principle, the governance structure encourages participation in decision-making and provides a forum to voice concerns, express opinions, and present proposals for change in an atmosphere of trust, and mutual respect. In practice, the governance structure may have become overly cumbersome. Evaluation of the governance structure is an ongoing process, and there is a growing awareness that simplification is warranted.

Achievements:

- College governance bodies have supported the goals of the strategic plan.
- Under the leadership of the president, the College has a well-organized administration that works well together to establish and meet specific goals and targets.
- The College has emphasized and enhanced internal and external communications through a variety of improvements.
- The College systematically identifies areas of concern and seeks to address them.

Agenda for the Future:

- Review the College's governance structure to ensure that it is comprehensible and accessible to major constituencies.
- Review the academic administrative structure to ensure that the College is properly organized to achieve its goals.
- Improve the flow of communications, particularly to the student body.

CHAPTER 4: STUDENTS AND INTEGRITY

This chapter addresses Middle States standards 6, 8, and 9

Brooklyn College, in keeping with its mission, regards student success in its various forms as its primary goal. Policies and practices must therefore be designed to facilitate admission, retention, and graduation. Considerable thought and planning have therefore been devoted to these areas, both internally and with the help of consultants, to make sure these areas are effective and that the resources allocated to them are adequate to produce the targeted outcomes.

BROOKLYN COLLEGE STUDENTS

In fall 2008, total enrollment stood at 16,690. Students come chiefly from Brooklyn (77%) and from New York City's other boroughs (17.2%) from the other four boroughs of the City of New York. Of those reporting ethnicity, about 34% were white/non-Hispanic, 21% were Black/non-Hispanic, 12% were Asian/Pacific Islander, and 10% were Hispanic (23% of respondents did not indicate ethnicity).

Undergraduate Enrollment Snapshot for Fall 2008: Undergraduates (n=13,012) constituted 78% of total enrollment, of which 1,358 were first-time freshmen and 1,699 new transfers. Seventy-one percent were full-time students and 93.5% were enrolled in degree programs. Sixty percent were female and about 85% were below the age of 30 (26% under 20; 45% between 20 and 24; 14% between 25 and 29). Undergraduate students are career-oriented—the top five undergraduate majors are Business, Management, and Finance (BS), Accounting, Public Accountancy (BS), Psychology (BA), Childhood Education/Grades 1-6 (BA), and Early Childhood Education/Birth-Grade 2 (BA).

The NSSE survey of spring 2007 shows that, as compared with their counterparts at peer institutions, Brooklyn College first-year students were more likely to spend time caring for dependents (65% versus 37%), commuting to class (98% versus 90%), and working off-campus (55% versus 47%). Brooklyn College seniors spent more time caring for dependents (72% versus 49%), commuting to class (99% versus 93%), and working off campus (73% versus 68%).

A market study of undergraduate applicants (n=520) conducted by Carnegie Communications in 2006-2007 confirmed that the College is perceived as affordable, academically strong, and conveniently located. Students who chose Brooklyn College were influenced by the cost of attendance (52.1%), location (46.2%), attractiveness of the campus (31.4%), diversity of the student body (30.8%), and the CUNY Honors Program (26%). Those who did not cited location (28.3%), reputation as a “back-up” or “safety” school (19.8%), and the absence of majors or programs they wanted (16.9%). Of concern was the finding that some prospective applicants reported little knowledge of the College and its liberal arts curriculum.

Graduate Enrollment Snapshot for Fall 2008: Graduate enrollment (n=3,678) constituted 22% of total enrollment, of which 1,174 were new graduate students. Fourteen percent were full-time students and 88% were enrolled in degree programs. Sixty-nine percent were female. About 22% were 20-24 of age, 58% were 25-39 years of age, and 19% were over 40. The top five

graduate majors are English (MA), Teaching Students with Disabilities/Grades 5-9 Option B (MSED), Middle Childhood Education Teacher: Math Specialist Option C (MSED), School Counseling (MSED), and Adolescence Education: English Teacher Trans B (MA). Career-oriented graduate programs attract the largest numbers of students and affordable tuition is a significant factor. A survey of graduate applicants to ascertain why they choose (or choose not) to attend Brooklyn College and what factors negatively influence their decision has not been conducted and is pending (see Chapter 6).

Retention and Graduation Rates of Brooklyn College Students: The College monitors [retention and graduation rates](#) of all student cohorts and posts them on the longitudinal tables (BCLAP) in the Institutional Data section on the website of the Office of Finance, Budget, and Planning/Comptroller.

Students enrolling as first-time, degree-seeking freshmen at Brooklyn College tend to return in high numbers. In the fall 2007 cohort, 77.2% of 1,272 returned to the College for a second year. The six-year graduation rate for Fall 2002 first-time, full-time baccalaureate-seeking freshmen was 43.5%.

The current year outcomes are slightly below the ten-year averages. Comparisons with peer institutions produced by the Consortium for Student Retention Data and Exchange (CSRDE) show Brooklyn College's results to be consistently positive. In the prior year study, the College ranked sixth for its one-year retention rate and eighth for its six-year graduation rate among 21 participating peer institutions.

Average Brooklyn College Retention and Graduation Rates, 1998-2007

	<i>1-Year Retention Rate</i>	<i>2-Year Retention Rate</i>	<i>4-Year Graduation Rate</i>	<i>6-Year Graduation Rate</i>
First-Time, Full-Time Baccalaureate Degree-seeking Freshmen	79.0%	65.1%	19.6%	43.8%
Full-time Baccalaureate Degree-seeking Transfers	72.5%	52.5%	41.5%	50.1%
Master's Degree-seeking Graduate Students	78.9%	39.8%	63.6%	67.0%

ADMISSIONS

At Brooklyn College, the Office of Enrollment Services is responsible for admissions, financial aid, scholarship, testing, and registrarial functions. Since fall 2007, when it was assigned *pro tem* to the vice president for finance and administration, Enrollment Services has undergone considerable change. A search was launched for an assistant vice president to lead the unit;

other key leadership positions were filled or are being searched. To fill in, the consulting firm of Maguire Associates provided support to the unit from early 2008 until fall 2008 (when a director of undergraduate admissions was hired). In the meantime, the Office has seen significant changes in its organization, procedures, staffing and personnel, and the application of technology to reach out to and support prospective students. The Office will be returned to the Provost's portfolio by fall 2009.

With respect to Admissions processes, the mandates in the strategic plan are clear, and most are well underway:

- Reorganize recruitment and enrollment services
- Apply technologies to stay in touch with applicants through the enrollment process
- Review admissions criteria annually, responding to College goals and CUNY targets.

Admissions Policies and Procedures: The College admits students who, because of their preparation, qualifications, and educational goals, can succeed here. Admissions policies and procedures are posted in their most current and comprehensive form on the [Brooklyn College Admissions website](#). Customized information is available for first-year students, transfer students, graduate students, international students, visiting students, returning students, and students in PACE (Continuing Education). A Virtual Adviser web service invites prospective students to submit real-time questions to an on-duty representative and provides timely follow-up to questions posed during off-hours.

CUNY's Centralized Undergraduate Admissions Process: The College's undergraduate admissions processing is administered by the CUNY University Applications Processing Center (UAPC). Of long-standing, this coordinated process involves close cooperation between the College and the University. UAPC allows candidates for first year admission to apply to six CUNY colleges and transfers to apply to four; multiple applications are strongly encouraged. Brooklyn College reviews the centrally processed applications and makes admissions decisions. The centralized process especially facilitates the admission of the large and growing number of intra-university transfer students by automatically assembling all CUNY transcripts in the admissions portfolio. Intra-university transfers are also assisted by the [Transfer Information & Program Planning System](#) (TIPPS), a course equivalency database that helps applicants select their CUNY transfer destination and plan their transfer programs. Cooperation between the College and the University in admissions also extends to joint marketing efforts, most notably a pilot program aimed at recruitment for senior colleges in the outer boroughs that will be launched in 2008-2009. An essential component of the College's Admissions web resource therefore is a link to the [City University of New York Admissions web site](#).

Undergraduate Admission: In fall 2008, prospective students qualified for admission with a score of 950 in the SAT and, if they scored 480 on each of the writing and verbal portions of the SAT, were exempt from taking the CUNY Skills Assessment Tests in mathematics, reading and writing. The mean SAT score of regularly admitted first-time, full-time freshmen enrolled in baccalaureate programs was 1040. The mean college admissions average (CAA) of regularly admitted first-time full-time freshmen rose from 84.5 in fall 2003 to 85.1 in fall 2007 and to 85.9 in fall 2008. Admissions criteria follow CUNY guidelines but the College annually adjusts the admissions index based on a variety of simulations. Fall 2009 admissions criteria have been

adjusted to increase selectivity. (Information about the assessment tests is available on the [CUNY Office of Academic Affairs Testing web site](#); test registration and sample test materials are available also on the [Brooklyn College Office of Testing web site](#).)

Graduate Admission: Admission to the Division of Graduate Studies is coordinated through the College's Admissions Office. [Admissions criteria for graduate programs](#) are set by departments and programs, which also make graduate admissions decisions. A significant early outcome of the reorganization of the Office of Enrollment Services, following careful assessment, was the introduction of an [online Brooklyn College graduate admissions application](#), including a [status-checking](#) feature that allows prospective students to determine completeness of their application and monitor progress. This service was designed and implemented in order to correct an outdated manual system fraught with multiple points of failure and that could not but discourage applicants and exasperate faculty and admissions staff. With no changes in recruiting practices, the redesigned online process resulted in 27 more applications, 500 more completed, and a 19.4% increase in graduate degree-seeking student enrollment in fall 2008 as compared with fall 2007. Additional improvements in the technology supporting graduate applications are currently under development.

Efforts to build a coordinated marketing plan have begun. Priority will continue to be given to shaping entering classes to ensure that admitted students meet University requirements and fit the College's mission and priorities.

Financial Aid: CUNY offers eligible students a full program of federal and state grants, loans, and work-study programs. The annual tuition for full-time undergraduate students is \$4,000 for in-state residents and, for in-state graduate students, \$6,400. In 2007-2008, the College's financial aid office administered \$37.8 million in need-based scholarships and grants, \$21.5 million in student loans, \$616,000 in federal work study to undergraduate students directly, and \$185,000 in loans to parents of undergraduate students. The awards went to 75% of full-time undergraduate students and 41.3% of part-time undergraduate students. On average, needs-based awards granted in 2007-2008 met 99% of financial need. Institutional scholarships and awards for the same period totaled \$2.1M. The complete [student fee schedule](#) appears under Financing Your Education in the admissions section of the college web site.

As with undergraduate admissions, financial aid is a joint effort between the University and the College. In order to receive financial aid, students must complete both the FAFSA and TAP applications and a CUNY Financial Aid Supplement Form (used for APTS/part-time student awards). The CUNY online resource includes three particularly useful tools—the [CUNY Financial Aid Estimator](#); a tabular [summary of available financial aid resources](#) citing requirements and award limits; and a financial aid application status-checking feature. Information is supplied prominently on CUNY's Policy on Satisfactory Academic Progress for Financial Aid Purposes. The latest information on financial aid policies and procedures is posted on the [CUNY Financial Aid website](#) and on the college website under [Financing Your Education](#).

Within the next five years, all functions in Enrollment Services (Admissions, Financial Aid, Registrar, and allied offices) will be revolutionized by the implementation of the *CUNYfirst* ERP

program (see Chapter 2). The introduction of this powerful infrastructure for integrating student records, financial, and human resource systems holds great promise for enhanced services to students as they apply to the College, register, receive financial and scholarship aid, pay tuition, and request transcripts and other services.

ATTRACTING OUTSTANDING STUDENTS

Undergraduate Honors Programs: Brooklyn College offers several selective programs to applicants prepared and qualified for an honors experience in their undergraduate studies. The [Brooklyn College Honors Academy](#), which occupies its own quarters on campus, enrolls about 350 high-achieving and motivated students in six distinctive programs. Freshmen are admitted to the *William E. Macaulay Honors College*, the City University of New York inter-college honors program; the *Scholars Program*, a four-year program in interdisciplinary honors studies; the *Coordinated B.A.-M.D. Program*, a four-year program for students guaranteed entrance to the State University of New York Downstate College of Medicine; and *Honors Engineering*, a two-year engineering curriculum leading to transfer to engineering programs elsewhere. The *Mellon Mays Undergraduate Fellowship* program, for students from underrepresented groups considering scholarly study in the humanities and other fields, and *Minority Access to Research Careers (MARC)*, an NIH-funded program in the sciences for minority students, admit upper-division students. The *Dean's List Honors Research Program* is for those who wish to do honors-level research. The Honors Academy has a rotating scholar in residence, the endowed Carol Zicklin Chair in the Honors Academy, who serves as an intellectual anchor. Recent Honors Academy graduates have compiled an impressive record of awards, including a Rhodes Scholarship, a Harry S. Truman Fellowship, a finalist for the Marshall Scholarship, and fellowships at prestigious graduate schools throughout the country.

SPECIAL OPPORTUNITY PROGRAMS

The College maintains its commitment to improve the educational attainments of students with either special needs or special interests through several special opportunity programs.

[Search for Education, Elevation, and Knowledge Program \(SEEK\)](#) is CUNY's higher education opportunity program, established some 40 years ago to provide comprehensive academic support to assist students who otherwise might not be able to attend college due to educational and financial circumstances. The College's SEEK program enrolls about 800 undergraduate students and is one of the most successful in CUNY: the graduation rate for the SEEK Class of 2002 is 40%; 30% of enrolled SEEK students have a GPA greater than 3.0 and are on the SEEK honors list; 13.7% of SEEK students made the dean's list in spring 2008; and 92% of all SEEK students pass the CUNY Proficiency Exam on their first attempt (for more on the CPE, see Chapter 7).

Other targeted special opportunity programs are the Center for Achievement in Science Education (CASE); Brooklyn Opportunities in Science and Careers (BOSC); the Collegiate Science and Technology Entry Program (CSTEP); and the New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) in Science, Technology, Engineering, and

Mathematics (STEM). Each of these programs supports the entry of NSF-defined minority students into science majors and careers.

Professional Advancement and Continuing Education (PACE) offers a variety of courses and a full-time program for ESL students under the American Language Academy (see Chapter 6).

PREPARING QUALIFIED APPLICANTS

A host of CUNY, College, and grant-funded programs and services reach thousands of K-12 students in the borough of Brooklyn to prepare them for college study and, in some cases, to offer opportunities to earn college credit. Students in the School of Education complete their student teaching in 50 elementary, middle, and high schools throughout the borough. Ten School of Education faculty members are embedded in three partnership schools (the Performing Arts and Technology High School, the Brooklyn College Academy, and the Bushwick High School for Social Justice), where they develop teachers, provide guidance services, and teach or conduct research. The College is directly involved in several affiliated or collaborative programs with the New York City Department of Education: College Now at Brooklyn College; the Brooklyn College Academy (BCA), named one of the top-performing schools by the New York City Department of Education Chancellor Joel Klein in June 2003; and the Science, Technology and Research (STAR) Early College High School (a member of the Woodrow Wilson National Faculty Fellowship Foundation Early College Network, opened in 2003 in partnership with the Gateway Institute for Pre-College Education and one of the first 75 early college high schools of 260 planned nationally and funded by the Bill and Melinda E. Gates Foundation). The well-funded Brooklyn College Community Partnership (BCCP) links the College to communities in the borough and seeks to create networks of educational innovation with local high schools and colleges. BCCP reaches over 1,500 students annually.

The chief challenge of the many successful K-12 programs is coordination of effort to ensure that communication with partner schools is consistent, disparate college programs are working in unison at partner school sites, and the limited resources of these programs are leveraged to assure highest quality and widest possible range of services at partner sites. To this end, a Braiding Resources Committee was created in fall 2005 to bring together all the major players in school-college collaboration throughout the College and coordinate their activities.

RETENTION AND GRADUATION

The College's strategic plan asserts a vision for retaining and graduating students. While both retention and graduation rates have increased incrementally over the past decade, clearly more can be done to support students as they struggle to adjust to the first year, survive the legendary "sophomore slump," and progress toward timely graduation. Massive efforts and resources have been invested in programs that orient new students, ground them in habits of highly successful students, create intentional links between curricular and co-curricular activities, and demystify the connection between the foundational knowledge of the liberal arts and practical career preparation. The Office of the Dean of Undergraduate Studies and the Office of the Dean of Student Affairs work with academic departments to achieve these goals. Funding has been provided through the operating budget, designated allocations under CUNY Compact, and

programmatic allocations under both the CUNY Coordinated Undergraduate Education program and the CUNY Campaign for Success (see Chapter 1). Both Student Affairs and Undergraduate Studies have significantly reorganized and launched planning and assessment activities that advance the goal of becoming a student-centered campus. Their efforts to develop programs and benchmarks for success have been aided by participation in CUNY initiatives and in the national Foundations of Excellence Project. They have worked assiduously to form an effective partnership to promote a college-wide understanding that student learning is a shared responsibility that takes place both in the classroom and through co-curricular activities. In a series of seminars for faculty, staff, and students, they canvassed the results of the 2007 National Survey of Student Engagement, the unique characteristics of Brooklyn College students, and how their experiences compare to those of students at selected peer institutions. Both divisions, in concert with the Campaign for Success Task Force, have conducted extensive reviews of NSSE data and the results of the CUNY Student Experience Survey so as to shape programs for students and professional development opportunities for faculty.

Major Programmatic Initiatives:

- The ***Center for Academic Advisement and Student Success (CAASS)*** has been streamlined and designed to serve first- and second-year students more effectively. Professional staff was added, service hours were increased, and a variety of retention intervention programs was implemented (see Chapter 2). Aided by technology tools such as *DegreeProgress* (which generates individualized roadmaps of degree requirements), online declaration of the major, Student Academic Progress Alerts (SAPA, an early warning system that identifies at-risk students), CAASS has extended its reach and achieved its first milestones in establishing a culture of coordinated, user-friendly and service-oriented advising. One of the most successful early outcomes of the transformed CAASS has been the growth in the number of freshmen who earn 30 credits in their first year. By the second year of frequent, consistent, and proactive advising, the average number of credits earned by first-time, full-time freshmen in the fall 2007 cohort rose to 24.3 compared to the 22.9 average number of credits earned by the fall 2005 cohort. The strategic plan calls for a total transformation of the academic advising process, forging stronger links between CAASS' professional advising staff and faculty advisors within the majors. At present, academic advising at the level of undergraduate majors varies widely from department to department. Coordination of effort between CAASS and academic advising in the majors will continue to be high on the list of priorities for the Dean's Office over the next five years. One strategy under consideration is having CAASS train a cadre of peer advisors who will work within the departments to supplement and extend the reach of faculty advisors.
- The **First College Year Program** has been successfully expanded. Pre-freshman summer institutes, a freshman common reading program, expanded orientation programming, and freshman learning communities, especially one on sustainability issues that responds to student demand and faculty interest, are integral components of the program. A recent, significant addition to the learning community block schedule is an interdisciplinary First Year Seminar course, IDS 2.1: Personal Counseling. A two-credit course, it examines the psychological, socio-cultural, and educational components in the growth and development of college students. Funding from the Mellon Foundation has

made it possible to design a 0-60 credit program that is now ready for review and adoption.

- ***Support for Timely Graduation:*** Since its inception in 2001, [The On Course Advantage \(TOCA\)](#) has been assisting eligible students in their progress toward timely graduation by providing special privileges such as early registration appointments and a guarantee that required courses or suitable substitutes are available. TOCA enrolls around 10% of the total undergraduate population. Students who are unable to take required courses at their home campus are assisted by the online *CUNY e-Permit* application (implemented in fall 2003) that provides listings and descriptions of similar courses at other CUNY colleges and allows for online approval of the proposed e-Permit course. These two highly successful programs contribute to more timely degree completion by a significant number of students each year.

In this respect, TOCA and e-Permit programs aside, students would also benefit from a curriculum mapping initiative that clearly indicates which required and elective courses will be taught in which semesters over a minimum of two academic years. Students as well as the departments that serve them would have an efficient planning tool to speed progress toward the degree. Discussions have begun on how to shape and implement such a project.

- ***Transfer Students*** have been targeted as a group for enhanced services and much has been done to ease their transition to the College:
 - Historically, Brooklyn has been one of the leaders in evaluating CUNY courses for transfer in the CUNY transfer database (TIPPS). Last year, by concerted efforts in the academic departments, the percentage of evaluated courses designated as non-transferable in TIPPS was reduced from 30.1% to 23.6%.
 - Evaluation of transfer credit has proceeded slowly and transfer students have sometimes been on campus for a full semester before their transcripts were completely evaluated. One attempt to address this problem was the development of a central bank of evaluated transfer courses located in the Registrar's Office. Once a course has been evaluated by an academic department, the Registrar has the right automatically to assign credit for it henceforth. To address the problem further, transfer evaluation days were re-introduced in fall 2008 and continued in spring 2009 to speed the evaluation of courses on site and to minimize the duplication of credits earned.
 - In 2007, the School of Education has given special training to an advisor to facilitate the transfer of students from Borough of Manhattan Community College and from Kingsborough Community College. Advising takes place on-site at least once each semester and operates with articulation agreements both community colleges have with Brooklyn College. Transfer students are walked through a list of the courses, field requirements, and degree requirements that must be completed so as to get a clear sense of what is in store for them.

- An advising handbook for transfer students was published in 2008 and orientation for entering transfer students was revised. These initiatives supplement the preexisting website of the Office of Transfer Student Services. A Coordinator of Transfer Student Services was hired in 2004 and an additional transfer student advisor was hired four years later. Transfer Interest Groups (TIGs), a series of workshops orienting entering transfer students to academic departments and helping them bond with each other and the College, have been in place since 2004, with subsequent changes based on student feedback.

Despite these efforts, student experience surveys indicate that more properly timed and specially tailored services for transfer student are necessary.

- ***Graduate Students:*** The CUNY Graduate Investment Program (GIP), coordinated on campus by the Dean of Research and Graduate Programs, was launched in 2005 to enhance services to graduate students. GIP has funded additional staff in the Office of the Dean -- a graduate student services coordinator and a CUNY college assistant – to build up delivery of services to students and graduate deputies. GIP has also funded various workshops designed to improve student success and skills including grant writing and public speaking. Thus, students seeking help with research or thesis preparation can take advantage of a graduate writing assistance program, set up in conjunction with the Learning Center. GIP funds have also been used to enable students to attend professional conferences and to participate in an on-campus internship program.
- The [Learning Center](#) offers free tutoring to students in courses across the curriculum, most particularly in designated gateway courses. The Center employs national models such as Peer Led Team Learning (PLTL) and Supplemental Instruction (SI). It provides tutoring in writing, Smarttutor online tutorials, “fields” writing tutors (i.e., tutors attached to a specific department or program), mounts intensive workshops that help students prepare for the CUNY Proficiency Exam (CPE), and, as noted above, sponsors workshops for graduate students.
- The [Magner Center for Career Development and Internships](#), created in 2003 with the generous support of Marge Magner ('69), promotes student success by facilitating access to the world of work. It specializes in career assessments, professional skills development, internship opportunities, an e-recruiting system that links to over 3,600 high profile companies, alumni mentoring, and a corporate visitors program (see Chapter 2). In 2007-2008, 2,801 Brooklyn College students were placed in internships: 75 of them received Magner Center stipends totaling over \$224,000 that underwrote unpaid, place-based learning experiences students would otherwise have been unable to afford. The center collaborates with CAASS to offer targeted advisement on selection of a major and to support students on probation. The Magner Center web site has been transformed into a **Virtual Career Center** that will be delivered to students through the WebCentral Portal.
- ***The Center for Student Disability Services*** (which has expanded its installed technology base to accommodate all disabled students and is conducting assessment to determine

possible further expansion) and the *Office of International Students* (which helps orient international students and monitors compliance with applicable regulations) have introduced service improvements to support targeted populations.

- An array of *co-curricular activities* brings students, faculty and Student Affairs staff together to address college and civic issues and to bond students to the College. Among some popular and effective programs are “Cool Calls,” a SERVA activity that enlists student volunteers in college-wide retention efforts by telephoning hundreds of freshmen and transfer students each year to follow up on their initial experiences at the College; the Annual Student Leadership Retreat (involving 30 campus leaders each year); the recently launched Student Coaching Initiative; and dozens of events exploring and celebrating the theme of diversity, such as the annual “Make a Difference Dinner” and the “Dialogues, Diversity and Desserts Seminars.”

STUDENT ACTIVITIES AND SERVICES

In 2006, the Division of Student Affairs was reorganized and renamed, and, in the process, adopted a divisional learning outcomes assessment framework. The overarching goal of the division is “guiding each student to enhanced personal and academic success” and its programs touch the lives of students from initial orientation through commencement. The [goals of the Division of Student Affairs](#) are articulated on the college website and specifically linked to the mission and the ten learning goals (see Chapter 6): foster knowledge of others; build skills in communication; develop cultural understanding; promote civic engagement; encourage service; build positive personal and group social interaction; create community; build team spirit; and promote health and wellness. The division is most particularly committed to the diversity and inclusion program (see Chapter 1). It is proactive in identifying and resolving obstacles to community building through numerous dialogues, a newly reorganized Judicial Affairs program, and the Student Ombudsperson Services. In the surrounding communities, Brooklyn College students continue to provide significant service through the SERVA (Students Engaged in Responsible Volunteer Action) program.

The *Brooklyn College Student Center* and its newly renovated state-of-the-art conference center aim to be an island of respite for the College’s commuter students. It is a setting for linking curricular and co-curricular activity and for having students become model citizens. By participating in the Library of Congress Story Corps project, the center provides students with an opportunity to contribute personal narratives to a virtual “time capsule,” contributing reflections on community, volunteerism, diversity, and their experience as college students. In collaboration with the Entrepreneurship Program in the Department of Economics, the center becomes a learning laboratory for marketing students who gain course credit for their work in operating a small business in the Student Center Café and through the planning and production of major promotional events such as the Halloween Party and the Spring Fever Festival. Students come to appreciate the value of community service as they engage in event planning and production services for neighborhood organizations and small businesses.

Student Development and Activities: The Center for Student Development and Leadership Programs oversees student involvement in clubs and organizations, leadership training, and diversity events. Students are represented in college governance by three separate student

governments: the Graduate Student Organization (GSO), the College of Liberal Arts and Sciences (CLAS), and the School of General Studies (SGS). Various fora for discussion and resolution of student governance-related issues have been developed to anticipate potential conflicts and address student concerns. A major breakthrough over the past two years was the replacement of an outdated budget system with an effective process that serves registered student organizations, of which there are about 100, including two newspapers, [*Kingsman*](#) and [*Excelsior*](#). Clubs and student allocating bodies now operate with much greater efficiency.

Athletics: The [Division of Recreation, Intramurals, and Intercollegiate Athletics](#) conducts and oversees the athletics programs of the College. There are ten teams (five each for men and for women) that compete in Division III of the National Collegiate Athletic Association. When it opens in 2009, the new West Quad building will house the College's athletic programs in state-of-the-art facilities with a fitness center, swimming pool and high-diving board, competition and practice gymnasiums, a dance studio, and racquetball courts (see Chapter 2). CUNY Compact funds have provided expanded hours and additional equipment in athletics facilities and have enabled the introduction of a scholar athlete initiative (EPASO) that provides intervention and counseling to keep athletes on track academically.

Student Support Services: The College offers a range of services to assist students with health and wellness issues. Free health care is available at the health clinic (acknowledged to be one of the leading CUNY on-campus health programs). The Health Programs/Immunization Office was relocated to larger quarters, and staffing and services were expanded to assure compliance with State immunization laws. Perhaps the greatest challenge student face in health issues is access to affordable health insurance; viable options are being explored in conjunction with CUNY. An emergency medical volunteer squad serves students and members of the college community. Assistance for veterans and reservists is available through the Veterans Affairs and Counseling Program; a lay advocate program provides free legal counseling. Among the improvements in student services over the past decade has been the transformation of personal counseling from its previous home within a multi-function center to a stand-alone service that increased the number of individual students served by 60%, doubled group services, and expanded hours to include weekends and four evenings per week during the academic year.

FRAMING COLLEGE WIDE SERVICES FOR OPTIMAL EFFECTIVENESS

In the strategic plan, the College embraces the ideal of creating a student-centered campus that is welcoming and hospitable, and that supports students from admissions through graduation. To realize that ideal, the College early on commissioned a variety of [assessment surveys of the Brooklyn College student experience](#) (including national assessment instruments such as the Noel Levitz and the National Survey of Student Experience and internal College and CUNY student experience surveys). They found, *inter alii*, that service-oriented offices were not functioning optimally. This phenomenon became known as “Brooklyn College Run-Around.” Cast since then as a campus culture/civility issue, it is being addressed in new faculty and staff orientations, by training sessions for managers and staff, and through employee recognition programs. A concerted effort targeting the college community as a whole was launched jointly by the Division of Student Affairs and Human Resource Services in 2008-2009.

Illustrative of the many on-campus and online service improvements that have contributed to a marked decline in the number of student complaints in recent years are the following:

- Ongoing efforts to identify and eliminate obsolete and hence obstructive rules and regulations, streamline procedures, coordinate services, and introduce student-friendly processes such as Fresh Start into everyday operations.
- A registration task force composed of the heads of all offices involved in registration meets to identify and resolve (either on the spot or within a few weeks) problems and glitches that occurred during registration.
- **The Enrollment Services Center (ESC)** began life as a one-stop resource center that provided evening students with access to consolidated services by the registrar, bursar, and financial aid. Its services were so well received that the program was broadened to deliver consolidated services to all students—and to serve as a prototype for the kind of integrated services that will be available in the new West Quad building (see Chapter 2).
- **WebCentral Portal** is an accessible online platform that provides information, facilitates communication among faculty, staff, and students, and allows students to conduct many administrative transactions 24/7.
- Online services in the **Scholarship Office** (see Chapter 2) provide access to information about programs and scholarships, allow students to manage their own applications, reduce significantly the time it takes to complete an application, and facilitate award notifications. It has led to the disbursement of nearly double the amount of scholarship funds available in 2001.
- With the help of Compact funds, the Brooklyn College **Call Center** was implemented in early 2008 in three pilot offices—Registrar, Admissions, and the Enrollment Services Center—to ensure that students calling for assistance are not kept waiting unreasonably long. In assessing its effectiveness, a centralized Call Center was established to take calls from prospective students.
- **Housing:** By fall 2010 at the latest, some 220 students will be able to reside in a newly constructed and reasonably priced multi-story student residence located two blocks from campus. The College will assume referral service to this privately-owned and operated residence hall (see Chapter 2).

COMMUNICATING STUDENT RIGHTS AND RESPONSIBILITIES

Academic Policies and Student Rights and Responsibilities: Brooklyn College students are expected to understand and adhere to the basic tenets of academic and intellectual freedom and exhibit ethical behavior. At freshman orientation, they are given copies of and introduced to current policies, rights, and responsibilities. These are posted, most comprehensively, on the college website under [Policies, Rights and Regulations](#). They are explained and referenced also in the [College Bulletins](#) and [The Brooklyn College Student Handbook, June 2007](#).

Communication: Communication with students is a major institutional priority (see Chapter 3). Information regarding the College's co-curricular activities is disseminated systematically so as to capture student interest. A variety of strategies are employed: E-bursts (e-mail notifications); bulletin boards; plasma screens and peer information programs; newsletters; and a student-run information booth. To increase the flow of information, Student Affairs launched an awareness campaign to promote these communications channels. The *Student Information Booth* and the *Mobile Information Booth* are staffed by volunteers who are chosen for their service orientation and who provide in-person assistance and a live-chat feature on the college web site to respond to questions. The Brooklyn College *town hall meeting* model is based on the principle that all participants have the right to express their views and opinions and to ask questions without fear of negative consequences, thus helping reinforce the basic tenets of academic and intellectual freedom and ethical behavior.

Transparency: Equitable and consistent treatment of constituencies is addressed through the following:

- Publication of all degree requirements in college bulletins and a formal process for certification of eligibility for graduation based on those requirements conducted by the Office of the Registrar.
- Student discipline policy and pertinent procedures are set forth in the *Student Handbook*.
- Student evaluations of teaching, with results available online each semester.
- Student options for redress on such issues as grade appeals, which are pursued through a clearly defined and widely published procedure.
- Copies of the *Student Handbook* distributed in print and available online.
- An Ombudsperson to ensure that the College is responsive to student concerns and problems, and an Office of Judicial Services to address issues related to student rights, responsibilities, and campus policies.
- A town hall meeting each semester, convened by the Dean of Student Affairs, to discuss student concerns and grievances.
- College and University policies regarding academic freedom, academic integrity, and student and faculty conduct are published online and included in student and faculty handbooks.

FINDINGS

Achievements:

- Retention and Graduation rates have improved overall.
- The Office of the Dean of Undergraduate Studies has been reorganized. Services to undergraduates, such as the transformation of CAASS advising services and streamlined support services for transfer students, have been introduced or enhanced.
- The Division of Student Affairs has been reorganized to be fully aligned with the mission (especially the student-oriented goal of the strategic plan) and has built a learning outcomes assessment framework and program for divisional activities.

- On-campus and online services such as the Enrollment Services Center, the Call Center, and the WebCentral Portal—all of which respond directly to student needs and deliberately link major resources with a major college priority – have moved the College toward the goal of being a Student-Oriented Campus.
- Enrollment Services: the graduate application process was revised; graduate enrollment has increased; Enrollment Services is being reorganized; and the search for an assistant vice president for enrollment services is underway.

Agenda for the Future:

- Foster yet more a college wide understanding and culture of student learning as a responsibility shared by curricular and co-curricular activities and pursuits.
- Complete the reorganization of Enrollment Services; restore the unit to oversight by the provost; draw up and refine marketing and recruitment plans.
- Further improve Retention and Graduation rates through well-designed and carefully assessed programs such as those conducted under the auspices of the Dean of Undergraduate Studies and the Campaign for Success/CUE.
- Implement Curriculum Mapping to support students in their progress to timely graduation.
- Improve yet further services to Transfer Students, especially efforts rapidly to integrate transfer students into the college community through timely evaluation of transfer credits. Develop and monitor the effectiveness of additional services properly timed and specially tailored to transfer students.
- Review and enhance services to Graduate Students (see Chapter 6)
- Strengthen yet further efforts to eliminate lingering traces of the “Brooklyn College Run-Around.”

CHAPTER 5: FACULTY AND INTEGRITY

This chapter addresses Middle States standards 10 and 6

Brooklyn College has in this period more than compensated for decades of little faculty hiring. The arrival of significant numbers of new faculty has not only rejuvenated the professoriate but begun to change faculty culture. The new appointments are tech-savvy, open to new pedagogies and research agendas, committed to public education, and at ease in the role of teachers, advisers, and mentors. Sustained efforts are being made to integrate them into campus life, paralleling efforts that extend support to and improve the quality of life for senior faculty.

THE BROOKLYN COLLEGE FACULTY

As of fall 2008, the Brooklyn College faculty consisted of 538 full-time and 851 part-time members, with 4 new faculty members having arrived in February 2009.

Of the 538 full-time faculty, 507 are tenured or on tenure-track lines; the rest hold visiting or substitute positions. Of the tenured and tenure-track faculty, 197 (39%) are full, 154 (30%) associate, and 156 (31%) assistant professors. Ninety-three percent of the full-time faculty have a Ph.D. or equivalent (e.g., Ed.D. or J.D. degrees). The CUNY *Bylaws* allow for exceptions: 1.5% of the faculty have been granted waivers in light of their accomplishments, 4.5% hold masters degrees (instructors), and about 1% have only bachelors degrees (lecturers). The mean age of the faculty is 53. Forty-four percent are female. About 77.5% are white, 9% Asian, 7% black (non-Hispanic), 6% Hispanic, and 0.5% Native American/Alaskan.

In 1999, by contrast, the College employed 487 full-time and 493 part-time faculty members. Since then, the former have increased by about 10%, the latter by about 65%. In 1999, about 59% were full professors, 23% associate professors, 13% assistant professors, and 5% lecturers. Today assistant and associate professors constitute the majority of the full-time faculty—a shift that marks progress in addressing the “missing middle generation” referred to in the 1999 self-study.

Replacing the “Missing Middle Generation” and Building the Faculty of the Future:

Beginning in 2000, the College and the University entered an unprecedented era of faculty hiring (funded by resources from both). As a result of new faculty hiring and normal replacements, some 60% of the current faculty has been hired since 2000. The new appointments hold degrees from some of the world’s finest universities, bring a wide range of experiences and knowledge, and reflect the College’s vision of a dynamic faculty as expressed in the strategic plan. According to a survey in spring 2008, the new faculty was attracted chiefly by the College’s geographic location, prospects for tenure, and personal commitments to a diverse student body and to public education.

Faculty hiring is an institutional priority. As shown in the table below, full professors represent more than a third of the full-time faculty and are on average 61.4 years old. Seventeen of the 28 academic departments currently have substantial numbers in this group. In order to make the most effective and strategic use of vacated faculty lines, the College must develop a comprehensive long-range succession plan. In spring 2002, requests for new faculty lines were

standardized in a new format and department chairs were asked to link their requests to their departmental goals, five-year plans (depending on their place in the APR cycle), and the strategic plan. The first formal step to introduce succession planning into new faculty line requests was taken in spring 2008. Departments are provided with lists of faculty likely to retire within five years and asked to consider these potential retirements as opportunities to plan and implement programmatic and curricular change; requests must be made in the context of well-developed departmental strategic plans that are linked to institutional goals. The graying of the faculty is a national phenomenon, but local efforts to address succession planning will continue, consistent with parallel CUNY activities.

Average Faculty Age Distribution by Academic Rank

	Distinguished Professor	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total
Headcount	9	200	155	113	2	17	496
Average Age	63.0	61.4	52.0	43.6	33.5	60.5	54.3

Recruiting a Distinguished and Diverse Faculty: In part, success in faculty hiring depends on how searches are conducted. According to faculty survey responses, 82% assessed the search process as good to excellent in adhering to professional standards, i.e., treating all applicants fairly, taking the responsibilities of the process seriously, and handling the hiring process with civility. With respect to identifying a sufficient applicant pool and hiring candidates that are the best fit for the department, nearly two-thirds rated the process as good to excellent.

So as to ensure that faculty are recruited and hired from the broadest possible applicant pool, department chairs and search committees work closely with the Office of Affirmative Action, Compliance, and Diversity and the Office of Human Resource Services. The College's diversity plan has guided all searches since 2000. Going forward, the successor plan will do the same for future searches (see Chapter 1). In all, diversity hiring has become part of the College culture, and faculty surveys confirm that.

Over the past decade, about half of new faculty members were women. Despite expanded recruiting efforts, the percent of other underrepresented groups increased incrementally, with the largest increase among Asians and smaller increases among black and Latino groups (see chart below). Members of traditionally underrepresented groups, particularly blacks and Latinos, once hired, tend to stay.

Brooklyn College Faculty, Percent by Ethnicity and Gender, Fall 2000 and 2007*

	Black	Latino	Asian	White	Male	Female
Fall 2000	5.7	4.8	5.9	83.1	64.8	35.2
Fall 2007	7.0	6.0	8.7	77.9	59.2	40.8

***Information from the University Affirmative Action Summary Report**

The impediments, as faculty survey results and anecdotal feedback suggest, are the comparatively low salaries, at odds with the cost of living in New York City, and the large teaching load. These impediments, while largely outside of College control, will likely affect both recruitment and retention of faculty, and the College must find ways to address them if it is to replenish faculty ranks.

Embracing New Faculty: As new faculty arrived in numbers each year, efforts were expanded to integrate them into the College community and to provide them with a context for the College, their students, and the borough of Brooklyn.

A New Faculty Orientation Program, introduced in 1999, began as a welcome luncheon and has since evolved into a series of events that starts the week before the fall semester and extends through the first two years of employment. A two-day kick-off event in late August includes a half-day bus tour of Brooklyn, visiting the neighborhoods from whence many students come, campus tours, a reception at the president's residence, and another full day organized by the Center for Teaching that provides detailed information about students, pedagogic strategies that can enhance learning, and support services that faculty may find useful. Follow-up sessions and workshops cover a broad spectrum of essential issues: reappointment, tenure, and promotion; student affairs; undergraduate education; research and grants; and information technology services. During intersession in the first and second years, a full-day retreat for new faculty concentrates on critical institutional programs and priorities. The program grounds new faculty in the College, provides them with an opportunity to develop critical collegial relationships outside of their home department, and gives them a forum for direct access to the provost and other academic leaders on issues of universal concern. To provide them with a full record of matters pertaining to the College, a [Faculty Handbook](#), originally published in 2003 and updated in 2007, is distributed in hard copy and posted online. Survey results confirm the usefulness of this approach. More than three quarters of the full-time faculty reported that they believe this program is effective in integrating new faculty into College life, while less than half reported department orientation activities to be similarly effective.

Adjunct Faculty: Programs directed at the integration of adjunct faculty have not always been as useful, due often to the limited amount of time that part-time faculty spend on campus. A model among departments is the comprehensive orientation program the Department of Theater has put together for the working actors and directors who make up much of its adjunct faculty. A multi-part orientation for its part-time faculty includes an assessment/evaluation component that addresses teaching effectiveness. In the College at large, the Writing Across the Curriculum program provides adjunct training, the Core Coordinators have begun to confront the issue, and the recently approved strategic plan of the Center for Teaching has made it a priority.

FACULTY ROLES AND RESPONSIBILITIES

The Collective Bargaining Agreement (Article 18) stipulates that faculty members are to be evaluated on and are therefore responsible for the following activities:

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research;

4. Scholarly writing;
5. Departmental, College, and University assignments;
6. Student guidance;
7. Course and curriculum development;
8. Creative works in the discipline;
9. Public and professional activities in field of specialty.

Teaching Power and Perceived Quality of Instruction: A critical aim of the College's strategic plan is to "foster a culture that supports, improves, and strengthens teaching" through deliberate and significant efforts to enhance teaching excellence. Workshops of all kinds, enhanced student evaluations, and special recognitions for teaching excellence, demonstrate a commitment to serving students with the highest caliber of instruction.

At CUNY, the full-time professoriate at senior colleges is responsible for completing a yearly average of 21 weekly equivalent contact hours. Brooklyn College faculty, like other CUNY faculty, spend approximately 75% of their contractual contact hours in the classroom or engaged in other teaching activities such as supervising independent study and thesis projects.

Teaching Load of Full-Time Faculty During 2007–2008 Academic Year

	Full-time Faculty	Teaching			Other Hours (Admin/Research)			Total Hours	
		Hours	Hours Per	% of Total	Hours	Hours Per	% of Total	Hours	Hours Per
Fall 2007	555	4,020.35	7.24	73.4	1,458.61	2.63	26.6	5,478.96	9.87
Spring 2008	547	3,817.02	6.98	75.6	1,229.73	2.25	24.4	5,046.75	9.23
Academic Year	551	7,837.37	14.22	74.5	2,688.34	4.88	25.5	10,525.71	19.10

Part-time faculty, who teach general education, graduate, and certificate program courses, meet CUNY hiring criteria for all faculty and are drawn from the pool of talent available in the city. According to CUNY regulations, adjunct faculty are limited to teaching a maximum of nine hours, typically three courses in one semester at any given branch of CUNY, plus one additional course at another branch of CUNY for no more than six hours.

Total instructional FTEs taught by full-time faculty in fall 2007 were 48.5%, down from 64.7% in fall 2003. The decline is attributed to such circumstances as the re-assigned time allotted by CUNY to new faculty, re-assigned time allotted by the College to faculty to encourage research and scholarship, and the growing number of faculty on sabbatical leave. Though student evaluations indicate a consistently high level of student satisfaction with teaching and minimal differences between full- and part-time faculty, students should encounter full-time faculty in the classroom in lower division undergraduate courses, in the major, and in graduate courses, and

their access to full-time faculty throughout their careers must be assured. The provost has begun to review the assignment of full-time teaching faculty in order to coordinate the teaching power of full-time faculty consistent with the College's mission and goals. In 2007–2008, full-time faculty received approximately 1,500 hours of re-assigned time for service activities, representing approximately 14.3% of total workload hours recorded for the year and equal to about 71 full-time faculty lines. About 60% of these hours were allocated for academic department administration, a total that has remained steady for years; about 40% were allocated to support College and University administration.

Course enrollment is being monitored to ensure that sections taught by full-time faculty are fully enrolled before adjunct sections are opened. Also being considered are hiring and rewarding full-time faculty committed to teaching general education courses and the Core Curriculum in particular, improving incentives for teaching a heavy student load, and reassessing current policy and practice concerning independent study.

Scholarship, Creative Activities, and Service: In 2006, the College created Faculty Profiles, a web-based facility accessible through the portal, to capture and publicize faculty activities and accomplishments. In 2007, when 348 faculty entered data into the system, early results revealed a per capita productivity rate of ca. 2.7 entries per faculty member. Since faculty profiles are used by the College for its annual report on faculty scholarly and creative activities, participation must be increased. All the more so, since faculty profiles could also become the means by which tenure-track faculty members organize their dossiers for tenure and promotion decisions.

The number of successful faculty grant proposals has increased since 2003, when the [Office of Research and Sponsored Programs](#) was completely reorganized and restaffed. Based on a weighted, rolling, three-year average, total grant awards have increased from \$10M in fiscal year 2005 to \$11.5M in fiscal year 2006 to \$14.9M in fiscal year 2007. In fiscal year 2008, when federal research dollars became scarce, grants income was \$11.83M, of which 50.2% was awarded for research. Overall, the percentage of grants awarded to research has increased by 15.5% since fiscal year 2005. The goal is to increase total grant revenue and to maintain a 50-50 balance between research and program awards.

ACADEMIC PROGRAM DEVELOPMENT, IMPROVEMENT, AND ASSESSMENT

Academic program development, improvement, and assessment begin with the faculty and are implemented through a series of formal faculty and administrative input and approval steps (see Chapter 6). Examples of recent course and program innovations include the following:

- *Faculty research and interests:* Judaic Studies 50/History 25.10 (approved by Faculty Council 12/2007) developed out of a faculty member's research into the Łódź Ghetto; the course incorporates primary resources used as part of that research.
- *Student interest and contemporary issues:* Faculty from Classics, Education, English, Film, Political Science, Puerto Rican and Latino Studies, and Television and Radio are designing a new minor in Sexuality Studies in response to strong student interest in courses related to sexuality and LGBT topics.

- *Shifts in disciplinary trends, new accreditation or certification requirements, and other curriculum-based changes:* Geology recently created six courses for a new Master of Arts in Teaching Program that prepares New York City earth science teachers to teach state-mandated curriculum while maintaining strong ties to the local environment and teaching resources.
- *Programmatic changes:* Classics conducted a two-day faculty retreat to revamp its Core offerings and reformulate the major. Program revisions addressed courses that were dated in light of changes in the discipline, the career motivation of students, and the need for research-based courses.
- *Learning Outcomes Assessment:* In 2006–2007, Film assessed student learning of stated program goals, analyzed course offerings, and made adjustments to its curriculum. The assessment of learning outcomes will become an ever-more prominent and influential factor in the curriculum revision process over the next decade (see Chapter 7).
- *Program Centrality:* The most sweeping curriculum innovation of the past decade was the revision of the Core Curriculum (see Chapter 6). A number of concerns had emerged regarding the Core (a signature program nationally-renowned since its inception in 1980), including the sense that it had lost focus, limited rather than nourished interdisciplinarity and diversity, and that it needed to engage students and capture their interest more effectively. A two-year process of broad consultation and discussion culminated in the introduction of the revised Core in fall 2006. An initial assessment of the revised Core is in progress (see Chapter 7).

Formal Approval Process and Faculty Control: Proposals for changing or developing curricula and programs go through a formal approval process (see Chapter 6). Proposals are reviewed and approved by department or program curriculum committees, then by the department, and are then submitted (by the department, program, or interdisciplinary curriculum committee) to the appropriate (undergraduate or graduate) Faculty Council Committees on Curriculum and Degree Requirements. Once proposals have been evaluated and vetted, they are sent to Faculty Council as curriculum documents. If approved, they are entered into the Chancellor’s University Report for approval by the Board of Trustees, at which point the change takes effect. Proposals that fail to be approved at any stage are returned to the appropriate department/program with comments. The [*Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council*](#) (streamlined and shortened in 2004–05) provides a detailed description of the process and a useful schematic of the entire development and approval process.

Supporting and Promoting Curriculum Change: Curriculum and pedagogical development is given direct support and sponsorship by, among others, the Center for Teaching, the Core Curriculum Office, Library/Academic Information Technologies, Academic Assessment, and Writing across the Curriculum. These offer single-topic workshops throughout the academic year or semester-long seminars, such as the Transformations Seminar (sponsored by the Office of the Dean of Undergraduate Studies) and the WAC Seminar. Another significant support for curriculum improvement has been the training of 17 faculty to serve as mentors to colleagues in developing teaching portfolios—an activity that provides faculty with the opportunity to reflect on what they teach, how they teach, and the interrelationship between the two. Peter Seldin, a pioneer in the field, trained the current cadre of mentors in two on-campus workshops held in April 2007 and January 2008. Teaching portfolios may become a required component of faculty

promotion and tenure dossiers and provide all faculty with the opportunity to reflect on their teaching and student learning. More indirectly, curriculum and pedagogical innovation is acknowledged through Whiting fellowships, awarded annually to junior faculty in the humanities for excellence in teaching. Whiting recipients, once they return from their fellowship leave, are expected to introduce new scholarship into their courses.

Challenges to Curriculum Innovation and Program Development: To further encourage faculty to engage in curriculum innovation and program development, remedies must be found for impediments in the following areas:

- *Recognition for Curriculum Development:* The College must effectively communicate the importance of curriculum development, improvement, and assessment to faculty, and it must recognize and reward faculty during the promotion and tenure (P&T) process for innovative efforts and success in curriculum development, improvement, and assessment.
- *Interdisciplinarity:* As interdisciplinary courses and programs attract increasing interest in modern scholarship, the College must find viable strategies to support their creation and their existence. Structural impediments must be minimized and an effective support structure must be developed for these programs.
- *Online Course and Program Development:* Besides participating in CUNY initiatives in online courses, the College must strike out on its own. A formal policy for the systematic development and support of online courses and programs is slated for discussion and review in spring 2009 (see Chapter 6.)

PROFESSIONAL SUPPORT AND DEVELOPMENT

The College provides numerous resources to support faculty in maintaining and developing their expertise in teaching, service, and scholarship. Programs aimed at the improvement of teaching have elicited the most positive response from the faculty. In the survey of spring 2008, 72% of full-time faculty agreed that the College provided "the kinds of professional development opportunities that enable faculty to become more effective teachers." Reactions to college-provided support for excellence in scholarship and participation in institutional or community service were less positive—41% said that scholarship was well supported and 53.6% expressed satisfaction with College support for service. Professional development opportunities fall into the following major categories:

- ***Teaching:*** In the strategic plan, outstanding teaching is proclaimed as the first tenet of the College's commitment to academic quality, and the transformation of the recently revitalized Center for Teaching is one of the major strategies identified to support this goal. The center strives to provide effective and practical professional development opportunities and sponsors a full range of activities where faculty members exchange ideas about and experiences in effective teaching. It adopted a five-year strategic plan in 2008 that envisions activities in key areas: expanded mentoring and non-judgmental peer observation programs; increased outreach to adjunct faculty; expanded web-based archive of a wide variety of teaching resources; and opportunities for increased collaboration with other College units. It supports the teaching portfolio project that originated in the Office of Academic Affairs and the training of 17 faculty mentors who will guide colleagues in its adoption. Since the inception of the Claire Tow ('52)

Distinguished Teacher Award in 2004, the faculty award recipient has been affiliated with the Center for Teaching and is expected to share his or her teaching expertise with colleagues through its programs.

- **Research and Funding:** The [Office of Research and Sponsored Programs](#) (ORSP) works with faculty and staff to secure external funding from public and private sources for research, training, curriculum, and program development. It identifies funding sources, assists in proposal development and budget preparation, and helps with post-award grant administration. It facilitates access to the Sponsored Program Information Network (SPIN), and the Federal Information Exchange (FIE), and it e-mails customized news of grant opportunities to individuals or departments. Its award-winning website provides basic information and referrals. ORSP serves as the liaison between the College faculty and the CUNY Research Foundation, which acts as the formal recipient of external grants. ORSP has undergone significant change since 1999, including appointments of a new director and key staff members that led to increased programming and outreach efforts, resulting in turn in an increase of grants at the College.
- **Incentive Programs for Scholarship and Faculty Day:** The College offers several fellowships, awards, and other incentives to support faculty: the Whiting fellowships for faculty in the humanities (31 awarded since); the Ethyle R. Wolfe Institute for the Humanities fellowships; named professorships, among them the multi-year Broeklundian and Tow professorships; unsponsored research re-assigned time hours under two competitive programs, the Provost's Initiative for Excellence in Research and Scholarship (PIERS, focused on preparation of proposals for external support, begun in spring 2006) and the Provost's Unsponsored Research Fund (supporting the completion of ongoing scholarly and creative projects, first awarded in spring 2007). Finally, the Tow travel stipends underwrite research-related travel for several faculty each year. Many of these awards are announced and celebrated at the annual Faculty Day, a multi-disciplinary conference where faculty present scholarly and creative work and discuss academic concerns.
- **CUNY-Provided Opportunities:** *Re-assigned time for untenured faculty* is a negotiated part of the CUNY-PSC contract (doubled from 12 contact hours over a faculty member's first three years in the 2002 contract to 24 hours over the first five years in 2006). Tenured instructional staff and certificated lecturers who have completed six years of continuous service are eligible to apply for *fellowship leaves* that may be taken in one of three patterns: one year at 80% pay; one semester at 80% pay (40% of the annual salary); or one semester at full pay. *Scholar Incentive Awards* of up to one-quarter pay promote documented scholarly work, including creative work in the arts, are available to full-time faculty in professorial titles, instructors, and lecturers for up to two semesters. A PSC-CUNY Travel Fund (administered by the Office of the Dean of Research and Graduate Studies) helps defray costs incurred by faculty traveling to conferences. The travel fund budget, negotiated under terms of the PSC-CUNY contract, amounts to ca. \$67,000 a year.

PROFESSIONAL EVALUATION, REAPPOINTMENT, PROMOTION, AND TENURE

Codified Policies and Procedures: Faculty evaluation, reappointment, tenure, and promotion practices (as well as procedures pertaining to complaints, grievances, and arbitration) are governed by a regulatory environment defined by CUNY *Bylaws*, policies, and resolutions; the collective bargaining agreement; and College policy and procedures. These personnel actions are also informed by various procedural guidelines, memoranda of clarification, and College and University past practice. CUNY treats tenure and promotion as separate personnel actions.

Since 1999, the College has introduced several changes in its internal policies and procedures for faculty reappointment, promotion, and tenure. Pursuant to the College governance, internal promotion and tenure policies and procedures are established by the Council on Administrative Policy (CAP).

Professional Evaluation of the Faculty: All faculty are evaluated using a multi-dimensional approach, involving the collection of data from student evaluations and peer observations. Full-time faculty, with the exception of tenured full professors, have an annual conference with the department chairperson or his/her designee assessing the degree to which research and creative achievement, teaching, and service goals have been met. These evaluation methods, according to the 2008 faculty survey, are considered by the vast majority of full-time faculty as both fair (77.9%) and transparent (73.2%).

- ***Student Evaluations:*** In fall 1987, the College established the policy that all teaching faculty, regardless of rank and full- or part-time status, would be evaluated by students once per year (typically in classes taught during the fall semester) and adopted a uniform questionnaire to be used by all departments for student evaluations of faculty. Today's version, a 28-item instrument revised in fall 2008 (see Appendix F: Student Evaluation Questionnaire), contains fixed-choice and open-ended questions, is administered online in both the fall and spring semesters, and provides a department profile as well as a specific reports for individual faculty. The database can be accessed online in the WebCentral portal. The online response rate for fall 2008 was 73.3% (paper responses range between 59% to 68%); strategies to boost participation, approved by CAP this fall, were found to be quite effective. A summary of recent student evaluation results appears in Appendix G: Student Evaluations, 2005–2007.
- ***Classroom Observations:*** The collective bargaining agreement stipulates that members of the teaching faculty who have not yet attained tenure (professorial titles) or the Certificate of Continuous Employment (lecturers), including those appointed as substitutes, be observed at least once each semester for a full classroom period. Tenured and certificated faculty may also be observed once each semester, but it has been general practice to observe only faculty members eligible for promotion. Adjunct teaching personnel must be observed until they have completed ten consecutive semesters of service. Each department appointments committee designates a panel of department observers. Written observation reports document the review, are discussed in a post-observation conference with the chair, and are then, together with a post-observation conference memorandum, placed in the faculty member's personnel file. Since there is

no college-wide standard peer observation or post-conference report form, results are uneven data and do not lend themselves for comparisons in personnel decisions. It is a missed opportunity to enhance teaching effectiveness.

- ***Annual Conference:*** The collective bargaining agreement requires that each faculty member, with the exception of tenured full professors, have an evaluation and goal-setting conference with the department chair or an assigned member of the department appointments committee at least once each year. A similar procedure obtains for adjunct teaching personnel until the adjunct has completed four semesters of service. Tenured full professors may be evaluated, although it is not required. For this purpose, a standardized annual conference report form, approved in fall 2003, is used in all academic departments. About 74% of full-time faculty and 49% of adjuncts who responded to the spring 2008 survey reported that their department used the conference “somewhat” or “very much so” to establish clear goals and expectations for them to meet in the year ahead.

PROMOTION AND TENURE

Changes in Tenure and Promotion Processes Since 1999: A schematic of the promotion and tenure process is provided in Appendix H: Schematic of the Promotion and Tenure Process. The following five procedural and four criteria changes were introduced into the promotion and tenure process since the 1999 self-study:

- the 2001 revision of CAP Guidelines for Promotion and Tenure to establish special provisions for consideration of non-traditional research;
- the 2003 reduction in the number of P&T divisions to four—humanities, arts, science, and social science—which resulted in a more balanced distribution of departments within each division and a reduction in the number of committees, faculty members, and total faculty hours dedicated to the process.
- the 2003 change in tenure timeline which affords candidates more time to assemble their dossiers;
- the 2004 reduction in the number of outside reviewers from five to four;
- the 2004 elimination of a required, confidential chairperson’s report in favor of an optional chairperson’s report which must be initialed by the candidate prior to placement in the personnel file; in addition, a standardized, formal annual evaluation form was introduced as an integral part of the process.
- effective September 2006, section 6212 of the New York State Education Department extended the number of years of continuous service required for tenure at CUNY from five to seven years and the *CUNY Bylaws* were amended accordingly. and
- Other changes: an e-mail protocol for faculty to inform the Associate Provost of their desire to be considered for promotion was introduced; in 2006, a web page documenting the promotion and tenure process was introduced.

Current Tenure Process and Criteria: Members appointed for a seventh consecutive year in non-substitute professorial titles are automatically considered for reappointment with tenure. The process begins during the spring semester of the sixth year of service and ends in the fall semester, when the President submits recommendations to the CUNY Board of Trustees. Candidacy for early tenure is permitted in exceptional cases.

The tenure application includes a current curriculum vitae, a statement of personal educational philosophy, a supplementary form specifying the candidate's area of expertise, and publications or other evidence of creative works produced since the initial appointment at the College. These materials are sent to four external evaluators for review.

The tenure application is acted on initially by the department appointments committee and subsequently by (1) a faculty sub-committee for tenure composed of five members in the candidate's P&T division, (2) the divisional promotion and tenure committee, composed of chairs in the division, and (3) the full promotion and tenure committee, composed of all department chairs and the two academic deans as non-voting members. Candidates for tenure are also considered by the College Review Committee (chaired by the provost and composed of two representatives nominated from each division and approved by CAP), which, like the full promotion and tenure committee, makes recommendations to the president. Only the faculty subcommittee interviews candidates and their chairs. Candidates are informed in writing by the department appointments committee and by the full promotion and tenure committee whether or not they have been recommended for reappointment with tenure.

The central criteria for reappointment with tenure are (1) teaching effectiveness and (2) scholarship and professional growth. Service to the department, the College, and the public is to be considered as a supplementary factor. How these criteria are applied and weighted varies between divisions, between departments within a division, and may vary even from one individual to another within a department. Faculty responding to the spring 2008 survey reported that they perceive that tenure decisions are weighted as follows: 59.7% scholarship/creative works/grants, 24.6% teaching, and 15.7% service.

Current Promotion Process and Criteria: Faculty holding the rank of assistant professor and associate professor are eligible for promotion. The promotion calendar is similar to the tenure calendar: it begins during the spring semester and ends in the fall, when the President makes recommendations to the CUNY Board of Trustees. Promotion generally becomes effective on the first of January of the next year.

Candidates for promotion to the rank of associate professor are expected to present evidence of scholarly achievement and of continued effectiveness in teaching since their appointment as assistant professor. To be considered for promotion to associate professor, the candidate must submit a current curriculum vitae, other completed College forms, and, if untenured, publications or evidence of non-traditional scholarly work completed during the previous three years. If the candidate is untenured, these materials are sent to four external evaluators. The candidacy is first considered by the department promotions committee (consisting of all full and associate professors in the department) and subsequently by (1) a faculty sub-committee for promotion (composed of five divisional faculty), (2) the divisional promotion and tenure committee, (3) the

full promotion and tenure committee, and (4) the College review committee. Only the faculty subcommittee interviews candidates and their chairs. Candidates are informed in writing by the department promotions committee and by the full promotion and tenure committee whether or not they have been recommended for promotion. Candidates who do not receive an affirmative vote of a majority of professors and associate professors in the department may still be considered by subsequent committees upon written request to the President.

Candidates for promotion to full professor are expected to meet all the qualifications for the rank of associate professor and also to have established “a reputation for excellence in teaching and scholarship in their discipline.” The decision on promotion to full professor is based primarily on evidence of accomplishments since the last promotion. To be considered for promotion to the rank of professor, a candidate must present to the department chairperson a current curriculum vitae, other completed College forms, and publications or evidence of scholarly work completed during the previous three years. These materials are sent to four external evaluators. As per CUNY guidelines, candidates for promotion to the rank of professor are not considered by their departments. The review process begins with consideration by the divisional faculty subcommittee and continues with the divisional promotion and tenure committee, the full promotion and tenure committee, and the College review committee.

Continuing to Reform the P& T Process: Despite some minor modifications in the P&T processes to date, the publication of the *Faculty Handbook*, and the workshops on P&T issues during in the New Faculty Orientation Program, faculty awareness and understanding of these processes varies. According to the faculty survey, 90.5% of tenured full-time faculty but only 66.7% of untenured faculty had a clear understanding of the promotion and tenure process.

As a result, in December 2007, the then acting provost appointed an ad hoc promotion and tenure advisory committee to address the concern that these processes are cumbersome, inefficient, and lacking transparency. The committee was charged to propose models for these processes that were both more efficient and less duplicative of effort. The committee’s report, incorporating four alternative models, was completed in spring and, by that fall, following requisite governance approvals, the College submitted a proposal with significant revisions to CUNY, where it awaits approval by the Board of Trustees. The proposal eliminates the faculty sub-committee, the divisional committee, and the college review committee. Candidates are reviewed at only three levels, a department committee (the appointments committee for tenure or a promotions committee), a promotion and tenure review committee for each division chaired by the provost and consisting of one tenured faculty member from each department in the division, and the College-wide P&T committee that consists of all department chairs. Also, candidates for promotion to full professor will be voted on at the department level. It is anticipated that these new rules will take effect with the 2010 cohort of P&T candidates.

OTHER MAJOR INSTITUTIONAL POLICIES AFFECTING FACULTY MEMBERS

Academic Freedom: [CUNY’s “Academic Freedom Policy,”](#) which dates from June 1946, was reaffirmed by the Council of Presidents in November 1972, and is reiterated in the preamble to the most recent collective bargaining agreement, endorses the AAUP 1940 “Statement of Principles.” Over the past ten years, academic freedom at Brooklyn College has come under

attack on several occasions in the local and national media—largely as a consequence of contentious city and state politics and also within the context of what appear to be national efforts to constrain faculty autonomy. According to the spring 2008 survey, 80.2 % of faculty agreed that the College protects academic freedom in teaching and 84% in scholarly/creative work. About 71% agreed that the academic freedom of untenured faculty was respected, 73% that the College fosters a climate of scholarly inquiry, and 80.6% that it fosters a climate of respect for differences.

In 2005, two Brooklyn College faculty were singled out by local media in attacks that were eventually incorporated into a national campaign to identify specific faculty as “dangerous professors.” The one was attacked (both in the press and online) for comments on his personal blog, yet his comportment at the College in his academic role was never questioned. The other was attacked based on erroneous information and accused of promoting her own political preferences and discriminating against students with other points of view. The College responded constructively to both incidents by organizing events to generate discussion of academic freedom and to confirm the College’s commitment to protecting it. The Wolfe Institute organized a year-long colloquium series culminating in a public conference, “Academic Freedom in a Partisan Age,” with a panel of national experts. The following year the Institute sponsored another conference on “Academic Freedom and the Internet.” Additional events, including panels and roundtable discussions at the annual Faculty Day, continued the focus on academic freedom issues, such as teaching controversial subject matter.

Conflict of Interest: In June 2008, the Board of Trustees approved a [Conflict of Interest Policy](#) (effective July 2008), which specifies, among other things, general standards of conduct and the rules regarding hiring, employment, and contract decisions and supervisory responsibility involving “family members” as defined in the policy. The policy also sets forth specific obligations of employees involved in research and the procedures for managing conflicts of interest that may arise in connection with such activities.

Intellectual Property: In November 2002, the Board of Trustees passed an “[Intellectual Property Policy](#)” that governs all forms of intellectual property created or developed, in whole or in part, by members of the University making use of university resources, as a direct result of University duties, pursuant to the terms of an agreement to which the University is a party, or in the course of or related to activities on grants or contracts administered by the CUNY Research Foundation.

Research Integrity: In June 2007, the Board of Trustees approved the “[CUNY Policy Regarding the Disposition of Allegations of Misconduct in Research and Similar Educational Activities](#)” (effective July 2007) which promotes responsible conduct of research and similar educational activities, discourages research misconduct, and establishes initial procedures for the evaluation, inquiry and investigation of allegations of research misconduct involving University faculty, staff, and/or post-doctoral associates. In accordance with the policy, the College appointed a Research Integrity Officer who is an experienced researcher and is trained to discharge the duties specified in the policy.

Computer Use: In August 2008, CUNY updated its “[Policy on Acceptable Use of Computer Resources](#).” The policy sets forth the obligations of users of the university’s computer resources with respect to such issues as: licensing and intellectual property; false identity and harassment; confidentiality; disruptive activities; confidential research information; CUNY marks and trademarks; and the limits upon and procedures for monitoring activity without interfering with academic freedom.

Sexual Harassment Policy: The “[CUNY Policy and Procedures Against Sexual Harassment](#)” was adopted by the Board of Trustees in 2004 and stipulates a harassment-free environment in which all members can work, study and learn in an atmosphere of courtesy and mutual respect. The policy is supported by an interactive online course and mastery test available to all members of the university community.

Workplace Violence: In June 2004, the Board of Trustees approved the “[CUNY Workplace Violence Policy and Procedures](#),” affirming the University’s commitment to maintaining a safe and secure academic and work environment that promotes the achievement of its mission of teaching research, scholarship and service. The policy specifies the responsibilities of faculty and staff and provides for College and University training opportunities in support of the policy.

FINDINGS

Achievements:

- About 60% of the teaching faculty has been hired since 2000. Diversity plans have guided the recruitment of a more diverse faculty.
- Efforts at better communication have resulted in a multi-faceted two-year New Faculty Orientation Program, two editions of a *Faculty Handbook*, and enhanced faculty resources in WebCentral Portal.
- The Center for Teaching has been revitalized and, in its strategic plan for 2008-2013, forecasts significant efforts to enhance teaching excellence on the campus. Good teaching is encouraged through special workshops on pedagogy and is being recognized and rewarded.
- The questionnaire used by students to evaluate faculty has been revised and refined—and moved online. Special recognition is awarded for teaching excellence.
- A proposal to streamline and clarify the P&T process is pending Board of Trustees approval in late February 2009.

Agenda for the Future:

- Develop succession plans, in consultation with departments, in light of anticipated retirements of senior faculty.
- Use faculty hiring to support programs that are growing, to build up areas of academic strength, to eliminate yet further the “missing middle generation,” and to increase diversity.
- Expand faculty development programs to advance teaching, scholarship, and service

- Maintain and, as appropriate, accelerate the momentum of faculty research productivity and grantsmanship.
- Clarify and revamp reappointment, tenure, and promotion criteria and process by standardizing the peer observation form; emphasizing and including more formative assessment methods; linking the annual evaluation report to the student evaluation data by requiring faculty to report the changes they have made based on student feedback; and by conducting rigorous third-year reviews.
- Allocate full-time faculty teaching power to ensure that students have access to full-time faculty at all points in their careers.
- Develop a more refined survey to identify issues and strategies suitable to enhancing faculty morale and academic freedom.

CHAPTER 6: ACADEMIC PROGRAMS

This chapter addresses Standards 11, 12, and 13

Brooklyn College assures the mission-related quality of its offerings through a rigorous proposal and review process, overseen by the faculty in consultation with the provost and his staff. Proposals for new programs (and existing programs) are showing signs of the effect of learning outcomes assessment. Chief among the institution-wide engagement with assessment was the reformulation of the Core Curriculum, which lent new luster and gave new meaning to the College's signature program.

PROGRAM DEVELOPMENT

The College has a well-defined and quite demanding process for the approval of new degree or certificate programs (and the course work and degree requirements that implement it). The process involves the academic departments and governance, the administration of the College, the University, and finally the State Education Department and is subject to continuing review through an established program review process.

University and College guidelines for program development mandate appropriate content, rigor, and coherence for every new program proposal. These standards meet those of the College's accrediting body as well as those of the New York State Department of Education, where all academic programs are registered. Supplementary guidelines apply to programs that are accredited by the Council on Education for Public Health, the American Speech-Language-Hearing Association, the American Dietetic Association, and the National Council for Accreditation of Teacher Education. Adherence to these guidelines is assured through the shared oversight of the Office of the Provost and Vice President for Academic Affairs and the Faculty Council Committee on Master Planning, Educational Policy, and Budget; approval by both is required before any new program proposal moves forward to subsequent levels of curricular scrutiny.

The College's program development process is set out in detail in two guides: the *CUNY Revised Faculty Handbook for Preparation of New Academic Programs* (2001) and the *Brooklyn College Manual for Preparing New Academic Programs* (2007), which maps on to the former. The elaboration of program curricula (course titles and descriptions, prerequisites, and syllabi with assessment plans) is prescribed, step-by-step, in the recently revised *Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council* (2007). The process is further facilitated by curriculum proposal "templates" that must be followed to ensure that every new course proposal contains the required components, including those mandated by the College's plan for outcomes assessment. No new course is sent for approval to Faculty Council unless it meets all requirements established by that body and its graduate or undergraduate curriculum committees. Given this process, new program development can be painfully slow.

Evaluation of new undergraduate and graduate programs and their curricula: This is built into the development process. Proposals for new programs describe both their internal and external evaluation plans (including a discussion of desired outcomes for students and the program) and indicate measures that will be used in assessment, including prospective departmental external evaluation. CUNY requires that proposals for new master's and doctoral programs be evaluated by two specialists in the discipline from colleges or universities outside the New York metropolitan area. New program proposals are required to demonstrate academic quality and conformity with the standards of accrediting agencies and State regulations, to document consistency with the College's mission and awareness of regional, state, and national needs, and to show that the College has the resources (including faculty) needed for proper implementation of the program and that its graduates will find career opportunities. The spring 2005 proposal for the M.A. in Mental Health Counseling illustrates the program proposal process.

Shared and continuing oversight: In partnership with the administration, four Faculty Council committees, each within its assigned sphere, manage the process of program and curriculum development: Master Planning, Educational Policy, and Budget; Curriculum and Degree Requirements (both graduate and undergraduate); and the Core Curriculum Committee. Three other Faculty Council committees oversee the maintenance of academic standards established for programs: Course and Standing (undergraduate), Graduate Admissions and Standards, and Review of Student Records. The degree audit section of the Office of the Registrar manually reviews every prospective graduate's transcript to ensure that degree requirements are met; representatives of that office participate in the monthly meetings of both Course and Standing and the Graduate Admissions and Standards.

Once registered, the quality of programs is monitored through a multi-level program review process that is coordinated by the Office of the Associate Provost and described in detail in Chapter 5. The process consists of an annual departmental report, a decennial self-study and external review process, and a multi-year plan that results from the external review and charts future developments at the department level. At this point, the annual department report process does not include a review of standing programs leading to possible revision or elimination.

Planning future curriculum: Although the program proposal process is well delineated and provides ample opportunity for judgment about the rigor, content, and coherence of academic programs at the proposal stage and beyond, the process is focused at the program and department level and does not always incorporate a strategic institutional view of curriculum development. Historically, most curriculum changes were driven by individual faculty or departmental interest. Other influencing factors have included the need to respond to CUNY's initiatives, accreditation demands of external bodies, changes in certification exams, developments in disciplines, declining enrollment, work force needs, problems with programs, as well as impetus from faculty and students. Increased attention to assessment by departments is encouraging them to reshape existing undergraduate majors through the introduction of new courses, the realignment of content, changes to the sequence of knowledge acquisition, and the creation of new concentrations. Also at the department level, assessment is beginning to focus attention on programs that are not flourishing. For example, the Department of English is considering abandoning its comparative literature major, a program that has never attracted more than 2-4

students per year. Lacking in this process, however, is a systematic college-wide framework for planning and developing curriculum and its corollary, a clearly articulated sunset review policy that focuses attention on programs with limited enrollments (see Chapter 2).

GENERAL EDUCATION

[General education at Brooklyn College](#) fosters foundational knowledge and skills in the liberal arts and sciences and develops writing, speech, and a foreign language competency. Students are encouraged to complete the basic portion of general education during their first 60 credits of study, ensuring exposure to broad areas of academic inquiry that complement, provide context, and develop skills for focused study in the major. The Core Curriculum, together with a suite of courses and requirements in liberal competencies, is designed to promote achievement of the College's [ten common goals](#). These goals reflect the knowledge, understanding, judgment, and skills that the faculty regard as the hallmarks of a liberally educated person.

Graphical overviews of our general education program appear in Appendices I-K:

- Appendix I: Brooklyn College General Education Requirements At-A-Glance provides an overview of all general education requirements.
- Appendix J: A Learning Map: Brooklyn College's Ten Common Goals As Addressed in General Education Requirements documents the integration of the ten common goals into the overall fabric of the general education experience.
- Appendix K: Assessing the Lower Tier Core provides a map and cycle for the Lower Tier assessment cycle.

The Core Curriculum is required for all candidates for a baccalaureate degree. Students complete 11 Core courses, for a total of 33 credits. The Core is organized into three groups—Arts and Literatures, Philosophical and Social Inquiry, and Scientific Inquiry—and two tiers. Students satisfy nine courses in the lower tier (with some choice under Scientific Inquiry) and two in the upper tier, one each from two of the three groups. The lower-tier foundational courses have no pre-requisites. The Upper-Tier, which students may take after completing 60 credits and the lower-tier in the group, comprises a menu of choices and aims to be integrative, innovative, and to allow students to pursue more in-depth study in two areas that interest them. Students who enter with an A.A. or A.S. degree are exempt from the Lower-Tier Core but take two upper-tier Core courses and, in most cases, a writing intensive course in their major. Substitutions for Lower-Tier Cores are listed in the *Bulletin*. Three small special programs—the Macaulay Honors College, the Special Baccalaureate Program for Adults, and the CUNY Baccalaureate Program may substitute courses whose breadth reflects the three groups of the Core Curriculum and incorporates the skills acquired in English 1 and 2.

The Liberal Competencies: General education is designed to ensure that students develop liberal competencies. Freshman English consists of two courses taken sequentially in the first year—English 1 and 2. English 1 teaches writing about texts in a variety of rhetorical modes. English 2 explores a single topic in depth and hones critical thinking and introductory research techniques. In addition to passing English 1 and 2, all students must satisfy a writing-intensive requirement by completing (a) a designated writing-intensive course, or (b) a writing-intensive

major. Most programs require one or more writing-intensive courses within the major or a related discipline. All students (except those having completed an appropriate speech course elsewhere) are required to complete a screening for speech proficiency before they reach 60 credits. Depending on their rating, students are placed in an appropriate speech course or granted exemption. Brooklyn College students are required to satisfy level 3 of a foreign language, a requirement that may be met through coursework or exemption.

Breadth and Coherence: The ten common goals of student learning define a broad and coherent framework for general education. Each Core course addresses two to four of those goals; each goal is addressed by several Core courses. The goals are refined into course-specific objectives and outcomes that will figure as targets of ongoing Core assessment activities (see Chapter 7). The College is in the process of creating formal computer and information literacy requirements.

Engagement and Student Success: The Lower-Tier Core gives students multiple opportunities to explore new fields of study including both western and non-western areas. The Upper-Tier Core provides students with an even broader, richer array of opportunities to expand their cultural and global awareness. Syllabi demonstrate that Core and freshman composition courses use numerous strategies to engage students as active rather than passive learners, including laboratory or interactive electronic components, group work, low- and high-stakes writing, class presentations, and field work or experiential learning outside of the classroom. General Education makes use of the resources of New York City: CC 3.32 *Geology: The Science of Our World* typically includes a trip to Central Park to explore the geology of New York City; CC 1.3 *Music: Its Language, History, and Culture* requires students to attend a musical performance outside of class. Students in introductory courses can get free tickets to select events at Brooklyn cultural institutions through “Borough as Classroom” program. A place-based learning faculty roundtable is exploring ways of using community partnerships, such as the National Parks of New York Harbor, to engage students in experiential learning in general education as well as in the majors.

The College promotes student success in general education through a robust First College Year experience, peer-tutoring, and early intervention programs. About 400 entering freshmen participate in learning communities comprised of linked Core and English 1 courses each fall. This structure encourages integration of learning and promotes student engagement and collaborative learning. The most recent data shows a two-year retention rate of learning community participants of 80.3% as compared to 69.5% for the general population. Students in SEEK often enroll in specially designed Core courses and learning communities.

Over 125 tutors trained in collaborative approaches work with about 3,500 students every year in the Learning Center, with the majority dedicated to general education courses and to writing. Tutors are further supported by online resources that present interactive, supplemental material for designated general education courses and academic writing. Early intervention systems ensure that academically struggling students are identified and receive support, especially in their first 60 credits when they are taking many of their general education courses. The Student Academic Progress Alert (SAPA) identifies freshmen and sophomores who are performing poorly and refers them to support services. Freshman Academic Success Teams (FAST) provide

workshops for freshman reported in SAPA or who earned a 2.0 or less in their first semester.

General Education Is Purposeful: The ten common goals of general education are aligned in purpose with the College's mission. Lower-Tier Core courses address the goal of independent, critical thinking and of written and oral communication. Appreciation of diversity and difference is fostered in Lower- and Upper-Tier Core courses, and also in foreign language courses, which link study of culture together with study of language. The general education program seeks to instill confidence and leadership abilities by supplying students with the tools to understand the worlds of science, the arts, literature, social science, and diversity and with the skills of reading, writing, observing, deducing, appreciating, calculating, and computing.

Resources Are Strategically Allocated: Resources are devoted to the general education program in keeping with its centrality to the mission. In fall 2007, 329 sections of Core were offered, about 34% taught by full-time faculty. Full-time faculty taught 66.7% of Upper-Tier sections but only 27% of Lower-Tier sections. There were 103 sections of English 1 and 2, about 30% taught by full-time faculty. Eighty-five sections of language courses were offered, though an undetermined number of students in those courses were taking them to meet major requirements or as elective credits. The College allocates 13 courses per year of re-assigned time to support faculty coordination of the Core, English 1, and the learning communities program. The College provides additional reassigned time or non-teaching salary for faculty development in general education. About 45% of the Coordinated Undergraduate Education (CUE) grant of about \$680,000 a year is dedicated to general education initiatives, and of the \$495,000 in Compact funds allocated to the Dean of Undergraduate Studies, at least 35% was spent directly or indirectly on programs, materials, and staff in support of general education.

Curricular oversight of the Core Curriculum falls to the Faculty Council Core Curriculum Committee, the Undergraduate Curriculum Committee, and, ultimately, Faculty Council. Administrative oversight of the Core is shared by a core director and the Dean of Undergraduate Studies, who also has administrative responsibility for general education overall. English 1 and 2, the speech screening requirement, and the foreign language requirement, are under the oversight respectively of the Faculty Council Basic Skills Committee and the respective academic departments that offer these courses. General education requirements and the philosophy governing them are published widely, both in print and on the external website and the College portal. Published materials do not, however, as a general rule present basic skills requirements (cross-referenced as "College wide requirements") and Core requirements together as a coherent whole; the resulting focus on the Core can and sometimes does lead to confusion about the "other" requirements.

General Education Is Rigorous and Focused on Improvement: University and College curricular processes (described above) promote quality reviews of all curriculum, and especially general education. Post-baccalaureate tests, such as the New York State Liberal Arts and Sciences Test (LAST) for teacher certification, LSAT, and MCAT are an indirect measure of general education. For the period 2002–2006, the average LAST pass rate of Brooklyn College students was 92.75% (with rates of 95% in both 2004–05 and 2005–06). The verbal reasoning section of the MCAT evaluates comprehension, evaluation and application of information gathered from written passages; Brooklyn College students average 7.9 on this section of the

exam as compared with the national average of 8.4. In 2006–2007 (the latest information available), students taking the LSAT averaged 149 out of a possible 180. Since information about student performance on MCATs and LSATs is difficult to acquire, it has not been used in the past even as an indirect measure to help assess the quality of the general education of Brooklyn College students. The newly formed General Education Council convened by the Dean of Undergraduate Studies will be reviewing the implications of this data and discussing possible changes in the curriculum and/or methods of student assessment.

Core Curriculum Revision: The idea that the Core would benefit from evaluation and reformulation had long been a staple of faculty discussion. A revised Core might provide more choice, build effectively in Upper-Tier courses on knowledge and skills acquired in the Lower Tier, allow for more interdisciplinary teaching and learning, and reflect global perspectives. Upper-Tier courses open to the entire faculty, whether associated with the Core or not, would eventuate in courses that would engage students in topics of current significance, securing the possibility of cycling Upper-Tier courses in and out of the upper tier. Students, too, expressed interest in a Core that offered more choice, especially in the sciences, and that contained courses all of which were 3 credits. In 2002, a survey of alumni of the classes of 1998 and 2001 revealed that 48% of 1998 graduates thought the Core to be “very valuable,” even “extremely valuable” (though of the 2001 graduates only 28% thought so).

The origin of the process of revision goes back to 2002, when a team of College faculty attended the AAC&U Asheville Institute on General Education. The team developed a set of goals that became the basis for a two-year discussion. In 2003–2004, a 60-member faculty team, organized into subcommittees, developed nine different models for a new Core. The nine blueprints were discussed widely, and three were given over to an elected review committee of highly respected faculty that worked over summer 2004 to develop a final model, taking elements from each of the three that had been promoted during the discussion phase. After extended discussion and additional changes, Faculty Council approved one model, and the new Core framework came into existence. In 2005–2007, the new courses were developed and language was adopted for the *Bulletin* requirements of the new Core and for transition for students who had begun under the old version. The revised curriculum was implemented in fall 2006.

Continuous Improvement: Progress of the general education curriculum (with particular attention devoted to improvement at the department level) is monitored by two college-wide mechanisms—the Core assessment effort (under the direction of the core director and the Director of Academic Assessment, see Chapter 7) and the Campaign for Student Success and Coordinated Undergraduate Education programs (see Chapter 4). Both seek to employ quantitative and qualitative evidence to measure success and plan for improvement. The Campaign for Success task force, an interdisciplinary group of faculty and professional staff that assists the Dean for Undergraduate Studies in program planning, has been exploring these issues in the context of national trends in undergraduate education, most recently at a Mellon-funded retreat featuring Dr. Scott Evenbeck, Dean of University College at IUPUI, an authority on student learning outcomes, as workshop leader and mentor.

THE UNDERGRADUATE MAJOR

The College's undergraduate programs of advanced study are located in 29 discipline-based academic departments and eight interdisciplinary programs. These "majors" or "concentrations" range from 30 to 70 credits in majors leading to professional credentials. Many departments offer more than one degree-program of study. The Dean of Undergraduate Studies exercises nominal oversight of these programs: all adjunct funds flow from this office though the programs are under the control of the academic departments that created them.

The College's transition from an expert-based model for evaluation of the breadth, rigor, and coherence of our academic programs to a learner-centered outcomes assessment approach is detailed in Chapter 7. To exemplify the range of progress in outcomes assessment in our academic departments, nine programs are presented below in the order of progress toward implementation of assessment from highest to lowest. As demonstrated by the profiles, there is a wide range of department response to the challenge of maintaining and improving appropriate content, rigor, and coherence in the majors through assessment. The good news, however, is that the process seems to be taking hold: there has been much positive movement.

Philosophy. The Department of Philosophy is the best example of a planned, sustained, and institutionalized assessment effort among departments not subject to specialized accreditation. It has completed two assessment cycles and has clearly defined a process for feeding results into department planning. Its committee structure, calendar, and documentation practices provide excellent models for other liberal arts departments to emulate.

Film. The Department of Film has excelled in developing and using assessment practices to assure coherence and rigor in the undergraduate major. Motivated by relatively limited enrollment, the faculty, seeking to discover its reason, "came to the conclusion [in 2000-2001] that there was little logic to the organization of the production program," and moved on to reorganize the program. It has since developed and utilizes the full panoply of assessment tools, making curriculum improvements based on assessments.

Speech Communication Arts and Sciences. The Department of Speech Communication Arts and Sciences has established a vibrant tradition of self-study, prompted in part by the fact that two of its constituent programs participate in national accreditation processes (ASHA and NCATE). The department undertakes periodic reviews and reforms of its programs within the context of a detailed plan of outcomes assessment, "defining instructional goals for each of its undergraduate programs, listing 2 or 3 course-embedded learning objectives for each goal, and providing examples of outcomes for assessing those objectives."

English. The Department of English describes itself as in transition, "moving from 'expert' and inferential determination of the value of courses and programs to an outcomes-based assessment model for understanding its successes and areas in need of improvement...." It has developed a comprehensive mission statement and assessment apparatus, but its first attempt to assess skills objectives stalled, due partially to faculty antipathy. Department leadership is determined, however, to move on from course objectives and outcomes to programmatic assessment.

Sociology. In the Department of Sociology, curricular revision began in response to feedback during its APR process and continued in conjunction with the creation, approval, and implementation of an outcomes assessment plan. “Proceeding with the ‘reverse engineering’ approach, learning goals were established based on the desired outcomes for student work in the capstone senior seminar....” The department began collecting outcomes assessment data in spring 2008. It also began revising its peer observation of teaching form to include collection of data on the integration of departmental learning goals in its required courses.

History. Following a retreat devoted to self-study and planning, the Department of History in 2001 “prepared a preliminary outcomes assessment plan, setting forth the goals and objectives of the undergraduate major, and a tentative timetable to frame assessment tools and implement them.” Since then, course objectives, desired outcomes, and assessment methods (such as student performance in writing historical narrative and analysis) have been articulated, and the department is now in discussions on how the program as a whole might assess its effectiveness. So far, no curriculum changes have taken place as a result of outcomes assessment.

Political Science. Following a self-study and external review in 2004–2005, the Department of Political Science created an outcomes assessment plan. Starting with a new mission statement and new learning goals, it intensified its efforts to build social science research skills and changed the major curriculum to include three required classes—a cross-field course, a research methods course, and a capstone senior seminar in which students write substantial research papers. It expects soon to utilize its assessment plan to determine the extent to which its new skills-oriented courses are achieving their objectives.

Computer and Information Science. During the past two years, the Department of Computer and Information Science has tried to respond forcefully to declining enrollment. A self-study and external evaluation (2006) led to curriculum adjustments driven by national changes in the field: obsolete courses were withdrawn and new courses added in robotics, application programming, project management, requirements specification, advanced databases, multimedia computing, and information management systems. More or less after the fact, an assessment process is now commencing: the department has developed a mission statement, established objectives for its courses and goals for its major program, mapped its courses to these goals, and has begun to discuss the first course assessment results.

Geology. The Department of Geology sees itself and its programs in transition. As part of its 2004 external evaluation, its faculty devised a mission statement and began a process of “extensive redefinition and redesign” of degree programs. In the process, it defined its goals and redesigned its B.A. in Earth Science Teacher. Until this program is approved by CUNY and the State Education Department, the department has decided to “hold off on full development of an outcomes assessment plan.”

GRADUATE PROGRAMS

The Division of Graduate Studies offers over 70 programs leading to a master of arts (35), master of fine arts (4), master of music (2), master of public health (1), master of science (9), master of science in education (14), a joint B.S.-M.P.S in computer and information science

degrees, and nine advanced certificate programs. Besides the overall Middle States accreditation, individual programs are accredited by the National Council for Accreditation of Teacher Education, the Council on Education for Public Health, the American Dietetic Association, and the American Speech-Language-Hearing Association.

Between 2001 and 2007, 8,327 graduate degrees and advanced certificates were conferred: M.S. Ed., 41%; M.A., 27%; M.S., 10%; M.F.A., 7%; M.Mus., 2% M.P.H., 1%; and advanced certificates, 12%. The School of Education, which was the first CUNY program to receive full NCATE accreditation and which produces the greatest number of certified teachers in CUNY, is the largest component of the graduate division. Among its nationally-recognized graduate programs are Special Education (CEC recognition), Early Childhood Education (NAEYC recognition), English Education (NCTE recognition), Mathematics Education (NCTM recognition), Science Education (NSTA recognition), and School Psychology (NASP recognition). Examples of programs with strong appeal outside of the School of Education include the M.F.A. in Creative Writing (which draws 350 applicants nationwide for 30 seats each year), the M.S. in Speech-Language Pathology, and the recently developed M.A. in Mental Health Counseling (one of the first registered programs of its type in New York State).

With the singular exception of the School of Education, the College has an enduring belief that the strength of its graduate division resides in the traditional liberal arts and sciences. However, consonant with the vision expressed in the strategic plan, graduate programs that serve students' professional needs and interests have been proposed and approved in growing number since 2005. The roster of new, career-oriented programs includes an Advanced Certificate in Grief Counseling (March 2005); an M.A. in Mental Health Counseling (April 2005); an M.F.A. in Performance and Interactive Media Arts (PIMA, September 2005); an Advanced Certificate in Autism Spectrum Disorders (December 2006); a M.A.T.—Adolescence Science (Grades 7–12) with specialties in Biology, Chemistry, Physics, or Earth Science (February 2008); and an Advanced Certificate in Parallel and Distributed Computing (winter 2009). An M.A. in Human Resource Management is under consideration by governance. This shift toward the introduction of more and more varied career-oriented programs heralds the need for a comprehensive review of the College's graduate division and its programs—examining the appropriate mix of career-oriented to traditional graduate programs and, in a larger context, exploring the appropriate percentage of graduate programs in the overall mix of instructional programs offered by the College.

The College also plays a role in the [doctoral programs](#) offered at the CUNY Graduate Center. Brooklyn College faculty teach courses and supervise dissertations in many doctoral programs at the Graduate Center. The College itself is the host location for a CUNY doctoral program in experimental psychology and, with Hunter College and the Graduate Center, a major partner in the doctorate in audiology, the Au.D. degree, the University's first clinical doctoral program. The College is also one of the chief campus partners in the development of doctoral programs associated with the new CUNY School of Public Health.

Enrollment: The College's graduate programs are advertised primarily through program-specific networks and by reputation in the field, and they attract a high percentage of part-time students (about 92% of total graduate student enrollment over the last decade). Enrollment has

undergone dramatic swings over the period, reaching a peak of 5,025 degree and non-degree students in fall 2001, declining to 3,592 degree and non-degree students in fall 2007, and, in apparent trend reversal, climbing again by 19.4% in fall 2008. Improved application procedures (see Chapter 4) and a changing economic climate have likely contributed to these enrollment gains. The declines experienced earlier in the decade are attributed to two main factors—higher graduation rates for the 2002 and later cohorts that reduced the number of continuing students, and a 2005 change in the CUNY tuition and fee structure (a \$40 per credit increase for in-state residents and a \$75 per credit increase for out-of-state residents) that negatively affected both new and continuing enrollments. Off-campus non-degree programs of the School of Education were particularly affected by the tuition increase. Although a CUNY-authorized waiver restored competitive pricing for these School of Education programs outside of the five boroughs of the City of New York in 2006-2007, the geographical limit of the waiver has made recovery slow. International graduate student enrollment has also declined over the past decade, decreasing by 37.8% between fall 2003 and fall 2007.

As noted above (Chapter 4), retention and graduation rates in graduate programs merit increased attention and action. Master's students entering between fall 1999 and fall 2002 who completed their degrees within four years of entry at an average degree completion rate of 62.6% as compared with the rate of 67.1% at other CUNY senior colleges. Curriculum mapping (see Chapter 4) might bring improvement, but more information is required to craft approaches that would accelerate degree completion.

Organization and Management: Responsibility for graduate programs resides with departments. Day-to-day operations are managed by about 45 graduate deputies (or program heads/coordinators in the School of Education), who report to their department chairs. They are responsible for recruiting, admitting, and advising students in their programs; they provide course permissions and other academic approvals; they resolve students' problems at the program level; and, in some departments, they also participate in the hiring of adjuncts. Those who exercise their advisory role with full understanding and dedication play a major role in maintaining program quality. Coordination across programs is accomplished through the efforts of the Dean of Research and Graduate Studies, who chairs the Council of Graduate Deputies, which meets four times a year. The Dean and her staff work with and provide training for graduate deputies and program heads/coordinators, offering general academic advisement and assistance in support of academic milestones such as comprehensive exams and theses. The coordinator of graduate studies manages the process of student petitions seeking waivers and exemptions from the Faculty Council committee that monitors compliance with academic regulations. In concert with the graduate deputies, the coordinator and the office staff closely monitor students on academic probation, allocating some academic resources and helping them become academically more successful. The Dean coordinates activities funded under the CUNY Graduate Investment Program, which has provided a range of services to graduate students (see Chapter 4).

Transparency: As described above (Chapter 3 and 4), the College has undertaken a concerted effort to tailor its websites and paper publications as conduits of relevant information for both potential applicants and current students. Online presence has been separated into external and internal branches and information about College programs and policies has greatly improved.

The Office of Research and Graduate Studies, working with the graduate deputies and the Office of Publications, recently updated and edited the 2007-2010 edition of the *Graduate Bulletin*. Now providing greater clarity on degree requirements and on rules that govern academic standing, the new *Bulletin* has also added career-related descriptions to the prefatory matter for every graduate program. Many individual programs also produce their own materials, some for potential applicants, others as guides to successful and timely completion of the program.

Aligning Programmatic Goals, Objectives, and Outcomes: While not every graduate program has succeeded in addressing all assessment issues listed in the standard, some are making significant progress. Many have become increasingly reflective and purposeful; others move slowly from informal to more formal modes of aligning student learning outcomes with program goals and College mission.

Using the departmental assessment status table provided in the [Office of Academic Assessment](#) website (as of fall 2008), five programs can be seen as illustrating the range of progress toward robust assessment that currently exists among graduate programs. To arrive at the information, programs were asked to describe and evaluate their progress against the ideal expressed in the standard. At the highest end of the assessment spectrum are graduate programs in Speech-Language Pathology and in the School of Education that have met, respectively, the accreditation requirements of ASHA and NCATE. The current status of progress in each program is as follows:

School of Education. In response to NCATE requirements, a formal process of outcomes assessment assures and maintains appropriate content, rigor, and coherence in their graduate programs. In preparation for the NCATE site visit, the School of Education developed and implemented a mission statement and a conceptual framework that elaborated on its mission. In doing so, it embraced an intellectual and educational environment that placed collaboration, critical self-reflection, social justice, and diversity at the center of its mission. The School of Education was accredited, without qualification, by NCATE in 2005, an acknowledgement of its commitment to appropriate content, rigor, and coherence in its graduate programs. In February 2009, the School of Education filed its latest self-study in anticipation of the NCATE visit scheduled for 2009–2010.

Speech-Language Pathology. In response to ASHA requirements, the Speech-Language Pathology program has articulated clear goals that align with the College's mission as well as with learner outcomes derived from specific knowledge and skills required for professional practice in speech-language pathology. Outcomes are assessed formatively, using course-based presentations, demonstrations, written papers, observations of clinical practicum activities, and student conferences. Students who do not meet outcomes in a timely fashion are offered remediation, with opportunities for follow-up assessment. Students are assessed summatively by a written comprehensive examination. The program conducts graduating student exit surveys each semester as well as an annual survey of first year alumni and their respective employers or supervisors to evaluate the students' educational and clinical training experiences. Over the last five years, results have been largely positive. Specific recommendations—an annual faculty retreat, a more rigorous student advisement process, development of new courses reflecting the scope of professional practice, modifications in course scheduling and sequencing, modification

of the comprehensive exam format, reduction of student/clinical supervisor ratios, and increased visitation of students at off-campus clinical practicum sites—have been implemented as an outcome of this feedback. The Speech-Language Pathology program was re-accredited by ASHA in 2006.

Art. The Department of Art offers an M.A. in Art History, an M.F.A. in Art, and, jointly with the School of Education, an M.A. in Art Teacher. It participates in the cross-disciplinary M.F.A. Program in Performance and Interactive Media Arts (PIMA). It has made significant progress toward institutionalizing the programmatic self-reflection and outcomes assessment that assures academic coherence, rigor, and appropriate content. It stands at mid-range in accomplishment in the assessment spectrum. The department's mission statement and goals were updated, clearly defined and designed to foster all types of visual expression, visual literacy, critical thinking and writing to prepare practicing artists and art historians. Moreover, its goals are aligned with its mission statement and are consonant with the College's strategic plan to maintain and enhance academic excellence, to ensure a student-oriented campus, and to be a "model citizen." Student learning objectives and student learning outcomes for Studio Art (M.F.A.) and Art History (M.A.) are specified and measurable. An art history curriculum map demonstrates that all art history courses fulfill student learning objectives. A curriculum map for studio art remains to be completed. The department has developed a variety of assessment methods to measure the achievement of programmatic and student learning goals. For example, the art historians are assessing the stipulated writing goal at the M.A. level through review of master's theses. The studio art faculty has begun formalizing the outcomes assessment process in the M.F.A. program by asking faculty to evaluate student work in light of stated curricular goals and objectives. Based on the results of the assessment process and student interests, a new faculty curriculum subcommittee for graduate students has been charged with revamping the department's programs and the department has approved a revised program structure and two new courses for the M.F.A. program.

History. The Department of History participates in two Master's programs—the M.A. in History and the M.A. in Social Studies Teacher (in partnership with the School of Education). Students in M.A.-level courses come in nearly equal numbers from the two programs. During the past decade, the department has assessed its strengths and weaknesses in "traditional" ways. Its 1999 self-study described enrollment, goals, and requirements, as well as a series of concerns: faculty resources, levels of expectation, the relationship between the M.A. and the undergraduate major, the role of the thesis, and the appropriate definition of the M.A. as a degree between the B.A. and the Ph.D. Such issues were also the subject of a report by the American Historical Association, and the department's reflections thus mirrored the then-current national debate on the definition and role of the M.A. degree in history. Based on a detailed study of other M.A.-level programs, the department argues that its graduate programs are congruent with the College's mission and rigorous, coherent, and characterized by appropriate content, breadth, and depth. However, for its graduate program, the department is only now beginning to adopt the more formal procedures of outcomes assessment. There are at present no stated goals or learning outcomes specific to its graduate program.

Computer and Information Science. The Computer and Information Science Department is represented with two graduate programs: an M.A. in Computer Science and an M.S. in

Information Systems. Its 2006 external evaluation raised concerns about the preparation of entering graduate students and the quality of the programs. The department has no assessment plan at the graduate level: there is no mission statement for either program and no student learning outcomes. The department, noting there is no guidance from national organizations (the Accreditation Board for Engineering and Technology has no accreditation standards for master's level), has had some difficulty in determining what constitutes appropriate content, coherence, and rigor in computer science at the master's level. The Association for Computing Machinery published (in 2006) a model curriculum for a master's degree in information systems but there is no equivalent for a computer science master's degree. The department argues, therefore, that the implementation of outcomes assessment must likely rely on input from, and research on, the information technology industry in metropolitan New York. It has, however, taken steps toward being more reflective and has tried to respond to new opportunities. Its 2006 external evaluation recommended the formation of a local computing industry advisory board, a recommendation adopted by the department with a view to obtaining professional opinion about its graduate curriculum. In response to a demonstrable workforce development need, the department is currently designing a graduate certificate program in distributed and parallel programming.

Graduate Programs—A Mission-Critical Issue: The College's strategic plan sets specific goals with respect to planning, developing, and implementing graduate programs that meet student needs. It targets rebuilding graduate enrollment as a major priority of the student-centered campus, calls for an environmental scan to assess markets for new and existing programs, sets the goals of developing master's and advanced certificate programs that offer an "applied" slant directly related to job trends and marketplace, and looks to broadening the College's participation in CUNY's doctoral science programs. Preliminary work has been conducted on all fronts—enrollment of degree-seeking graduate students is up by 19.4% in fall 2008; new degree programs take cognizance of career opportunities. Strategic hiring of science faculty, based on the identification of four interdisciplinary themes identified by faculty in the sciences, began even before CUNY announced its decade of science, and CUNY has encouraged the College to prepare for joint doctoral degree granting status in the sciences as outlined in the *CUNY Master Plan 2008–2012*. With respect to graduate programs, therefore, the stage is set to strategically plan the growth and development of its graduate division at the institutional level.

RELATED EDUCATIONAL ACTIVITIES

Basic Skills: In January 1999, the CUNY Board of Trustees resolved to phase out remedial education in all baccalaureate degree programs except during summer sessions. Exempt from the resolution were ESL students who got their secondary education abroad and who otherwise are not in need of remediation and SEEK students.

Following the end of remediation, all applicants to Brooklyn College (except non-CUNY transfer students with 45 or more credits) were required to meet admissions criteria and demonstrate readiness for college-level work in English and mathematics. Basic skills readiness can be demonstrated by: (1) attaining a score of at least 480 on the critical reading and 510 on the mathematics sections of the SAT (or a score of 20 on the ACT); (2) earning a 75 or higher on the New York State English and Mathematics Regents exams; or (3) passing the CUNY Skills Assessment Test. The support given students who do not meet basic skills or other admissions

requirements are the Pre-freshman Academy and Immersion, ESL reading and writing courses, and the SEEK program, all designed to assist them in passing the CUNY Assessment Tests and succeeding in college-level work.

Pre-freshman Academy and Immersion in Reading, Writing, and Math: Students who fall just short of admissions requirements and who may or may not need to pass one or more CUNY Assessment Tests are admitted conditionally and must attend the Pre-freshman Academy where a series of workshops orients them to the College and introduces them to successful academic habits. Immersion workshops are offered in summer and in intersession for conditionally-admitted and readmitted students who must be certified for admission in reading, writing, or mathematics. The workshops, complemented with peer-tutoring available in the Learning Center, help students acquire and develop the knowledge and skills required to pass ACT exams and to transition successfully into college academic work. The effectiveness of summer and intersession programming is assessed quantitatively through tracking persistence and GPAs. (See “Brooklyn College CUE Proposals,” 2007–08 and 2008–09).

ESL Courses: ESL students who come out of high school and who achieve the required score on the New York State English Regents exam or on an ACT exam especially developed for CUNY place directly into English 1. ESL students who score below 480 on the SAT verbal or below a 75 on their English Regents are required to take the ACT and pass with a 7 (a combined score, from two readers) before they are eligible to enroll in college courses. The Summer Institute Workshop program (ESL 0.1 and Speech 3.2) pairs compensatory writing/reading and credit bearing courses while integrating ESL students into the College community. ESL students are placed in ESL reading/writing classes, together with a limited selection of other courses, until they are able to pass the CUNY reading and writing assessment tests (ACT). Students who pass the tests with a minimum score of 7 on the CUNY writing assessment test and a minimum score of 70 on the CUNY reading assessment test are placed in English 1.

A full-time program for ESL students—the American Language Academy—is offered by PACE, the Professional Advancement and Continuing Education Program (see below). This program meets the requirements for full-time international students currently here on F-1 visas. A part-time PACE program, Teaching English to Students of Other Languages (TESOL), is available.

SEEK: The SEEK Department provides academic, financial, tutorial/supplemental instruction and counseling to eligible students who are educationally and economically disadvantaged and entering college for the first time (see Chapter 4). A key component is the SEEK Pre-Core Program designed for freshmen who have entered the College but have yet to demonstrate competency on the CUNY basic skills assessment tests in reading, writing and mathematics. This program of college-level courses is designed to prepare students for the challenges of the College's Core Curriculum. This program was designed and revised with the help of three U.S. Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE) grants and has been recognized by FIPSE as an innovative model of post-secondary education.

The SEEK Pre-Freshman Summer Program serves two groups: students who have passed basic skills tests and students who have not. The former group takes a Core course in combination with a critical inquiry course, the latter a critical inquiry course together with intensive courses in

reading and mathematics. Cultural field trips, counseling sessions, and tutoring are an integral part of the program. In the fall semester, students participate a blocked programmed learning community in either the SEEK Core or Pre-Core Programs, based on whether or not they have passed basic skills tests. Students in this learning community take college-level compensatory courses designed to prepare them for Brooklyn College's core curriculum. Learning communities include social science or humanities courses paired with critical inquiry workshops (such as Readings in Anthropological Studies, Researching the Literature in Cultural and Linguistic Anthropology, Logic, and/or Contemporary Sociology) and counseling workshops and an appropriate mathematics course. Students may participate in the SEEK Pre-Core or Core programs as necessary in the spring semester. A post-freshman summer experience is also available. SEEK students receive counseling, tutoring/supplemental instruction, and financial aid through graduation.

Pre-Freshman STEM Institutes: Besides immersion preparatory programs in English language skills, pre-freshman summer institutes offer science preparation: the Computer Literacy Summer Institute; the Summer Science Enrichment for intended science majors; and the Summer Science Institute in Chemistry for students intending to enter health related professions but not adequately prepared in science.

The effectiveness of summer and intersession programs is assessed quantitatively by tracking persistence and GPAs and, quantitatively, by student evaluations. (See “Brooklyn College CUE Proposals,” 2007–08 and 2008–09).

Certificate Programs: Certificate programs are offered in both the undergraduate and graduate division. For undergraduates, they exist in accounting, computer programming, and film (production or screenwriting). Two of these are currently under review: the existing certificate program in computer programming is moribund, and the accounting program is being evaluated in light of changing professional requirements. For graduate students, advanced certificates exist in Performance and Interactive Media Arts, Autism Spectrum Disorders, Bi-lingual Education, Gifted Education, Grief Counseling, Music Education, School Counseling, and School Psychologist. Advanced certificate programs tend to be healthier than certificate programs. This is especially true of advanced certificate programs run by or run jointly with the School of Education. Many of these programs are filled to capacity and are particularly strong in terms of goals and assessment. Generally, though, existing undergraduate certificate programs and some graduate programs need to align more effectively with the mission and goals of the departments and the College and the needs of the students served.

Experiential Learning: The Special Baccalaureate Degree Program is the only program at the College that awards life experience credit. To receive such credit, students must apply to a department, develop a portfolio, and follow specified steps. Departmental reviewers assess the student's experience, which the student must align with a particular course. If approved, the experience counts as credit in that course. Most students receive no more than six credits, but they are entitled to apply for more. Of the total enrollment of some 60 students, every year about six select this option and generally receive the credits in business.

Non-Credit Offerings: Non-credit programs are offered through PACE. Committed to support the College's "model citizen" goal, it works toward that goal by making affordable educational opportunities available to adults and children in the areas of non-credit training and by providing training where there is workforce demand such as English as a Second Language, health care careers, college preparation, information technology, and academic enrichment for children. It also functions as an integral part of the College by supporting recruitment efforts and generating tuition revenues from course offerings. PACE acts as the College's administrative arm for non-traditional, off-campus programs in both credit and non-credit areas, and works with departments to assure that appropriate levels of student service and student satisfaction are met. Its offerings contain clearly articulated course goals, procedures, and objectives. It requires student surveys, course evaluations, and faculty evaluations for each course.

Since PACE faces continuing challenges given the neighborhood's difficulties meeting tuition costs, an advisory task force has been established to explore revenue opportunities, review expenses, and work toward reducing fixed costs.

Branch Campuses, Additional Locations, and Other Instructional Sites: The primary off-site location associated with the College is the Graduate Center for Worker Education (GCWE) located at 25 Broadway in Manhattan. The GCWE shares its facilities with the City College (CCNY/CUNY) Center for Worker Education, which offers courses leading to a bachelor's degree. Both programs were designed to serve students who work full-time in that area, especially those in municipal trade unions. GCWE courses come from four masters programs: the M.A. in Political Science Concentration in Urban Policy and Administration; the M.A. in Community Health Concentration in Community Health or Thanatology; the M.P.H. in Community Health, Concentration in Community Health, Healthcare Management or Healthcare Policy and Administration; and the M.S. in Nutrition. The GCWE is directed by a senior faculty member in Political Science, and all GWCE programs subject to the same governance policies and procedures that apply to on-campus programs. In fall 2008, the GCWE enrolled 350 students. As part of the division of Graduate Studies, the GCWE and its offerings will be reviewed in the course of updating the College's mission with respect to its graduate programs.

Off-campus in-service courses offered by the School of Education at various venues in the greater metropolitan area address needs such as salary differential, licensing deficiencies, pre-requisite deficiencies or additional extension of current licenses.

Distance or Distributed Learning: According to university data, only 1.2% of instructional FTEs were offered fully online and 6.1% were "partially online" at Brooklyn College (*University Performance Management Report, 2007-2008*), ranking it second among CUNY senior colleges in both categories of online offerings. The College has no fully online programs currently and no immediate plans to offer a fully online program. In spring 2008, a *Task Force for Distance Learning* was convened by the then acting provost to devise guidelines for online learning. Discussions have continued with the arrival of a permanent Provost though final decisions must await the arrival of a new Chief Librarian, who, as Executive Director of Academic Information Technologies, heads a unit clearly instrumental to online educational activities.

Contractual Relationships and Affiliated Providers: The College has affiliation agreements with a number of clinical sites in association with the Master of Science in Speech-Language Pathology, the Master of Arts in Mental Health Counseling, the Master of Public Health and the Master of Arts in Community Health Education. Affiliation agreements are negotiated via a process prepared by CUNY's Office of the General Counsel. This process has been streamlined such that many affiliations now have "evergreen" clauses that allow for automatic renewal unless either party chooses to terminate. Thus, active contracts with qualified sites that may or may not be currently utilized are maintained in order to facilitate student placement.

The Speech-Language Pathology program has contracts with clinical sites including schools, hospitals, nursing homes, and other health care agencies throughout metropolitan New York. Graduate students in the program absolve a clinical practicum at these sites under supervision of licensed, certified speech-language pathologists. College guidelines governing affiliated sites are strictly enforced and exceed the ASHA standards governing the program.

Students matriculated in the Master of Arts in Mental Health Counseling are required to complete a one-year, 600-hour unpaid internship in an approved mental health facility. Internship students are required to keep weekly logs of their hours, activities, and details of the clinical work being carried out at their practicum sites and are evaluated by the site supervisor and the program supervisor. Students are also required to evaluate their placements.

Students matriculated in the Master of Public Health Program (MPH) and in the Master of Arts in Community Health Education (CHE) are required to have internships. To ensure that students are gaining skills in their practice area, the accrediting agency for the MPH program, the Council on Education in Public Health, reviews internship assignments by interviewing the faculty internship coordinator, the internship preceptor, and the students. The faculty coordinator and the preceptors also review student knowledge and skills. For the CHE, the faculty internship coordinator ensures the quality of the program by selecting qualified preceptors, monitoring the preceptor review of the students, and requesting student reviews of the internship site. The Master of Science in Nutrition program, accredited by the American Dietetic Association Commission on Accreditation for Dietetic Internship, conforms to the internship certification standards set by the accrediting agency. All affiliation agreements in the Department of Health and Nutrition Sciences programs are currently under review.

The School of Education has a permit arrangement with the CUNY School of Professional Studies to allow Brooklyn College graduate students to take specified courses at the American Museum of Natural History in order to speed progress toward their degrees. Course content has been thoroughly reviewed by departments accepting the credit and determined to be equivalent to courses at the College. Discussion of a direct relationship with the American Museum of Natural History for provision of these equivalent courses is currently under way.

FINDINGS

Achievements:

- **Program Planning:** In keeping with the direction established in the strategic plan, new programs, especially graduate programs, have become more career-oriented. The curriculum development process has been simplified, clarified, and fully documented to facilitate the creation of new programs.
- **General Education:** Ten common learning goals were adopted and have been widely publicized. A major review of the curriculum led to a completely updated Core in fall 2006. The new Core has launched its first round of assessment.
- **Undergraduate Majors and Graduate Programs:** These are demonstrably shifting from an expert-based methodology for evaluating the breadth, content, and coherence of courses and programs to a learner-centered outcomes assessment approach.
- **Graduate Programs:** Enrollment has increased; the development of new and career-oriented programs is moving forward; transparency with respect to programs, policies, and procedures has been improved; the College has been directly involved in the development of new CUNY clinical doctorates (an Au. D. and doctoral programs that will be housed in the new School of Public Health); the opportunity to become a joint doctoral degree granting institution with CUNY in the sciences is being pursued.

Agenda for the Future:

- **Program Development:** create a more agile new program identification procedure and accelerated development timeline that, without compromising quality, responds to shifting interests and demands. Link the systematic update of standing programs more closely to the annual department report process (see Chapter 5). Develop and implement a sunset review protocol within a college-wide framework of curriculum planning. Overall, institute a systematic and strategic process of program review and development.
- **General Education:** Provide for better communication and coordination between the governance and administrative entities that oversee general education so as to promote and facilitate assessment. Make the foreign language requirement more visible; include computer and information literacy among the general education goals. Expand the Core outcomes assessment and align it with other components of general education through the Campaign for Student Success/CUE.
- **Coherence:** Make coherence of knowledge and skills among Core, the rest of general education, co-curricular learning, and the majors as explicit as it is within the Core, and raise awareness of such coherence college-wide. Coordinate entities that govern the general education program to facilitate assessment and implementation of feedback loops. Align undergraduate certificate programs and some graduate programs more effectively with the mission and goals of the departments and the College.
- **Graduate Programs:** The College must examine its fundamental mission as it relates to graduate students and graduate programs and strategically plan the future of graduate programs.

CHAPTER 7: ASSESSMENT OF STUDENT LEARNING

This chapter addresses Middle States Standard 14

Brooklyn College has, for generations, equipped students with the knowledge, skills, and competencies they need to build successful careers and productive lives. Its alumni are living proof that it has succeeded in that respect, and it is incumbent upon the College to demonstrate that it will do no less for its graduates in the future. It must be accountable – to the public at large, to its students present and future, and to itself. Assessment and steady improvement have had an impact on the administrative side, and considerable effort has been expended to have it make an impact on the academic side as well.

THE EVOLUTION OF A CULTURE OF ASSESSMENT

Since 1999, the College has moved steadily toward achieving its goal of creating a “culture of evidence.” The administration top to bottom understands that it must respond to data that gives cause both to celebrate accomplishments and address shortcomings. As discussed in Chapters 1 and 2, annual accounting and “midcourse” adjustments in response to information and data generated locally and at the system level are routine and all the more necessary and valuable as budgets contract. For example, the simulations generated in setting admissions standards each year yield invaluable information that is used to target particular student populations and develop better programs and services. The impact of these activities is most clearly reflected in the academic area and especially in the panoply of programs and services developed for students in the first two years. Close attention to detail and data has resulted in a constant re-evaluation of services and initiatives that enhances the College’s services and improves its policies—and ultimately affects resource allocation as graduation and retention rates rise with the continuous improvement cycle.

The degree to which assessment has become part of the institutional fabric related to student learning is perhaps best illustrated by the parallel but independent reorganization that took place in the Office of the Dean of Undergraduate Studies (which is responsible for the educational experiences of nearly 80% of the student body) and in the Division of Student Affairs. In Undergraduate Studies, the success of the reorganization is evident in improvements in the relevant CUNY PMP indicators and is documented through the Campaign for Success/CUE plans and reports discussed in Chapter 1 and Chapter 6. The reorganization of the Division of Student Affairs and its alignment with the College’s mission and goals is described in Chapters 2 and 4. Both demonstrate that systematic assessment advances organizational effectiveness.

Progress in the assessment of student learning in academic programs has been steady but uneven, dependent as it is on the commitment of individual department chairs and the leadership they exercise. Equally varied is the range of individual faculty commitment to transparent assessment and the quality of information they provide to their students: some faculty hold on to the notion that traditional midterm and final grades constitute sufficient “assessment” of student performance. But many have abandoned the old standard: the quality of the assignments these faculty make and the feedback they provide to students immeasurably enrich the educational experience at the College. The challenge is to acknowledge and support these efforts and to assure that they are appropriately incorporated into the reward system. Such initiatives as the

teaching portfolio and the Whiting Fellowship recognize the commitment to excellent teaching and learning (see Chapter 5) and the essential role of assessment for improvement.

Over the past decade, learning outcomes assessment methodologies have been considerably broadened, as has participation by academic departments in the process. At this point, all departments are engaged at some level of either developing or implementing an outcomes assessment program. With respect to assessment methodologies, in 1999 the only significant direct measure of student skills of reading, writing, and analysis was the exit exam from the composition course and the mandated CUNY Proficiency Exam (CPE). Traditional measures such as graduation and retention rates at the institutional level and individual grades at the program and course level have been supplemented with measures such as the National Survey of Student Engagement (NSSE) and the CUNY Student Experience Survey (SES), as well as local surveys of graduates and alumni. Capstone experiences, such as writing and directing a film in the Department of Film or participating in a senior seminar in the Department of Political Science, have been introduced to assess student-learning outcomes at the program level. As expected, the leaders in the robust assessment of student learning come from those departments with specialized accreditation or with programs leading to external certification (e.g. the National Council for Accreditation of Teacher Education [NCATE], the American Dietetic Association [ADA], the American Speech-Language-Hearing Association [ASHA], and the Certified Public Accountant Examination [CPA] accreditations). The Brooklyn College SEEK Department is recognized as an Innovative Model of Postsecondary Education by the Fund for the Improvement of Postsecondary Education (FIPSE), and has served as a model for student-learning assessment for over forty colleges nationwide. The departments that have led the student-learning assessment efforts have now been joined by liberal arts departments such as philosophy and film, which are investing great effort and have made significant headway in their respective assessment programs.

Planning, Implementation, and Administrative Support 1999–2009: The process of change began largely as a result of the report of the Middle States evaluation team in 1999. That report recommended that "a campus-wide comprehensive outcomes assessment plan be developed and implemented." In response, the College formed an Outcomes Assessment Plan Committee in December 2000, representing a cross section of the College and charged with developing an outcomes assessment plan.

In fall 2001, the committee submitted the *Brooklyn College Outcomes Assessment Plan* to MSCHE and, once it was accepted, disseminated it within the College. The plan identified five areas for assessment, covering aspects of both institutional assessment and student learning assessment, and established principles for this assessment effort (see Chapter 2). The principles were consistent with sound assessment practices and showed how information gathered in the assessment process would most appropriately be used. MSCHE used the Brooklyn College plan as a model for other colleges.

The assessment plan, along with a much more explicit reference to expectations for the learning outcomes of the College's graduates in a revised mission statement (see Chapter 1), constituted the foundation on which all subsequent assessment of student learning efforts were built. The plan gave priority to institutional, degree/program, and course assessment related to student

learning. From the beginning, outcomes assessment in the academic area was a special interest of Provost Matthews, who advocated both (1) the intrinsic value of intentional assessment as a means of improving educational quality and student learning, based on the (relatively) new knowledge in cognitive science and research on how students learn, and (2) the extrinsic value of demonstrating the validity of internal assessment as an antidote to the imposition of simplistic measures from outside. The process was both deductive—beginning with classroom assessment—and inductive—asking each department to develop a mission statement and department or program goals and to relate them to each other as illustrated in the College’s assessment manual (see Appendix L: Schematic of Learning Outcomes at the Department Level). Three assessment manuals were produced in these years, with all materials developed by College faculty. The quality of the materials may have varied but they reflect active faculty involvement and honest attempts to address the issues. Not only did the manuals include course outcomes and assignments specifically designed to provide Brooklyn College students with the opportunity to demonstrate their learning, but they also referenced outside resources, including websites that articulated discipline-specific learning goals and examples of exemplary course and program assessment processes. The manuals were supplemented by a series of targeted workshops each year featuring local talent as well as outside experts, such as Middle States Commission Vice President Linda Suskie (fall 2006).

As the College implemented the original plan, adjustments were made, particularly when and where the proposed structure proved unwieldy. Thus, the plan had proposed a college assessment committee of eighteen members chaired by the provost, five assessment coordinating subcommittees, and an assessment coordinator, but the committees devoted to overseeing undergraduate and graduate outcomes assessment were disbanded and responsibility transferred to the department chairs. An assessment task force, comprised of faculty and chairs from each academic division, directors of various programs within academic affairs, and the Dean of Student Affairs was appointed by the provost in 2003 to oversee general education and other, broader issues related to student learning assessment. Progress is tracked annually (initially via department annual reports) and program improvements are introduced based on assessment results.

Besides engaging department chairs and individual faculty in efforts to assess student learning, the College invests heavily in the coordination of these efforts. Initially, a visiting professor from a sister college served as assessment coordinator and contributed to work on classroom-level assessment and its relation to pedagogical approaches. Program-level assessment was to be the second phase of the process (see *Brooklyn College Outcomes Assessment Resource Manual*, 2004–05) but the decision to emphasize classroom-level assessment first may have contributed to departmental and faculty resistance. For four years, the visiting assessment coordinator and, subsequently, a faculty representative from each of the academic divisions worked with faculty in departments to create course-learning outcomes. At that point, in 2006, a new position was created and a Director of Academic Assessment was hired. He created a more concise assessment manual and an [Office of Academic Assessment webpage](#) and produced an array of presentations and workshops aimed at improving coordination and communication of the College’s assessment goals, principles, and priorities. Ongoing efforts to integrate the assessment of student learning into other College processes have resulted in assessment becoming more explicit in program review, the end-of-year reporting process, and the

implementation of changes in the curriculum (see department annual reports since 1998-1999, Guidelines for Departmental Self-Study in Preparation for External Evaluation, and Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council). The Director of Academic Assessment now chairs the assessment task force.

Assessment of General Education and Core Curriculum: Significant advances in putting a system of assessment in place is seen in general education, specifically in the Core Curriculum. Following the 2001 plan, an assessment subcommittee developed a list of thirty-two learning goals for the Core. These were eventually narrowed to ten, linked to both the College's mission and the course goals. They were then adopted as goals for the Core, and subsequently slightly modified as college-wide learning goals. The revised Core Curriculum embodied the new learning goals and went into effect in fall of 2006.

Assessment was built into the revised Core from its inception. An emphasis on assessment of courses was used to build a culture of assessment in the Core faculty, accustom them to the process, and define course-level rubrics as a basis for common Core-course rubrics in the future. The creation of common rubrics/standards for the ten common goals remains to be addressed.

Activity in 2006–2007 centered on skills in Goal #1, beginning with “Critical Thinking.” Over the course of three semesters, faculty participation in the Core assessment increased substantially (see Appendix M: Core Participation Summaries). This increase was supported by funding re-assigned time for coordinators for each of the Core courses under the leadership of the Dean for Undergraduate Studies. In fact, having coordinators responsible to both the Core director and the Director of Academic Assessment raised awareness, improved participation, and increased buy-in for the creation of common assessment rubrics. As a result, a draft common rubric for Goal #1 is currently under review (see Appendix N: Core Assessment Program Draft Rubric, Fall 2008). Once a common rubric has been finalized for Goal #1, the next step is the development of common rubrics for all the common goals, with Core coordinators under the leadership of the Director of Academic Assessment, concentrating from the very beginning on identifying the common, as opposed to the unique, elements of each goal.

Undergraduate Program Assessment: The College's academic culture is in the process of transformation, becoming gradually more “mindful,” “evidence-based,” and “transparent.” In 1999, the prevailing view of assessment was that:

[A]ssessment of undergraduate programs... was conducted through what might be called “the judgment of experts.” ... [C]oherence and rigor of undergraduate education was maintained through time-honored practices.... [The] judgment of excellence was a matter of intuition and belief in our own academic histories. What had served us should serve our students.... We simply believed our collective wisdom helped us to provide an excellent undergraduate education to our students.

A new culture of assessment, one that considers appropriateness of content, rigor, coherence, and student mastery as outcomes that can and should be investigated and measured, has taken root since then. The extent to which this new culture has been adopted varies, as is demonstrated by the [Academic Department Assessment Activities](#) reported on the Office of Academic

Assessment website. Some departments have come to understand outcomes assessment, worked hard to integrate its principles into their framework of programmatic planning, and made significant strides since 2001. Others have been slow to respond. Building on initial breakthroughs in 2002–2005, a more coordinated and focused effort on program assessment began in 2006. By 2009, the majority of undergraduate programs have mission statements and programmatic learning goals/objectives/outcomes. Most have also mapped these goals/objectives to their curriculum and many have well-developed assessment cycles/plans (see [Overall Status of Departments](#) on the Office of Academic Assessment website), though the degree of thoroughness and articulation varies.

The College has, of course, always aimed to provide quality undergraduate education to its students, but recently it has gotten smarter about it. Some departments—Chemistry, Biology, and Economics/Business, for example—have a very detailed architecture of student-learning goals, objectives, and outcomes. Those that have not reached this step and are still at an “aspirational” stage nonetheless recognize the need to adopt such assessment tools expeditiously. Departments and programs with specialized accreditation, principally those in Education with NCATE, have a process that is well articulated and highly developed. Another outstanding example is the SEEK Department, which implemented a pilot e-portfolio project for all first-year students in 2008 (building on a paper portfolio requirement), and intends to extend the pilot to include all second-year students as of spring 2009.

Several programs without specialized accreditation have progressed to the stage of collecting evidence. Film, Philosophy, English, Modern Language, Computer and Information Sciences, and Judaic Studies are examples. All have collected assessment data as part of their regular assessment plans. Some of these departments have closed the loop by using their assessments to make programmatic changes. Film, for example, had a jury of their faculty score senior films with rubrics they developed. The results, triangulated with other information the department had collected on its sequence of screenwriting courses, was used to justify a change in its program. In Art, a pilot assessment in the BFA program resulted in a course proposal for a seminar on professional practices. Finally, more global changes have been made as a result of the process. For an analysis of the range of departmental assessment activities regarding the undergraduate major, see Chapter 6.

Graduate Program-Level Assessment: The most fully developed program assessment plans and processes in the graduate division exist in programs that have specialized accreditation. Education programs, which represent our largest graduate student enrollment, all have NCATE accreditation, and their assessment efforts are fully documented in the [2005 School of Education self-study](#) (currently being updated in anticipation of a site visit in 2009-2010). The M.S. in Speech-Language Pathology, accredited by the ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology, has a highly developed [assessment program](#). Outside of such specially accredited programs, however, assessment at the program level is not as advanced as in undergraduate programs, though some strides are being made. Chemistry has articulated learning goals/objectives that clearly distinguish graduate level competency. In Art, an assessment system instituted for the M.F.A. degree has collected useful information currently being reviewed by the faculty. More needs to be done, but since many programs have capstone experiences, there is great potential for introducing student-

learning outcomes in graduate programs. The range of departmental assessment activities with respect to graduate programs is described in Chapter 6. Assessment will be a major part of the review of the College's mission as it applies to graduate students and graduate programs mentioned in Chapter 6.

Classroom-Level Assessment: Given their firm responsibility for implementing assessment programs, departments are the custodians of assessment records. The College requires that instructors provide students with syllabi on the first day of class in every course. It is up to departments to ensure (1) that the syllabi delineate course objectives, instruments, and modes of assessment, as well as the base on which student progress will be evaluated, and (2) that students know from the very outset what is expected of them and what skills and knowledge they can expect to acquire over the semester. Departments collect the syllabi, in accordance with requirements of the New York State Department of Education (NYSED), although collection practices vary.

Departments whose assessment plan is defined by mission statements, programmatic goals, and a curriculum grid linking course work to skills that meet those goals have also begun to assess one or two of their stated goals each year. They keep these studies on file, including the evidence—the student work on which the study was based. (Where they have been in doubt about how to proceed, they have consulted with the Director of Academic Assessment on a course of action.)

All new course proposals include goals/objectives/outcomes for student learning as well as assessments. It is difficult, however, to ascertain a detailed picture of the prevalence and quality of assessment practices at the classroom level for courses that existed before these requirements. In some programs, most often those with outside accreditation or those exploring it, there is good evidence of the consistent, even universal, articulation of classroom-level goals and objectives. In other areas this is less clear. A [Survey of Assessment Practices by Department](#) lists a wide variety of techniques employed college-wide, with the widest variety employed in the School of Education.

STRENGTH OF EVIDENCE

As program-level assessment matures, both the quality of the information and the confidence with which it can be used improve commensurately. In general, there is much indirect survey data that can be used with fair confidence. In programs with specialized accreditation, multiple and reliable points of evidence have been used to inform improvements. In some cohesive programs, where locally developed rubrics have been used by cooperative groups of faculty, self-reflective assessment results have been used, as in Philosophy, Art, and Film. As discussed above, further improvement in the assessment of the Core curriculum will provide critical college-wide models that will inform the collection of evidence at the program and classroom level far beyond the Core and general education.

STUDENT AWARENESS OF ASSESSMENT

The importance of assessment is communicated to students in a number of ways. All course syllabi highlight “learning outcomes.” Some departments include aspects of assessment on their

websites. Many include mission statements; some include other information. For instance, [Psychology](#) lists eleven learning goals, while [Economics](#) links to a listing of the outcomes of virtually all business courses. [Sociology](#)'s mission statement specifies a number of critical thinking learning outcomes. [Television & Radio](#) features an online video showing what students will learn in that program. A number of departmental homepages go to the Blackboard site when the syllabus link is clicked, so that registered students can find the appropriate course outline.

The Student Evaluation of Faculty questionnaire (see Appendix F), mentioned earlier, also provides some insight into “student understanding.” Students are first asked whether they received a written syllabus during the first week of class. Between 95% and 98% of those responding reported that they had. On the assumption that course requirements and assignments are indicative of “learning outcomes,” question eleven asks students to rate, on a scale from “Excellent” to “Poor/Unacceptable,” “the clarity of information provided about the course requirements and assignments. In 2006 and 2007, 83% of the students responding answered “Excellent” or “Good” (range: 66%–100%). “Excellent” ratings tended to be higher than “Good” ratings (54%/30%).

Of course, even accepting these data as representing “student understanding,” the next question is whether or not an average of 83% overall reaches an acceptable threshold of accomplishment. More needs to be done in informing students about the importance of assessment, and to raise their expectations.

SUPPORT FOR FACULTY IN ASSESSMENT AND IMPROVEMENT OF TEACHING

Assessment initiatives have been addressed primarily to educating the faculty about how to do assessment and to providing support for departments as they set up their assessment programs. Supporting individual faculty in their assessment work was a feature of the early outreach around the development of course outcomes, but today it is almost exclusively the domain of department chairs. The results of a [Survey of Chairs on Assessment and Teaching](#) conducted in spring 2008 (fourteen of thirty chairs responding) give some insight into how assessment efforts are handled and valued at the department level, and underscore the need to recognize (and reward) assessment efforts in the promotions and tenure process (see Chapter 5).

In the survey, many of the chairs indicated that, among the faculty, neither participation in nor oversight of assessment was highly valued. Most departments rely on a single faculty member to oversee outcomes assessment; in one, an HEO is asked to do so. The rest use a committee, and members are almost all chosen by the chair rather than by self-selection or by the department as a whole. And the rewards for those involved are few. Most of the chairs who responded to the survey ranked the importance of assessment at three (out of five); two chairs gave it a score of one, but only one chair gave it a score of five. Strong support came from departments with specialized accreditation—e.g. health sciences—where more weight is given to participation in assessment activities.

The quantitative data from the survey of the department chairs indicates that, overall, pedagogy is a high priority among all departments: 70% of those surveyed reported that pedagogy is a

topic of discussion at departmental meetings. Most departments regularly provide venues for discussion of teaching practices (e.g. retreats, lunches, and meetings) and 70% of department chairs reported that they refer junior faculty to senior faculty for guidance and advice. The most common rewards for exceptional teaching include favorable consideration in annual evaluations for promotion and tenure and more favorable teaching assignments.

Clearly, the College needs to partner more effectively with department chairs to ensure that faculty understand the intrinsic connection between efforts to improve their teaching and the results of the assessment of student learning. Respondents to the survey cited several College units that support the improvement of teaching and could be more directly engaged in the College-wide student learning outcomes initiative:

- The Center for Teaching (see Chapter 5): Of the chairs responding to the survey, 42% reported using the Center as a resource for improving their faculty members' teaching.
- The Writing Across the Curriculum (WAC) Program was also mentioned by 42% in this connection. WAC works directly with faculty, programs, departments, and the Office of the Provost, offers a myriad of services and support, and provides leadership in its assessment of writing effectiveness in writing-intensive courses and majors.
- The Library's Academic Information Technologies division, which regularly offers workshops on instructional technology, was cited by 25% as a resource for improving their faculty members' teaching.

Department chairs also cited a number of College-wide processes and activities (detailed in Chapter 5) as influential in the improvement of teaching, such as the revision of the teaching evaluation form in 2004; institutional recognition for outstanding teaching such as the Whiting Fellowship and the Tow Award; and the many faculty orientation and faculty development programs offered at college and department levels.

In sum, while teaching (and the improvement of teaching) is reported as a high priority, it is not yet deeply linked with assessment of student learning. Explicit links between assessment of student learning and improvement of teaching must be engineered and consistently drawn across all faculty development efforts—at the college level, in the department, and in the specialized faculty development programs enumerated here and in Chapter 5.

FINDINGS

Achievements:

- An evolving assessment culture that is sustained, efficient, useful, integrated, using multiple points of evidence and grounded in a learner-centered college mission and a high awareness of college mission and goals.
- A prominent student outcomes assessment project in the Core Curriculum: revision of the Core Curriculum, adoption of the ten learning goals, efforts to evaluate college goal #1 (critical thinking).
- Infrastructure to support continued growth and development: creation of an Office of Academic Assessment and website; integration of learning outcomes expectations into the curriculum; program review manuals; and course proposal forms.

Agenda for the Future:

- Update the 2001 outcomes assessment plan to reflect current structures and processes and recast the assessment task force into a more task-oriented rather than primarily advisory body. Indicate clearly the relationship of assessment across the learning spectrum. Consider reducing the list of learning goals to conform to more concise standards at other CUNY colleges and nation wide.
- Strengthen efforts to improve the transparency of assessment mechanisms and assessment information.
- Integrate more fully assessment of student learning into strategic planning and budget allocation processes. Define a dedicated funding mechanism of assessment activities.
- Complete implementation of program-level assessment efforts in undergraduate and graduate programs.
- Improve the quality of evidence in support of student learning, e.g. create common rubrics for College-wide learning goals to allow comparability; revise the questionnaire of student evaluation of faculty to create better measures of student learning; promote student awareness of assessment beyond distribution of the required course syllabus.
- Build greater and more consistent involvement of department chairs in advocating and promoting assessment initiatives; provide support for individual faculty in their efforts at assessment, and reward these efforts; coordinate and standardize the collection of syllabi across departments; expand faculty development programs dealing with assessment and allowing for hands-on opportunities to see the value of assessment.
- Become even more transparent about assessment planning and data, sharing information across departments, in order to guide department chairs and faculty in their awareness of student learning.
- Link even more clearly the assessment of student learning with the improvement of teaching.

CONCLUSION:

Brooklyn College emerges from this self-study with a sense of accomplishment—and a renewed dedication to a mission that not only guides its vision but is a platform for its planning and is informed by honest evaluation of progress.

The College community has reason to celebrate the hard work of the past decade and its results: a rejuvenated core curriculum, an influx of new faculty, gains in the quality of students, revitalized and new student services, an expanding electronic campus, new construction, and a greatly improved physical plant. In conducting this self-study, the College community has affirmed its institutional strengths, acknowledged the rich talent and capabilities of its diversity, and, most significantly, set an agenda for the years ahead.

Confident in its capabilities, clear on the course it has charted for itself, and confirmed in its commitment to “be the best,” the College is ready to face whatever the future may hold, armed with the knowledge that it is well on the way to becoming a model institution in public higher education as it was defined with such prescience by President Christoph M. Kimmich in his [Remarks at the Stated Meeting of the Faculty](#) in February 2000:

- A model public liberal arts college is committed first and foremost to academic quality. Quality must distinguish everything we do. We insist on strong, intellectually vigorous academic programs; we retain and nurture a top-flight faculty with superior credentials and accomplishments; we recruit and support a well-prepared student body able to benefit from the strong programs that we offer.
- The enterprise of a model public liberal arts college centers on its students. We enable our students to attain their educational goals. We provide sufficient sections of required coursework to let students advance at their desired pace and graduate in as short a time as they can manage. We furnish the necessary academic support to enable them to work steadily and well. We help our students in their applications to professional and graduate schools and to positions in the workforce.
- A model public liberal arts college resides on a twenty-first century campus, both physical and virtual. It lives in a physical plant that is well maintained and conducive to teaching, learning, and research; it uses state-of-the-art technological delivery systems that are in good working order, and it gives these systems the necessary support; it enjoys a state-of-the-art library with a collection and services consistent with its research agenda and academic offerings.
- Our efforts in the nineties won us approvals and capital funding that will give us a magnificent campus. I ask two questions: (1) will we be ready academically for the instructional and research opportunities the new infrastructure will offer us? and (2) as we progress through the new millennium, will one have to come to Brooklyn to go to Brooklyn?

- A model public liberal arts college is in good financial health and manages its resources effectively. It has sufficient funding and flexibility to keep tuition affordable, provide scholarships, launch new programs, recruit and retain good faculty, support appropriate levels of administration, and maintain its campus. It increases its tax-levy investment, expands sponsored research, and attracts significant private funding.
- A model public liberal arts college works with integrated information systems. It maintains a comprehensive, integrated institutional database that informs decision-making and enables the campus to function intelligently and efficiently.
- A model public liberal arts college touts its accomplishments. It holds itself accountable for how it spends public funds and for what it produces. It finds ways to measure and report its effectiveness and outcomes.
- A model public liberal arts college is a model citizen in the broader community. It engages the local community, businesses, families, and individuals in ways appropriate to its core academic mission. It serves the community and becomes a force for reform and renewal in the local school system. Above all, it fosters a climate of civility and celebrates the richness of a diverse community—a richness (and I speak as one who knows Europe well) that is a unique American strength.
- A model public liberal arts college reaches all intended audiences with a clear and unequivocal message. That message is accurate and informative, welcoming and helpful. It is conveyed in any number of ways, including a lively and information-rich website designed to inform our various publics.

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Appendix A

Brooklyn College Self-Study Methodology

The Brooklyn College Self-Study effort commenced in October 2006 with the appointment by President Christoph M. Kimmich of a twenty-eight-member Steering Committee co-chaired by Professors Lynda Day (Africana Studies) and Bonnie L. Gustav (Anthropology and Archaeology). For the first two years of the effort, the Steering Committee met monthly during the academic year. In fall 2008–2009, the Steering Committee met to plan the November visit of Evaluation Team Chair R. Barbara Gitenstein, met with Dr. Gitenstein on the day of her visit, and met with the College community in two town hall meetings to discuss committee findings. Over the course of the three-year period, the Steering Committee reported its progress to the Provost—Provost Roberta Matthews (2006–2007), Acting Provost Nancy Hager (2007–2008), and Provost William Tramontano (2008–2009). Throughout the project, Assistant Dean Colette Wagner (Office of the Provost) served as staff to the self-study effort. A [Middle States Self-Study webpage](#) updated the College community on progress commencing in spring 2007 and includes all public documents associated with the self-study process. A public awareness campaign consisting of presentations by President Kimmich in his [Stated Meeting](#) addresses, e-mail blasts, coverage in College communications and student newspapers, drop-in informal weekly lunch meetings with Steering Committee Co-chair Lynda Day (in fall 2007), and town hall meetings facilitated and coordinated by the Division of Student Affairs maintained a steady flow of information about progress on the self-study to the entire College community.

In spring 2007, the Steering Committee developed and published its preliminary [self-study design](#)—an outline that addressed the fourteen Middle States Characteristics of Excellence in seven chapters—and seven working groups were commissioned to undertake the research effort. [Membership](#) of these groups is listed on the Brooklyn College Middle States Self-Study home page. Dr. Luis Pedraja, the College's Middle States Liaison Officer, visited the campus in April 2007; met with College leadership, the Steering Committee, and the entire campus community to publicly launch the effort; and issued approval of the proposed self-study design in summer 2007. Working groups initially convened between May and August 2007, reported progress to and received guidance from the Steering Committee at monthly meetings, and submitted their reports in May 2008. In guiding their research, the Steering Committee asked that Working Groups use existing College reports and data, conduct interviews with colleagues as appropriate, and limit the number of additional surveys that they undertook to minimize the impact of the self-study effort on the entire College community. Because of the complexity of the task at hand, Working Groups were also encouraged to recruit additional members, especially student representatives. The [draft self-study](#) was published in late October 2008 in advance of the Evaluation Team Chair's visit and was the subject of three town meetings held in November and December 2008.

Methodologies of the Working Groups:

Working Group 1: Provost Roberta Matthews and Professor Ellen Belton (English) initially co-chaired this committee and divided into two subcommittees, one focused on Standard 1: Mission and Goals (Belton, chair) and the other focused on Standard 2:

Planning (Matthews chaired from 2006–2007 and Jane Herbert, Chief of Staff and Executive Assistant to the President, has chaired since spring 2008). To reach its conclusions, the group focused primarily on a detailed review of existing policy and planning documents, extensive reports, and a series of interviews with campus personnel.

Working Group 2 was co-chaired by Assistant Vice-President Alan Gilbert (Budget, Finance, and Planning/Comptroller) and Assistant Dean Colette Wagner and addressed Standard 3: Resources and Standard 7: Institutional Effectiveness. The group created four subcommittees: Resources (Gilbert, chair), Facilities (Wagner, chair), Library/IT and Instructional Resources (Professors Paula Whitlock, Computer and Information Science, and Bruce MacIntyre, Conservatory of Music, co-chairs) and Effectiveness (Wagner, chair). All of the subgroups examined existing documents, reports, and policies. The Library/IT and Instructional Resources group conducted a survey of academic department chairs, and the Effectiveness group collected assessment profiles from administrative units of the College.

Working Group 3, co-chaired by Professor William Gargan (Library) and Assistant Vice-President Michael Hewitt (Human Resources), addressed Standard 4: Leadership and Governance, Standard 5: Administration, and Standard 6: Integrity. After two meetings the group split into four subcommittees, one to review each of the standards, and a fourth to cover “communications,” an area that cut across all three of the standards. Subcommittees were Governance (Gargan, convener), Faculty/Administration (Hewitt, convener), Communications (Vice-President Andrew Sillen, Institutional Advancement), and Integrity (Kathleen Napoli, Television and Radio). The committee’s findings are based on a review of documentary evidence and a series of campus interviews.

Working Group 4, co-chaired by Dean Milga Morales (Division of Student Affairs) and Assistant Vice-President Bruce Carlton Neimeyer (Enrollment Services, fall 2006–fall 2007) and Yasmin Ali (Director of the Enrollment Services Center, spring 2008–present) addressed Standard 8: Admission and Retention, Standard 9: Student Support Services, and Standard 6: Integrity. This group divided into four subcommittees: Utilizing Assessment in Admissions (Morales and Neimeyer/Ali, co-chairs), Student Support Services (Bruce Filosa, Director of Recreation; Mitzu Adams, Assistant Director of the Brooklyn College Student Center; and Jesus Perez, Director of CAASS, co-chairs), Retention (Evelyn Guzman, Director of Scholarships, and Richard Klein, Title III Project Coordinator, co-chairs), and Building a Student-Centered Campus (Ali and Patrick Kavanagh, Executive Assistant to the Dean of Undergraduate Studies, co-chairs). Working Group 4 determined its findings based on review of existing documents, including plans, policies, and assessment results, and through campus interviews.

Working Group 5, co-chaired by Associate Provost Jerry Mirotznik and Professor Lynda Day, examined Middle States Standard 10: Faculty and Standard 6: Integrity. Working Group 5 divided into five subcommittees: Hiring, Retention, Retiring, and Diversity (Professor Janet Johnson, History, coordinator); Professional Development and Support (Professor Namulundah Florence, School of Education, coordinator); Reappointment, Promotion, Tenure, and Professional Evaluation (James Eaton, Special

Assistant to the Associate Provost, coordinator); Faculty and Academic Programs (Professor Mariana Regalado, Library, coordinator); and Academic Freedom and Integrity (Professor Timothy Shortell, Sociology, coordinator). In addition to examining documentary evidence and conducting interviews, the Working Group conducted a faculty survey in spring 2008.

Working Group 6, co-chaired by Professors Philip Gallagher (History) and Bonnie L. Gustav, examined Standard 11: Educational Offerings, Standard 12: General Education, and Standard 13: Related Educational Offerings. The group divided into five subcommittees: General Education (Professor Aaron Tenenbaum, Computer and Information Science, convener), Undergraduate Education in the Majors (Professors Ellen Tremper, English, and Kenneth Gould, Sociology, conveners), Graduate Education (Professor Gail Gurland, Speech Communication Arts and Sciences, convener), Future Educational Offerings (Professor Clifton Clarke, Economics, convener), and Related Educational Activities (Professor Beth Evans, Library, convener). The subcommittees reviewed documentary evidence and conducted interviews; in December 2007 the Graduate Education subcommittee also designed and administered to graduate program directors an eighteen-item questionnaire.

Working Group 7, co-chaired by Dr. Michael Anderson (Director of Academic Assessment) and Professor Herve Queneau (Economics), reviewed the College's progress on Standard 14: Assessment of Student Learning. The group consisted of about twenty members, divided into five subcommittees corresponding to the research questions contained in the self-study design and derived from the MSCHE standard. The subcommittees functioned informally but were coordinated by the co-chairs, and they examined and analyzed existing College and system documentation and conducted two spring 2008 surveys focused on assessment practices and attitudes of academic department chairs toward assessment.

The Working Groups were guided by the "essential characteristics" of each standard and tried to identify the documents, the history, and the faculty, administrators, and staff involved in each area, to account for the foci, accomplishments, and challenges of the last decade that addressed these characteristics. The student perspective was especially important as it helped the working groups "reality test" their approach, and gave voice to the constituency served by the College.

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Appendix B

Brooklyn College
Document Archive

The following is a finding guide for major documents mentioned in the **Brooklyn College Self-Study February 2009**. There are three primary locations of evidence cited in the self-study report—web-based resources, documents contained in a portable document archive that is being provided to the Middle States Visiting Team, and an on-campus document archive. The finding list is organized by chapters and introduced by a listing of major institutional resources that provide a framework for understanding Brooklyn College as a member of The City University of New York (CUNY) system, which is governed by the CUNY Board of Trustees, operates under the authority of the Board of Regents of the State of New York, and is accredited by the Middle States Commission on Higher Education.

MAJOR INSTITUTIONAL RESOURCES		
Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College website and login to Brooklyn College WebCentral portal	http://www.brooklyn.cuny.edu See portal login instructions in Portable Document Archive	All
Brooklyn College Fast Facts	http://www.brooklyn.cuny.edu/pub/about_fast_facts.htm	
Brooklyn College Office of Finance, Budget, and Planning/ Comptroller website (comprehensive institutional reports)	http://www.brooklyn.cuny.edu/bc/offices/avpb_andp/view/index.htm See login instructions in Portable Document Archive	All
Brooklyn College Strategic Plan, 2005–2010, Strategic Plan, 2000–2005, and Strategic Plan: A Mid-Course Report, 2000–2003	http://www.brooklyn.cuny.edu/pub/1141.htm	All
Brooklyn College Strategic Action Plans (SAP)	SAP 2008–2009 in Portable Document Archive; complete set in Campus Document Archive	All
Brooklyn College Performance Goals (CUNY Performance Management Process—PMPs)	BC Goals 2008–2009 in Portable Document Archive; complete set available at http://www.brooklyn.cuny.edu/bc/offices/avpb_andp/view/planning/performanceindicators.htm	All
Brooklyn College Middle States Self-Study webpage (chronicle of self-study preparation)	http://www.brooklyn.cuny.edu/pub/middle_states.htm	All
Brooklyn College Organization Charts	Campus Document Archive	All
Brooklyn College Bulletins, Undergraduate and Graduate	http://www.brooklyn.cuny.edu/pub/bulletins.htm	All
Brooklyn College Faculty Handbook 2007	http://www.brooklyn.cuny.edu/bc/pubs/fhandbook/07.pdf	All
Brooklyn College Student Handbook 2007	http://www.brooklyn.cuny.edu/bc/pubs/handbook/shandbook.pdf	All
The City University of New York (CUNY) Portal	http://portal.cuny.edu	All
Board of Trustees of The City University of New York	http://web.cuny.edu/trustees/index.html	All
City University of New York (CUNY) Policy Documents Site	http://policy.cuny.edu/	All

MAJOR INSTITUTIONAL RESOURCES		
Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
CUNY Information Central—Additional Resources for Faculty and Staff: Labor Relations Contracts, Policies, and Procedures—General, Personnel Policies, and Procedures	http://web.cuny.edu/academics/info-central/addresources/faculty-staff.html	All
N. Y. State Education Department, Office of Higher Education—Office of College and University Evaluation (OCUE)	http://www.highered.nysed.gov/ocue/home.html	All
New York State Education Department—Education Law, Regents Rules, and Commissioner's Regulations	http://www.highered.nysed.gov/ocue/rules.htm	All
Middle States Commission on Higher Education	http://www.msche.org/	All

CHAPTER 1: MISSION, GOALS, AND PLANNING
Middle States Standards 1 and 2

Supporting Document	Location	Relevant to/Referenced in Other Chapters
Brooklyn College website—Common Goals of the Core Curriculum	http://www.brooklyn.cuny.edu/pub/ug_acad_core.htm	Chapters 6, 7
Stated Mission of The City University of New York	http://web.cuny.edu/about/index.html	
CUNY 2008–2012 Master Plan	http://web.cuny.edu/administration/chancellor/materplan_08_12.pdf	Chapters 2, 4
CUNY Performance Management Process (PMPs)—Brooklyn College Annual Reports, 2002–2003 to present.	http://www.brooklyn.cuny.edu/bc/offices/avpb/andp/view/planning/performanceindicators.htm	Chapters 2, 4, 5, 6
Brooklyn College Diversity and Inclusion Plan, 2008	http://www.brooklyn.cuny.edu/bc/spotlite/pdf/diversity08.pdf	Chapters 4, 5
Brooklyn College Coordinated Undergraduate Education (CUE) Proposal and Campaign for Student Success Plan	http://www.brooklyn.cuny.edu/portal/success/docs/2007-08-Campaign-Plan.pdf Other representative materials in Campus Document Archive	Chapters 4, 6
Brooklyn College Foundation for Success Campaign, 2008–2012 Operational Plan (BCF)	Portable Document Archive	Chapter 2
Brooklyn College Office Of Affirmative Action, Compliance, and Diversity website	http://www.brooklyn.cuny.edu/bc/offices/affirmact/	Chapters 4, 5
Brooklyn College Guidelines for Departmental Self-Study in Preparation for External Evaluation, April 2004	Portable Document Archive	Chapters 5, 6, 7
Brooklyn College External Evaluation Process, July 2005	Portable Document Archive	Chapters 5, 6, 7
CUNY Inclusive Excellence Initiative	http://web.cuny.edu/jobs/recruit-diverse.html	Chapters 4, 5
Brooklyn College Core Revision Documents	Asheville Team Report; Curriculum Document 315 in Portable Document Archive Core Curriculum Review Committee Report http://www.brooklyn.cuny.edu/bc/spotlite/news/CCRCreport.pdf	Chapters 5, 6, 7
Brooklyn College Mellon Sophomore Grant	Portable Document Archive	Chapters 4, 6
Representative reports, minutes, and publications	Campus Document Archive	

CHAPTER 2: RESOURCES AND INSTITUTIONAL EFFECTIVENESS
Middle States Standards 3 and 7

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College Financial Management home page	http://www.brooklyn.cuny.edu/bc/offices/avpbandp/view/financialmanagement.htm	
CUNY Budget and Finance Resource	http://www.brooklyn.cuny.edu/pub/about_fast_facts.htm	
Brooklyn College Financial Archive, including representative audit reports, financial reports, revenue analyses, etc.	Campus Document Archive	
CUNY Research Foundation	http://www.rfcuny.org/rfwebsite/	Chapter 5
Brooklyn College Foundation (BCF)	http://www.brooklyn.cuny.edu/pub/departments/bcf/bcf_about.htm	
Brooklyn College Foundation Operational Plan for The Brooklyn College Foundation for Success Campaign 2008–2012	Campus Document Archive	
Brooklyn College Facilities Master Plan and related capital construction project documents	Campus Document Archive	
Office of Facilities Planning and Operations	http://www.brooklyn.cuny.edu/bc/offices/facilities	
Brooklyn College Policy on Academic and Academic Related Space, April 2006	http://www.brooklyn.cuny.edu/bc/pdf/space_policy/space.pdf	
Brooklyn College Office of Campus and Community Safety Services	http://www.brooklyn.cuny.edu/bc/offices/security/statist.htm	
CUNY Alert Notification System	http://web.cuny.edu/news/alert.html	
Brooklyn College Office of Environmental Health and Safety	http://www.brooklyn.cuny.edu/bc/offices/hr/en v.htm	
Brooklyn College Library, including annual reports, 2006–2007 self-study and 2007 external evaluation report, draft multiyear plan	http://library.brooklyn.cuny.edu/about/	Chapter 6
Brooklyn College WebCentral Portal Faculty Technology Resource	http://www.brooklyn.cuny.edu/pub/ See portal login instructions in Portable Document Archive	Chapter 5
Brooklyn College IT Plan, March 2007	Portable Document Archive	
CUNYfirst (ERP) Project	http://first.cuny.edu	

CHAPTER 2: RESOURCES AND INSTITUTIONAL EFFECTIVENESS Middle States Standards 3 and 7		
Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College Scheduling Grid, Reports and Actions, 2002–2007	Scheduling Grid Committee Report 2006 in Portable Document Archive; other materials in Campus Document Archive	
Brooklyn College Division of Student Affairs (DOSA) Assessment Manual	Campus Document Archive	Chapter 4, 7
Enrollment Services Center Institutional Effectiveness Survey Response, Spring 2008	Portable Document Archive	Chapter 4
Magner Center for Career Development and Internships, Third Annual Report: 2007–2008	http://career.brooklyn.cuny.edu/AnnualReport/MagnerCenterAnnualReport2007-2008II.pdf	Chapter 4
Magner Center Recession Action Plan	http://career.brooklyn.cuny.edu/staff/ProjHope/ActionPlanFac.pdf	Chapter 4
Institutional Effectiveness Survey Spring 2008—Departmental Responses	Campus Document Archive	
Representative minutes, reports, publications	Campus Document Archive	

CHAPTER 3: GOVERNANCE, LEADERSHIP, AND INTEGRITY
Middle States Standards 4, 5, and 6

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
CUNY Information Central—Additional Resources for Faculty and Staff: Labor Relations Contracts, Policies and Procedures—General, Personnel Policies, and Procedures	http://web.cuny.edu/academics/info-central/addresources/faculty-staff.html	Chapter 5
The Brooklyn College Governance Plan (pending Board of Trustees approval, February 2009)	Portable Document Archive; Board of Trustees Calendar for February 23, 2009: http://web.cuny.edu/trustees/meetings/CAL209.pdf	Chapters 1, 2, 5
Student Government Constitution and Bylaws	Campus Document Archive	Chapter 4
Brooklyn College Faculty Council By-Laws	http://www.brooklyn.cuny.edu/pub/departments/fcouncil_index.htm	Chapter 5
Brooklyn College Association By-Laws	Campus Document Archive	Chapter 2
Brooklyn College Auxiliary Enterprises Corporation By-Laws	Campus Document Archive	Chapter 2
Brooklyn College Foundation and By-Laws	http://www.brooklyn.cuny.edu/pub/departments/bcf/bcf_about.htm	Chapter 2
CUNY Office of the Senior Vice Chancellor for Legal Affairs and General Counsel	http://web.cuny.edu/administration/legal-affairs.html	Chapters 4, 5
CUNY Budget and Finance: Procurement and Financial Management Guidelines	http://web.cuny.edu/administration/budget.html	Chapter 2
CUNY Policy on Academic Integrity	http://web.cuny.edu/academics/info-central/policies.html	Chapters 4, 5
Brooklyn College Policy and Procedures on Academic Integrity	http://www.brooklyn.cuny.edu/pub/pdf/academicintegritypolicy.pdf	Chapters 4, 5
New York State Ethics Law and CUNY Policies and Procedures	http://web.cuny.edu/administration/legal-affairs/ethics.html	Chapter 5
Brooklyn College Communications Plan, 2004	Portable Document Archive	Chapters 1, 4
Representative minutes, reports, publications	Campus Document Archive	

CHAPTER 4: STUDENTS AND INTEGRITY
Middle States Standards 8, 9, and 6

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College website and login to Brooklyn College WebCentral portal for online student services	http://www.brooklyn.cuny.edu/pub/ See portal login instructions in Portable Document Archive	
Office of Finance, Budget, and Planning website: Institutional Data—BCLAP Tables	http://www.brooklyn.cuny.edu/bc/offices/avpb/andp/view/institutionaldata/retention.htm	
Office of Finance, Budget and Planning: Brooklyn College Enrollment Reports, 2002–2008	http://www.brooklyn.cuny.edu/bc/offices/avpb/andp/view/index.htm	
Brooklyn College Admissions website	http://www.brooklyn.cuny.edu/pub/admissions.htm	
CUNY Admissions website	http://web.cuny.edu/admissions/undergraduate.html	
CUNY Transfer Information & Program Planning System (TIPPS)	http://tipps.cuny.edu/	
CUNY Office of Academic Affairs Testing website	http://web.cuny.edu/academics/oaa/testing.html	
Brooklyn College Office of Testing website	http://www.brooklyn.cuny.edu/pub/departments/testing/index.htm	
Representative Consultant Reports Regarding Admissions, e.g., Carnegie Communications Report, 2007	Campus Document Archive	
Brooklyn College, Admission Requirements for Graduate Programs	http://www.brooklyn.cuny.edu/programs/displayAdmissionsRequirementsReport.cfm	
Brooklyn College, Online Graduate Application	https://websql.brooklyn.cuny.edu/admissions/graduate/	Chapter 2
Brooklyn College, My Enrollment Application Status Check	https://myenrollment.brooklyn.cuny.edu/status/login.jsp	Chapter 2
Brooklyn College, Financing Your Education	http://www.brooklyn.cuny.edu/pub/financing.htm	
CUNY Financial Aid website (including Financial Aid Estimator and Information and Resources)	http://web.cuny.edu/admissions/financial-aid.html	
Brooklyn College, Honors Academy	http://www.brooklyn.cuny.edu/pub/honors_academy.htm	
Brooklyn College, Search for Education, Elevation, and Knowledge Program (SEEK)	http://www.brooklyn.cuny.edu/pub/1183.htm	Chapters 6, 7

CHAPTER 4: STUDENTS AND INTEGRITY
Middle States Standards 8, 9, and 6

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College, Campaign for Success, 2007–2008	http://www.brooklyn.cuny.edu/portal/success/index.html	Chapters 1, 6
Center for Academic Advisement and Student Success (CAASS)	See Brooklyn College WebCentral portal listing, above, and student login instructions in Portable Document Archive	Chapter 2
Brooklyn College, First College Year Program	http://www.brooklyn.cuny.edu/pub/first_college_year.htm	
The On-Course Advantage (TOCA) program	http://www.brooklyn.cuny.edu/pub/toca.htm	
Brooklyn College, Learning Center	http://lc.brooklyn.cuny.edu/	
Magner Center for Career Development and Internships	http://depthome.brooklyn.cuny.edu/career/students/index.html	Chapter 2
Brooklyn College, Division of Student Affairs (DOSA)	http://www.brooklyn.cuny.edu/pub/169.htm	Chapters 2, 7
DOSA offices	http://www.brooklyn.cuny.edu/pub/departments/sa/1522.htm	
DOSA programs	http://www.brooklyn.cuny.edu/pub/departments/sa/1521.htm	
Brooklyn College, <i>Kingsman</i>	http://www.kingsmannews.com/	
Brooklyn College, <i>Excelsior</i>	http://www.brooklynexcelsior.com/	
Brooklyn College, Reports on Current Students (CUNY Student Experience Survey, National Survey of Student Engagement, etc.)	http://www.brooklyn.cuny.edu/bc/offices/avpb/andp/view/institutionaldata/currentstudents.htm	
Brooklyn College, Enrollment Services Center	http://www.brooklyn.cuny.edu/bc/offices/esc/index.php (see also WebCentral portal for online services)	Chapter 2
Brooklyn College, Policies, Rights, and Responsibilities	http://www.brooklyn.cuny.edu/mkframe/mkframe.htm?frontURL=http://www.brooklyn.cuny.edu/bc/info/right.htm	
University Student Senate (USS) of City University of New York	http://www.uss.cuny.edu/	Chapter 3
Representative reports, minutes, publications	On Campus Archive	

CHAPTER 5: FACULTY AND INTEGRITY
Middle States Standards 10 and 6

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College website and login to Brooklyn College WebCentral portal for online faculty services	http://www.brooklyn.cuny.edu/pub/ See portal login instructions in Portable Document Archive	
Middle States Working Group 5 Faculty Survey, February 2008	Portable Document Archive	
CUNY-PSC Contract, 2002–2007 (Labor Relations—Contracts)	http://web.cuny.edu/academics/info-central/addresources/faculty-staff.html	Chapter 3
Academic Departments—Annual Reports, External Evaluation Reports, Multiyear Plans	Campus Archive	Chapters 6, 7
Brooklyn College, Faculty Council	http://www.brooklyn.cuny.edu/pub/departments/fcouncil_index.htm	Chapters 3, 6
Brooklyn College, Faculty	http://www.brooklyn.edu/pub/our_faculty.htm	
Brooklyn College, Faculty Profiles	http://www.brooklyn.edu/fp_search/fpsearch.jsp	
Brooklyn College, New Faculty, 2006, 2007, and 2008	http://www.brooklyn.edu/pub/1050.htm	
Roberta S. Matthews Center for Teaching—By-Laws and Strategic Plan	http://depthome.brooklyn.cuny.edu/centerforteaching/	
Brooklyn College, Office of Research and Sponsored Programs (ORSP)	http://www.brooklyn.cuny.edu/bc/offices/orsp/	Chapter 2
CUNY Policies and Procedures—General and CUNY Personnel Policies and Procedures	http://web.cuny.edu/academics/info-central/addresources/faculty-staff.html	Chapter 3
“Max-Kahn” Memorandum, November 7, 1958	Campus Document Archive	
Statement of the Board of Higher Education on Academic Personnel Practices in the City University of New York, effective January 1, 1976	Campus Document Archive	
Professional Staff Congress (PSC)	http://www.psc-cuny.org/address.htm	
The City University of New York University Faculty Senate (UFS)	http://www.cunyufs.org/	
The PSC-CUNY Welfare Fund	http://psccunywf.org/	
Representative reports, minutes, and publications	Campus Document Archive	

CHAPTER 6: ACADEMIC PROGRAMS
Middle States Standards 11, 12, and 13

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College, Academic Departments	http://www.brooklyn.edu/pub/Departments_U.jsp	Chapter 7
Brooklyn College, Schedule of Classes	http://www.brooklyn.cuny.edu/pub/ug_schedules.htm	
Brooklyn College, Academic Departments—Annual Reports, Multiyear Plans, External Evaluation Reports	Representative samples of departmental documents in Portable Document Archive; comprehensive collection in Campus Document Archive	Chapters 5, 7
Brooklyn College, Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council	http://www.brooklyn.cuny.edu/pub/departments/fcouncil_index.htm	Chapters 1, 3, 5, 7
Proposal to Establish a Program in Mental Health Counseling Leading to the Master of Arts Degree	Portable Document Archive	
CUNY Academic Program Resources	http://web.cuny.edu/academics/info-central/policies/academic-program-resources.html	
Brooklyn College, Undergraduate Academics and Programs	http://www.brooklyn.cuny.edu/pub/uacademics.htm	
Brooklyn College, General Education	http://www.brooklyn.cuny.edu/pub/core.htm	Chapter 4
Brooklyn College, Common Goals of the Core Curriculum	http://www.brooklyn.cuny.edu/pub/1024.htm	Chapters 1, 5, 7
Brooklyn College, Writing Across the Curriculum	http://depthome.brooklyn.cuny.edu/undergrad/bcwac/	Chapters 5, 7
Brooklyn College, Honors and Special Programs	http://www.brooklyn.cuny.edu/pub/1654.htm	Chapter 4
Brooklyn College, Graduate Academics and Programs	http://www.brooklyn.cuny.edu/pub/academics.htm	Chapters 1, 4
Brooklyn College, Doctoral Study in the Sciences	http://www.brooklyn.cuny.edu/pub/doctoral.htm	
Brooklyn College, Continuing Education: Professional Advancement and Continuing Education (PACE)	http://www.brooklyn.cuny.edu/pub/pace.htm	
Experiencing Brooklyn College: The Results of the 2007 National Survey of Student Engagement at Brooklyn College, in Perspective	http://www.brooklyn.cuny.edu/bc/offices/avpb/andp/view/institutionaldata/reports/NSSE2007ReporttoUndergraduateDean.pdf	Chapter 4
Brooklyn College, Office of Academic Assessment	http://www.brooklyn.cuny.edu/pub/departments/aa_index.htm	Chapter 7

CHAPTER 6: ACADEMIC PROGRAMS
Middle States Standards 11, 12, and 13

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College, School of Education Institutional Report for Initial NCATE Accreditation, April 2005	http://www.brooklyn.cuny.edu/pub/departments/aa_index.htm	Chapter 7
Department of Philosophy Assessment Reports 2006–2008; Assessment Minutes December 9, 2008; Phil 11-1 Results (Fall 2007); Phil 21 Results (Spring 2008)	Portable Document Archive	Chapter 7
SEEK Department Student E-Portfolio Samples	Portable Document Archive	
CUNY Office of General Counsel Affiliation Agreements	http://web.cuny.edu/academics/info-central/www/affiliation-agreements.html	
Representative curriculum proposals, reports, minutes, and publications	Campus Document Archive	

CHAPTER 7: ASSESSMENT OF STUDENT LEARNING
Middle States Standard 14

Supporting Document/Resource	Location	Relevant to/Referenced in Other Chapters
Brooklyn College Office of Academic Assessment, including departmental status reports, May 2007 Academic Assessment Resource Manual, surveys (assessment practices, department chairs)	http://www.brooklyn.cuny.edu/pub/departments/aa_index.htm	Chapter 6
Brooklyn College, Outcomes Assessment Plan, 2001	http://www.brooklyn.cuny.edu/bc/offices/avpb/andp/view/planning/bcoaplan.htm	Chapter 2
Office of the Provost Assessment Archive, 1999–2006	Campus Document Archive; Art, Film, Philosophy materials provided in Portable Document Archive	Chapter 6
Academic Departments—Annual Reports, External Evaluation Reports, Multiyear Plans	Campus Document Archive	Chapters, 6, 7
Brooklyn College, SEEK Portfolio and E-Portfolio Project	Campus Document Archive	Chapters 4 ,6
Brooklyn College, Academic Departments—home pages	http://www.brooklyn.cuny.edu/pub/Departments.jsp	Chapters 3, 5, 6
Brooklyn College, Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council	http://www.brooklyn.cuny.edu/pub/departments/fcouncil_index.htm	Chapters 1, 3 ,5, 7
CUNY CPE (CUNY Proficiency Exam) Guide	http://www1.cuny.edu/cpe/en/Resources/Reference_Guide.html	Chapter 6



Appendix C

Mini-Profiles of Institutional Effectiveness

College-level Effectiveness

- Center For Academic Advancement And Student Success (CAASS)
- Enrollment Services Center (ESC)
- BC WebCentral Portal

Unit-level Effectiveness

- Scholarship Office
- Magner Center for Career Development And Internships

Mini-Profile: Institutional Effectiveness
Center for Academic Advisement and Student Success (CAASS)
Office of the Dean of Undergraduate Studies

Overview: Ten years ago, the Academic Advisement Center (AAC) was defined as the unit responsible for providing academic advisement to all undergraduate students but was perceived by students and faculty as the primary regulatory office for undergraduate programs. As a result of a series of assessment activities originating with the Noel-Levitz Student Satisfaction Survey (2002) and the ensuing identification of the so-called Brooklyn College Runaround, the Strategic Plan 2005–2010 defined a transformation of the AAC as one of the primary objectives of becoming a student-oriented campus. The report of the Strategic Plan’s working group on academic advisement was adopted as the strategic plan of the Academic Advisement Center and has guided activity ever since. Transformation of the AAC has been strategically aligned with the CUNY Campaign for Success/Coordinated Undergraduate Education program efforts to secure additional funding and to achieve improved student outcomes in relevant CUNY PMPs.

Results: Ribbon-cutting for a physically reconfigured and organizationally transformed Center for Academic Advisement and Student Success (CAASS) took place in November 2006; service hours were expanded to include evenings and weekends; an online appointment facility and an advisement tab in the BC Portal were introduced; redundant policy enforcement functions were transferred to the Registrar’s Office; four advisement counselors were added and a NACADA professional development training program was implemented; the Adult Degree Programs Office was eliminated and resources were shifted to a new Returning Adult track in TOCA; improved services to transfer students were introduced; a Dean’s Advisory Council on Undergraduate Advisement was formed; and intervention strategies to provide students likely to be placed on academic probation were enhanced. Improvement in performance indicators such as the number of credits completed by freshmen in their first twelve months and student satisfaction with advisement services reported in the CUNY Performance Management Process and the CUNY Student Experience Survey are directly attributable to changes introduced in CAASS.

Resources Invested to Date: Recurring: Full-time staff increase: \$193K (four professional and one support), and increase in part-time staff budget from \$62 to \$130K; One-time: \$26K in construction and furniture, and \$44K in technology (hardware and software).

Continuing Challenges: To implement the newly defined 0–60 credit program developed under the aegis of the Campaign for Success; to create a seamless undergraduate advisement process that connects students with advisement in the major as early as possible in their career; to expedite the integration of transfer students into the College, and to continue improving the incoming student registration process and required follow-up with academic advisers.

Next Steps: Implement a customized series of student satisfaction surveys; review The OnCourse Advantage Program (TOCA) to expand its reach and support more students toward timely graduation; develop more connections between CAASS and advisement in the majors.

Major Planning and Assessment Instruments: Noel-Levitz Student Satisfaction Inventory 2002; National Survey of Student Experience (NSSE) 2003, 2007; the CUNY Student Experience Survey 2004, 2006, 2008; Brooklyn College Mid-Year Freshmen Surveys; the annual CUNY Performance Management Process.

Mini Profile: Institutional Effectiveness
Enrollment Services Center (ESC)
Office of Assistant Vice-President for Finance, Budget, and Planning/Comptroller

Overview: Not content to wait until the completion of the West Quad building to address issues associated with the Brooklyn College “student runaround” –a seemingly endless process of referral from office to office for problem-solving (see Chapter 4)—a one-stop Enrollment Services Center (ESC) representing the combined student-oriented services of Enrollment Services (Admissions, Registrar, Financial Aid) and the Office of Finance, Budget, and Planning/Comptroller (Bursar) was created in 2006 as the result of a major joint planning effort and research on best practices. The newly constituted ESC extended the reach and mission of a successful earlier service organization, the Y.E.S.S. Center (Yes! to Evening Student Services Center) that opened in fall 2002 and provided limited business office services to evening students but served to germinate grander ideas. The ESC, currently located in the basement of Boylan Hall, is the prototype for the integrated student services model that will be the hallmark of the new West Quad building when it opens in 2009.

Results: Initial survey results (in 2002) supported the introduction of streamlined services, expanded hours, all services open during all Y.E.S.S. hours, improved customer service, and changes in physical facilities to allow more space for students. The second ESC survey resulted in improved signage to assist with student traffic, introduction of a waiting area during peak hours and seasons, and greater collaboration with cooperating offices to develop content for the student portal. A parallel organizational development has been the introduction of a Virtual Financial Services Center in 2007–2008 based on the successful ESC model.

Resources Invested to Date: Recurring: Full-time staff increase: \$116K, and part-time staff increase: \$89K; One-time: Call Center Technology: \$70K (all Compact funded), and renovation and furniture: \$50K.

Continuing Challenge: To provide students with seamless online and in-person services that allow them to conduct the business of being a student in a respectful environment characterized by convenience and comfort.

Next Steps: Prepare for transition to the West Quad building when it opens in summer 2009 and the expansion of the integrated services model piloted in the ESC facility in Boylan Hall for the past three years; function as a major part of the systems integration team; and play a leadership role in planning and implementing changes in student services as they relate to the adoption of the CUNY First ERP system.

Major Planning and Assessment Instruments: Strategic Plan of the Office of Finance, Budget, and Planning/Comptroller; annual CUNY Performance Measurement Process; Noel-Levitz Student Satisfaction Inventory 2002; CUNY Student Experience Survey 2004, 2006, 2008; Enrollment Services Center Survey, 2006, 2007; One-stop Services Best Practices (December 2005).

Mini-Profile: Institutional Effectiveness
BC WebCentral – Secure, Personalized Web Services Portal
Office of Information Technology Services

Overview: Brooklyn College first ventured into online services in 1997 with the release of the SALI data warehouse and WebGrade online grade submission systems (now in use throughout CUNY) and quickly realized the potential of the Internet as a delivery platform for College services. Based on these initial successes, the College secured a US ED Title III grant (2002) to create an online environment that would (1) increase the availability of services to all busy commuter users, especially evening and weekend users; (2) provide a centralized communication platform for faculty, staff, and students; (3) streamline time-consuming processes to eliminate/reduce paper-based transactions and increase staff productivity; and (4) provide users with one unified account for convenient and secure access to online services and confidential data. The Title III project funded the initial development of [BC WebCentral](#) and many of its encompassing services. Today, **BC WebCentral** is the primary platform for delivering personalized administrative services and information to College faculty, staff, and students in a convenient and secure manner.

Results: Since the initial release of **BC WebCentral** in 2004, all services for the College community are only available in the portal, and all public-access information has been moved to a new website for external users. A revised version of **BC WebCentral**, based on user feedback, was released in 2007–2008. Since its inception, **BC WebCentral** has introduced at least three to five new online services and tools each year, resulting in a current offering of more than thirty + custom-built services. Some of the services currently available within **BC WebCentral** include: course registration, tuition payments, degree progress reports, schedules and grades, P/F declaration, course withdrawal forms, major declaration forms, registration and advisement appointment scheduling, assessment test registration and grades, scholarship applications, personalized e-mail alerts, elections, course evaluations, grade submission, and more. WebCentral also contains personalized academic and campus information targeted toward various populations. Automated workflows provided in WebCentral save the College an estimated \$400K per year in staff time and materials, while speeding service response. Ongoing assessment has demonstrated almost 100 percent participation and a very high level of satisfaction with **BC WebCentral**. A correlation between **BC WebCentral** and increased student satisfaction and retention is beginning to be explored.

Resources Invested to Date: Initial Development, Hardware, and Software: \$600K (Title III grant funded); Recurring: \$210K in full-time staff; One-time: \$150K in equipment upgrades.

Continuing Challenges: To continue to expand the breadth and quality of services within **BC WebCentral**; to improve the overall level of service to students, faculty, and staff at Brooklyn College; to further decrease the cost of various administrative processes.

Next Steps: Restructure the content delivery mechanisms in WebCentral to enable faster access to personalized information, forms, and services. Build customized views and services for new faculty, new staff, and academic department communities.

Major Planning and Assessment Instruments: Continuous: BC WebCentral Feedback Survey, HelpDesk Call/Issue Tracking, ITS Development Queue Tracking (tracks demand for new services), BC WebCentral Access Log Analysis; Annual: BC WebCentral Estimated Cost Savings Report.

Mini-Profile: Unit Level Effectiveness
Scholarships Office
Office of Enrollment Services

Overview: The Scholarships Office was created in 1999 to ensure that College-administered scholarships were being awarded in accordance with stated donor intentions and that appropriate fiscal controls guided the allocation and disbursement of funds. Initial accomplishments included the development of standard protocols and procedures for interaction with academic departments, administrative departments, and student scholarship recipients, including a communication campaign encouraging student applicants incorporating postcards, posters, and eventually e-mails. Once the core functions of internal scholarship administration were satisfactorily completed, the focus turned to improved administration of College-awarded scholarships and improved communication with students who needed support through the application process while seeking prestigious external post-graduate scholarships and fellowships. Initially these needs were addressed on an ad hoc basis until a concentrated effort to learn about and promote external scholarship application was initiated, an informational program was built, a faculty advisory committee to assist in identifying and mentoring students was formed, and appropriate supporting materials such as a four-year map of milestones for scholarship applicants was created. Strategic use of Compact funding added a full-time staff member who provides individualized counseling and more personalized support.

Results: Since the inception of the program, the Scholarships Office has helped students receive such prestigious awards and fellowships as the Beineke Brothers Scholarship (2), Clark (1), Fulbright (6), Gates Millennium (2), Gilman (2), Salk (11), NIH Graduate Fellowship (1), NSF Graduate Fellowship (1), Rhodes (1), Truman (1), NYC Urban Fellows (2), Washington Center (1), Jeanette K. Watson (8), Women's Forum (1) and Young Latinas Leadership Institute (2). The program consists of periodic general scholarship information sessions and personal statement workshops as well as one-on-one counseling and continual support throughout the application process—regular meetings, workshops featuring guest speakers, and feedback on application drafts. Regardless of whether or not students are selected as national scholarship recipients, most participants report that the scholarship process helped them prepare to apply to graduate school.

Resources Invested to Date: Recurring: Full-time staff increase: \$46K (Compact funded); One-time: renovation: \$5K.

Continuing Challenge: To find ways to encourage capable students to pursue the complex and time-consuming application process for prestigious scholarships.

Next Steps: Utilize the resources of the Scholarships Office as a recruitment tool to identify and recruit high-ability high school students into undergraduate programs.

Major Planning and Assessment Instruments: The Scholarships Office Calendar (a detailed planning and scheduling tool that has evolved since its inception in 2001); multiple surveys and postmortems conducted in connection with each major event and each round of Brooklyn College submissions; the Scholarships Office annual retreat.

Mini-Profile: Unit Level Effectiveness
Magner Center for Career Development and Internships
Office of the Dean for Undergraduate Studies

Overview: The Magner Center for Career Development and Internships was established through a generous gift from alumna Marjorie Magner, '69, in 2003. With the added financial assistance of alumni Willard, '68, and Eleanor, '67, Archie, and Howard Wohl, '64, a full-service state-of-the-art career center has been created. The Magner Center offers programs in career planning and research, internships and endowed internship stipends, career assessments and counseling, job search, alumni mentoring, professional skills development, company visits, and pre-law career advising. Through partnerships with employers, the College's academic faculty and staff, and involved alumni, students develop the knowledge, skills, and experience needed to thrive in a globally interdependent world. Students have 24/7 access to advanced career technology, offering online access to jobs and internships through the center's E-Recruiting system, direct Web-based services through the Virtual Career Center on BC WebCentral, and résumé, interviewing, and career portfolio development through its Optimal Résumé software. To provide more effective services in each activity area and to increase overall utilization of the Magner Center, a comprehensive assessment report, incorporating strategies, learning objectives, and specific measurements, was developed and implemented in 2006–2007.

Results: In spring 2008, the Magner Center engaged in its second assessment feedback loop, i.e., reviewing the results and improvements introduced as a result of earlier assessment activity. Significant changes have been made as a result of the assessment process that include establishing a new internship workshop that assists students in preparing for and finding internships, reallocation of counselors in staffing career workshops, improvements in student job search preparation based on feedback from participating employers, increased publicity for the Magner Center, and changes in the Finding the Right Major Workshop.

Resources Invested to Date: Recurring: Full-time staff increase: \$78K, part-time staff increase: \$48K; Subscriptions/memberships: \$10K (funded via Magner, Archie, Student Technology Fee, Compact, and COPE funds); Internship stipends: \$200K from alumni endowments to date; Professional Skills Training: \$80K to date; One-time: Renovation/furniture/technology: \$132K.

Continuing Challenge: To expand the reach of Magner Center services to accommodate the target audience of undergraduate and graduate students and alumni.

Nest Steps: The Magner Center is now positioned to review results of three program aspects at the completion of a three- to five-year review cycle: an Employer Survey, an Internship Program Survey, and a Senior Recruitment Survey. Comparison of results will help ascertain progress and identify issues that have arisen since the original review.

Major Planning and Assessment Instruments: Magner Center Assessment Report; Magner Center Annual Report; the CUNY Performance Management Process; the CUNY Student Experience Survey 2004, 2006, 2008; the National Survey of Student Experience, 2003, 2007; Magner Student Satisfaction Survey (spring 2007); Magner Center spring 2008 surveys.

BROOKLYN



COLLEGE

Appendix D

Brooklyn College Organizational Structure

Office of the President

Provost and Vice-President for Academic Affairs
Vice-President for Finance and Administration
Vice-President for Institutional Advancement
Dean of Student Affairs
Director of Affirmative Action, Compliance, and Diversity
Director of College and Community Relations
Director of Government and External Affairs
Principal, Midwood High School at Brooklyn College

Office of the Provost and Vice-President for Academic Affairs

Academic Departments and Programs
Associate Provost
Dean of Undergraduate Studies
Dean of Research and Graduate Studies
Dean of the School of Education
Chief Librarian/Executive Director of Academic Information Technologies
Heads of Centers and Institutes
Assistant Vice-President for Enrollment Services
Director of Academic Assessment
Brooklyn College Academy
Early College High School for Science, Technology, and Research

Office of the Vice-President for Finance and Administration

Assistant Vice-President for Human Resource Services
Assistant Vice-President for Finance, Budget, and Planning/Comptroller
Assistant Vice-President for Facilities Planning and Operations
Assistant Vice-President for Information Technology Services
Director of Legal Services
Director, Campus and Community Safety Services

Office of the Vice-President for Institutional Advancement and Executive Director of the Brooklyn College Foundation

Director of Development

Director of Alumni Affairs

Director of Communications

Director and General Manager, Brooklyn Center for the Performing Arts

Producing Director, Brooklyn Center for the Performing Arts

Director, Preparatory Center for the Performing Arts

Office of the Dean of Student Affairs

Associate Dean for Student Affairs

Assistant Dean for Student Development

Director of Personal Counseling

Director, Health Clinic

Director of International Student Services

Director of Recreation, Intramurals, and Intercollegiate Athletics

Coordinator of Student and Veterans Affairs

Executive Director, Student Center

BROOKLYN



COLLEGE

Appendix E

Brooklyn College Administration

Office of the President: President Christoph M. Kimmich leads the College. After serving as Interim Chancellor of the City University of New York, Dr. Christoph M. Kimmich, former Provost at Brooklyn College, returned as its President on February 1, 2000. Dr. Kimmich first came to Brooklyn College in 1973 as an associate professor in the Department of History. In 1980, he became chairman of the department, where he helped to revise the curriculum and mold elements of the core curriculum. From 1984 to 1988, he served as associate provost and from 1988 to 1997 as provost. In 1997, he began his two-year tenure as interim chancellor.

Dr. Kimmich graduated from Haverford College in 1961 with high honors and as a member of Phi Beta Kappa. A Fulbright Scholar from 1961 to 1962, and again, from 1962 to 1963, he earned his doctorate in history from Oxford University, England, in 1964. He spent a year as a visitor at the Institute for Advanced Study, Princeton, in 1983; was a John Simon Guggenheim Memorial Fellow in 1983–1984; and held an International Affairs Fellowship at the Council on Foreign Relations in 1974–1975. Dr. Kimmich has written several books on German foreign policy in the period between the two World Wars as well as many articles on German history.

Jane Herbert serves as Executive Assistant to the President and Chief of Staff. The three Vice-Presidents (the Provost and Vice-President for Academic Affairs, the Vice-President for Finance and Administration, and the Vice-President for Institutional Advancement) and the Dean of Student Affairs report directly to the President. Major units within the President's Office are the Office of Affirmative Action, Compliance, and Diversity, directed by Jennifer Rubain, and the Office of Government and Community Relations, consisting of the Office of College and Community Relations, directed by Nicole Hosten, and the Office of Government and External Affairs, directed by Bonnie Impagliazzo. As of May 2008, the Office of Communications, directed by John Hamill, also reports to the Office of the President. Ms. Herbert manages the Offices of Communications and Government and Community Relations on behalf of the President.

Office of the Provost and Vice-President for Academic Affairs: The current Provost and Vice-President for Academic Affairs is Dr. William A. Tramontano, who was appointed on July 1, 2008 after a two-year national search. A biologist with a wealth of teaching, research, and administrative experience at both public and private institutions, Dr. Tramontano is well positioned to lead academic affairs at the College.

From 2001 until her retirement in 2007, Dr. Roberta S. Matthews effectively and ably led the Office of Academic Affairs. Matthews, who holds a doctoral degree in modern British and Irish literature, has written and lectured extensively on learning communities, active pedagogies, and school-college collaborations. She oversaw a number of important curricular and administrative reforms during her tenure, including major progress on implementing outcomes assessment and writing across the curriculum, revamping the College's highly regarded core curriculum, streamlining registration and transfer policies and procedures, and developing the Brooklyn College Strategic Plan (2005–2010).

During the period preceding Dr. Matthews's appointment, Dr. Laura Kitch, former chair of the Sociology Department, served as Acting Provost (1997–2000), as did Dr. Elizabeth Beaujour (2000–2001), former dean and professor of Classical and Oriental Studies from Hunter

College/CUNY. Dr. Nancy Hager, long-term chair of the Conservatory of Music, served as Acting Provost in 2007–2008.

Reporting to the Provost is a group of senior administrators known as the Bi-Weekly Group: Jerrold Mirotznik, Associate Provost (appointed as Assistant in 2003; promoted in 2007); Deborah Shanley, Dean of the School of Education; Louise Hainline, Dean of Research and Graduate Studies (appointed 2006); Donna Wilson, Dean of Undergraduate Studies (appointed 2007); Colette Wagner, Assistant Dean (appointed 2005); and Maurice Callahan, Executive Assistant to the Provost. The Bi-Weekly Group also includes the Assistant Vice-President for Enrollment Services. The Assistant Vice-President for Enrollment Services position is currently vacant, and the Enrollment Services unit has been temporarily reporting to the Vice-President for Finance and Administration since fall 2007. The search for an Assistant Vice-President for Enrollment Services is in progress, and it is expected that the unit will return to its permanent reporting structure in the Office of the Provost by fall 2009.

Also reporting to the Provost and Vice-President for Academic Affairs are Stephanie Walker, Acting Chief Librarian and Executive Director of Academic Information Technologies (appointed 2008); Gretchen Maneval, Director of the Center for the Study of Brooklyn (appointed 2007); and Dacota Stewart-Dick, STAR Coordinator. The search for Chief Librarian and Executive Director of Academic Information Technologies is in progress, with the expectation that a permanent appointment will be made by July 1, 2009. Michael Anderson was appointed Director of Academic Assessment in 2006. Although this position was originally created within the Office of the Dean of Undergraduate Studies, the Director of Academic Assessment has been reporting to the Provost since his appointment. The overall reporting structure within the Office of the Provost is currently under review.

Office of the Vice-President for Finance and Administration: The Vice-President for Finance and Administration is Steve Little, who had served as acting vice-president and in other administrative positions at the College, and was appointed effective December 1, 2000. Senior administrators in the division include Steve Czirak, Assistant Vice-President for Facilities, Planning and Operations; Alan Gilbert, Assistant Vice-President for Finance, Budget, and Planning/Comptroller (appointed in 2000); Mark Gold, Assistant Vice-President for Information Technology Services/Chief Technology Officer (appointed in 2007); Michael Hewitt, Assistant Vice-President for Human Resources Services/Labor Designee (appointed in 2004); Jules Levin, Director of Internal Audit and Property Management; Pamela Pollack, Director of Legal Services; and Donald Wenz, Director of Campus Security and Public Safety. As noted above, the Office of Enrollment Services has been temporarily assigned to the Vice-President for Finance and Administration since fall 2007, and it is anticipated that the office will resume its reporting relationship to the Provost and Vice-President for Academic Affairs by fall 2009.

Office of the Vice-President for Institutional Advancement: Dr. Andrew Sillen, '74, formerly director of development at the University of Cape Town (1985–2001) and professor of paleoanthropology and chairperson of archaeology, was appointed Vice-President for Institutional Advancement in 2005. Senior administrators in the division include Beth Levine, Director of Development of the Brooklyn College Foundation (appointed 2006), and Marla Schreibman, Director of Alumni Affairs.

Office of the Dean of Student Affairs: Dr. Milga Morales is the Dean of Student Affairs. Reporting to the Dean are Dave Bryan, Special Assistant to the Dean; Ryan Buck, Student Center Administrator (appointed 2006); Bruce Filosa, Director of Recreation, Intramurals, and Intercollegiate Athletics; Vannessa Green, Assistant Dean for Student Development; Claudette Guinn, Coordinator of Campus-wide Student and Veterans Affairs; Dr. Gregory Kuhlman, Director of Personal Counseling; Ilene Tannenbaum, Director of the Health Clinic; and Jacqueline Williams, Associate Dean for Student Affairs (promoted 2008).

CUNY System Leadership: Chancellor Matthew Goldstein administers the City University of New York. Senior members of the University administration include Interim Executive Vice-Chancellor for Academic Affairs and Provost Alexandra Logue; Senior Vice-Chancellor and Chief Operating Officer Allan H. Dobrin; Vice-Chancellor for University Relations and Secretary of the Board of Trustees Jay Hershenson; Senior Vice-Chancellor for Legal Affairs and General Counsel Frederick P. Schaffer; Vice-Chancellor for Facilities Planning, Construction, and Management Iris Weinshall; Vice-Chancellor for Budget and Finance Ernesto Malave; Vice-Chancellor for Faculty and Staff Relations Gloriana Waters; Vice-Chancellor for Student Development Garrie W. Moore; Vice-Chancellor for Labor Relations Pamela S. Silverblatt; Vice-Chancellor for Research Gillian Small; and Associate Vice-Chancellor and University CIO Brian Cohen.



Appendix F

Student Evaluation of Faculty Questionnaire

Student Evaluation of the Faculty

Brooklyn College of The City University of New York

Step 1 of 4

3. Did you receive a written syllabus during the first week of class?

☐ Yes ☐ No

4. Using the scale below, how would you rate the instructor on the following dimensions?

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Unacceptable</i>	<i>Not applicable</i>
The instructor's ability to organize ideas and materials for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's ability to stimulate interest in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's ability to encourage independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's ability to generate effective class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's ability to communicate clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's openness to students' comments, questions and viewpoints concerning class topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's knowledge of the subject matter of the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's ability to keep to the time and schedule requirements for the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's availability to students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clarity of information provided about the course requirements and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The promptness with which tests and assignments are graded and returned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next

Student Evaluation of the Faculty

Brooklyn College of The City University of New York

Step 2 of 4

How would you rate each of the following?

5. The *number* of assignments/projects/creative works in this class

- ☐ Too many
- ☐ Just right
- ☐ Too few
- ☐ Not applicable

6. How *challenging* the class assignments/projects/creative works were

- ☐ Very Challenging
- ☐ Challenging
- ☐ Somewhat challenging
- ☐ Not challenging
- ☐ Not applicable

7. The *usefulness* of assignments/projects/creative works in this class

- ☐ Very useful
- ☐ Useful
- ☐ Somewhat useful
- ☐ Not useful
- ☐ Not applicable

8. The *difficulty* of examinations in this class

- ☐ Very difficult
- ☐ Difficult
- ☐ Somewhat difficult
- ☐ Not difficult
- ☐ Not applicable

9. The *fairness* of examinations in this class

- ☐ Very fair
- ☐ Fair
- ☐ Somewhat unfair
- ☐ Unfair
- ☐ Not applicable

10. How likely are you to recommend this instructor to a friend?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Don't know
- ☐ Somewhat unlikely
- ☐ Very unlikely

Student Evaluation of the Faculty

Brooklyn College of The City University of New York

Step 3 of 4

11. Using the rating scale below, how much have you gained from this class in the following areas?

	<i>A lot</i>	<i>A fair amount</i>	<i>Some</i>	<i>A little</i>	<i>Hardly anything</i>	<i>Not applicable</i>
Your general knowledge about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to analyze and solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to find and use information on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to express your ideas verbally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to develop and express your ideas through artistic/creative means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Previous](#)

[Next](#)

Student Evaluation of the Faculty

Brooklyn College of The City University of New York

Step 4 of 4

This section of the questionnaire presents several open-ended items that invite your comments. Please take a moment to provide this invaluable (and anonymous) feedback to your instructors and fellow students.

The responses to Question 12 will be posted anonymously on the WebCentral Portal. Please share information you would like your fellow students to know about your experience.

12. What would you like to tell other students about this course?

Please limit your response to 500 characters

Your comments in response to Questions 13 through 16 will only be made available, anonymously of course, to your instructor and his/her Chairperson. So please consider these questions as an opportunity for you to provide confidential and constructive feedback regarding your instructor's teaching and the course.

13. Apart from the instructor, what are the strengths of the course?

Please limit your response to 500 characters

14. How can the course be improved?

Please limit your response to 500 characters

15. Apart from the course, what are the strengths of the instructor?

Please limit your response to 500 characters

16. How can the instructor's teaching be improved?

Please limit your response to 500 characters

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Appendix G

*Student Evaluations,
2005-2007*

Each fall semester all full- and part-time time faculty are evaluated by their students. In 2005 30,044 questionnaires were completed and submitted, in 2006 there were 33,355 questionnaires, and in 2007 there were 35,776 questionnaires for a total of 99,175 across the three years.

AGGREGATE STUDENT RATINGS OF FACULTY PERFORMANCE, 2005-2007

Tables 1, 2, and 3 provide data on students' assessment of, respectively, faculty's in-class performance, the course itself, and what students learned for the years 2005, 2006, and 2007.

As can be seen from **Table 1**, the vast majority of students submitting evaluations rate faculty's in-class performance quite highly and they do so consistently from year to year.

Table 1: Student Ratings of Instructors' Performance: Percent Responding Excellent/Good by Year

	2005	2006	2007	Three years combined
Ability to organize ideas & class materials	85.3%	85.8%	85.8%	85.6%
Stimulate interest	78.9%	78.8%	79.4%	79.1%
Encourage thinking	80.9%	81.5%	81.6%	81.4%
Generate class discussion	78.0%	78.2%	78.6%	78.3%
Communicate clearly	82.5%	83.2%	83.1%	83.0%
Openness to students' comments*	86.6%	87.3%	87.3%	87.1%
Knowledge of subject	92.5%	92.8%	92.7%	92.6%
Keep time/schedule requirements	87.9%	87.9%	87.5%	87.8%
Availability outside of class*	81.8%	82.7%	82.4%	82.3%
Clarity of information about requirements	83.5%	84.1%	83.9%	83.8%
Promptness in returning tests, etc.	85.8%	86.0%	85.5%	85.7%

** Significant at the $P < .05$ level*

Table 2 indicates that the overwhelming majority of these students find the number of course assignments just right but still challenging and useful. About half find the exams difficult and a majority find them fair. **Table 2** also shows that over time students' ratings have changed a bit. Since 2005 they are slightly more likely to report that the right number of assignments are given and that those assignments are useful. Fewer report, however, that the assignments are challenging. Also a somewhat larger percentage sees the exams as fair.

Table 2: Student Ratings of the Course: Percent of Responding Affirmatively by Year

	2005	2006	2007	Three years combined
Right number of assignments, etc.*	79.4%	80.4%	81.3%	80.4%
Challenging class assignments, etc.*	69.3%	68.8%	67.5%	68.4%
Usefulness of class assignments, etc.*	78.8%	79.9%	79.6%	79.5%
Difficulty of exams	47.7%	48.3%	48.0%	48.0%
Fairness of exams*	85.2%	86.0%	85.9%	85.7%

* Significant at the $P < .05$ level

Table 3 indicates that the vast majority of students submitting evaluations report having learned a fair amount to a lot from their courses. Also quite interestingly, over time slightly increasing percentages of students feel this way. With regard to each of the five learning objectives listed, a statistically significant increase occurred in the percentage of students responding affirmatively.

The evaluation questionnaire contains one additional item that provides a measure of students' overall, or global, assessment of the instructor. The question asks "How likely are you to recommend this instructor to a friend?" In 2005, 2006, and 2007, 80.6%, 80.7%, and 81% of students, respectively, responded that they would "Very likely" or "Somewhat likely" recommend the instructor to a friend. Across all three years combined 80.8% responded this way. As can be seen, then, based on this global measure, as well as the more specific measures, students rate Brooklyn Faculty and their teaching quite positively.

Table 3: Student Ratings of How Much They Learned: Percent Responding a Lot or Fair Amount

	2005	2006	2007	Three years combined
General knowledge about subject*	79.6%	80.1%	80.5%	80.1%
Ability to analyze & solve problems*	76.7%	77.5%	78.7%	77.7%
Ability to find/use information*	79.5%	80.2%	80.5%	80.1%
Ability to express ideas verbally*	76.1%	76.8%	77.6%	76.9%
Ability to express ideas by creative means*	75.8%	76.3%	77.1%	76.4%

* Significant at the $P < .05$ level

STUDENT EVALUATIONS BY PART-TIME VERSUS FULL-TIME STATUS OF INSTRUCTOR, 2005-2007

Tables 4, 5, and 6 provide the same student evaluation data stratified by part-time versus full-time status of the instructor. As can be seen in **Table 4**, in 2005 and 2006 students rated adjuncts slightly higher than full-time faculty on instructor performance. **Table 5** indicates students were also somewhat more likely to report that adjunct instructors required the right number of assignments, that those assignments were useful and that the tests adjuncts gave were less

difficult and fairer. As indicated in **Table 6** during 2005 and 2006, students also reported having learned slightly more in classes taught by adjuncts.

In 2007, the student ratings of adjuncts and full-time faculty were more similar. The ratings, for instance, regarding faculty performance exhibited fewer statistically significant differences. Also noteworthy is that on some questions (e.g., communicate clearly, knowledge of subject, availability outside of class, promptness in returning tests) full-time faculty were rated higher. Similarly, in 2007 students indicated they learned as much from classes taught by full-time faculty as they did from adjuncts. And the full-time faculty's improved ratings occurred even though students continued to perceive their classes as difficult, e.g., students believed full-time faculty gave somewhat more challenging assignments, more difficult and less fair exams.

Table 4: Student Ratings of Instructors' Performance: Percent Responding Excellent/Good by Part/Full-time Status and Year

	2005	2005	2006	2006	2007	2007
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
Ability to organize ideas & class materials	86.4% *	84.4%	86.1% *	85.4%	85.8%	85.7%
Stimulate interest	79.9% *	78.1%	79.9% *	77.7%	79.3%	79.6%
Encourage thinking	81.8% *	80.1%	82.3% *	80.8%	81.7%	81.4%
Generate class discussion	78.9% *	77.3%	79.3% *	77.2%	78.7%	78.5%
Communicate clearly	82.9%	82.3%	83.4%	83.0%	82.6% *	83.7%
Openness to students' comments	87.5% *	85.9%	88.6% *	86.1%	87.8% *	86.8%
Knowledge of subject	93.0% *	92.0%	92.7%	92.8%	92.4% *	93.0%
Keep time/schedule requirements	88.4% *	87.6%	88.4% *	87.4%	87.6%	87.4%
Availability outside of class	81.9%	81.7%	82.7%	82.7%	81.6% *	83.3%
Clarity of information about requirements	84.5% *	82.7%	84.6% *	83.5%	84.0%	83.7%
Promptness in returning tests, etc.	86.6% *	85.1%	86.3% *	85.7%	85.1% *	85.9%

* Significant at the $P < .05$ level

Table 5: Student Ratings of the Course: Percent Responding Affirmatively by Year of Part/Full-time Status and Year

	2005	2005	2006	2006	2007	2007
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
Right number of assignments, etc.	82.9% *	83.3%	84.4% *	82.4%	85.8%	82.6%
Challenging class assignments, etc.	68.9%	69.6%	67.9% *	69.6%	66.4% *	68.7%
Usefulness of class assignments, etc.	79.0%	78.5%	80.6% *	79.3%	79.6%	79.5%
Difficulty of exams	46.0% *	49.0%	45.5% *	50.8%	46.1% *	50.0%
Fairness of exams	86.7% *	84.0%	87.5% *	84.6%	87.0% *	84.7%

* Significant at the $P < .05$ level

Table 6: Student Ratings of How Much They Learned: Percent Responding a Lot or Fair Amount by Part/Full-time Status and Year

	2005	2005	2006	2006	2007	2007
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
General knowledge about subject	79.8%	79.4%	80.1%	80.2%	80.2%	80.8%
Ability to analyze & solve problems	77.4% *	76.2%	77.9%	77.1%	78.4%	79.0%
Ability to find/use information	80.2% *	78.8%	80.9% *	79.6%	80.5%	80.6%
Ability to express ideas verbally	76.9% *	75.4%	77.3% *	76.3%	77.8%	77.4%
Ability to express ideas by creative means	77.2% *	74.6%	77.2% *	75.4%	77.3%	76.9%

* Significant at the $P < .05$ level

Students' responses to the global measure "How likely are you to recommend this instructor to a friend?" reflect both the convergence and the more favorable rating of the full-time faculty. In 2005 the students indicated that they would recommend 81.8% of the adjuncts but only 79.6% of the full-time faculty, a statistically significant 2.2 percentage point difference. In 2006 a 2.7 point difference occurred (82.1% versus 79.4%, respectively). In 2007, though still statistically significant, a difference of only 1.1% occurred (81.6% versus 80.5%, respectively).

In discussing **Table 3** above it was noted that with each year a slightly greater percentage of students responded that they were learning a lot or a fair amount. **Table 6** indicates that this pattern holds true for students in classes taught by adjuncts as well as those taught by full-time faculty. But the trend is a little more pronounced for students taught by full-time faculty. For instance, in 2005, 2006 and 2007, respectively, 77.4% to 77.9% to 78.4% of the students in

adjuncts classes responded that they gained a lot or fair amount regarding “Your ability to analyze and solve problems.” The respective figures for full-time faculty were 76.2%, 77.1% and 79%. Thus, the enhancements in general in self-reported student learning were a bit more attributable to the courses taught by full-time in comparison to part-time faculty.

The student ratings suggested that full-time faculty’s courses are more challenging. A comparison of full- and part-time faculty’s grade distributions for core courses found evidence consistent with this perception. As shown in Table 10, full-time faculty gave a somewhat smaller percentage of A and B grades. Although this difference reached statistical significance only for the fall 2005 semester, the pattern of the data was similar in fall 2006 and 2007.

Table 7: Percent of A and B Grades for Core Courses Assigned by Part/Full-time Faculty by Year

	Part-time	Full-time
Fall 2005*	57.6%	53.9%
Fall 2006	59.8%	58.3%
Fall 2007	59.4%	56.8%

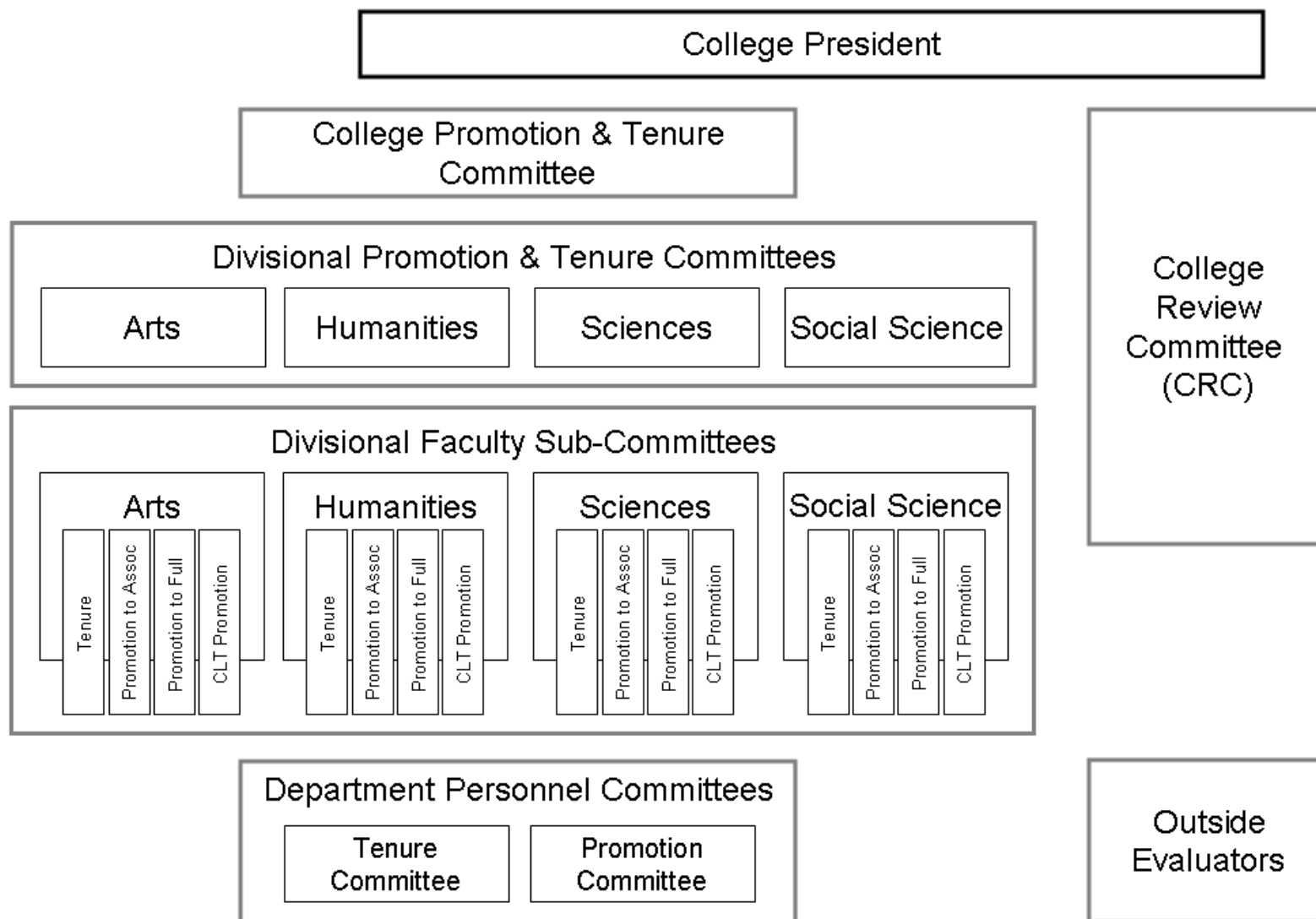
** Significant at the $P < .05$ level*

The student evaluation and the grade distribution data suggest the need to have ongoing conversations between full- and part-time faculty to assure that the educational experience provided by each to our students are of equivalent rigor and richness and that our students are reporting that they learn equally from both.



Appendix H

Schematic of the Promotion and Tenure Process



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Appendix I

Brooklyn College
General Education
Requirements
At-a-Glance

UPPER TIER CORE 2 courses, each from a different box	EXPLORING LITERATURE 10.01 through 10.99	EXPLORING GLOBAL CONNECTIONS* 20.01 through 20.99	EXPLORING SCIENCE 30.01 through 30.99
	ARTS AND LITERATURES	PHILOSOPHICAL AND SOCIAL INQUIRY	SCIENTIFIC INQUIRY
	1.1: Classical Cultures	2.1: Knowledge, Reality, and Values	3.11: Thinking Mathematically <i>or</i> 3.12: Computing: Nature, Power and Limits
	1.2: Introduction to Art	2.2: Shaping of the Modern World	3.21: Biology for Today's World <i>or</i> 3.22: Science In Modern Life – Chemistry
	1.3: Music: Its Language, History and Culture	2.3: People, Power, and Politics	3.31: Physics: The Simple Laws That Govern the Universe <i>or</i> 3.32: Geology: The Science of Our World
English 1 & 2 and A Writing Intensive Course (9 credits)		Foreign Language Requirement (0-9 Credits)	Speech Screening Test & Possible Speech Course (0-3 credits)

* Exploring Global Connections will focus on Africa, Asia/Pacific Islands, the Caribbean, Latin America

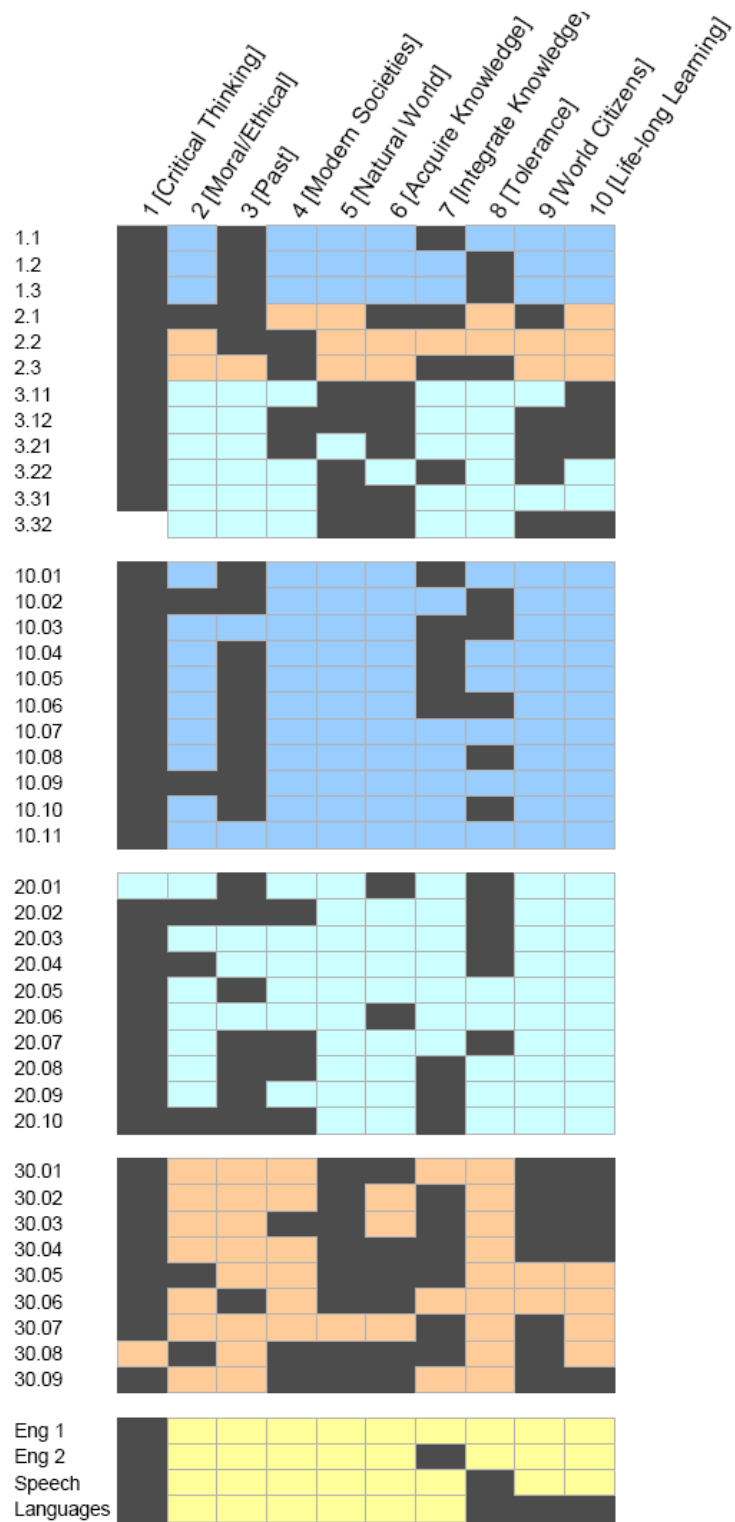


Appendix J

*A Learning Map:
Brooklyn College's
Ten Common Goals as
Addressed in
General Education
Requirements*

The Brooklyn College Ten Common Goals reflect the knowledge, understanding, judgment, and skills that a person needs to be in a position to make major contributions to society, to assume tasks of leadership, and to continue a life of learning and reflection:

- Be able to think critically and creatively, to reason logically, to reason quantitatively, and to express their thoughts orally and in writing with clarity and precision;
- Be able to make sound moral and ethical judgments;
- Understand the arts, histories, and cultures of the past as a foundation for those of the present;
- Understand the development and workings of modern societies in an interdependent world;
- Acquire the tools that are required to understand and respect the natural universe;
- Understand what knowledge is and how it is acquired by the use of differing methods in different disciplines;
- Be able to integrate knowledge from diverse sources;
- Understand the necessity for tolerance and appreciate individual and social diversity;
- Be informed and responsible citizens of the world;
- Establish a foundation for life-long learning and the potential for leadership.



BROOKLYN



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Appendix K

Assessing the Lower Tier Core

Assessing the Lower Tier

A Map and a Cycle

Table A. The General Education goals and their attachment to the lower-tier courses. Gray cells indicate the goals that each course attaches.

Goal\Course	Arts and Literatures			Philosophical and Social Inquiry			Scientific Inquiry					
	1.1 Classics	1.2 Art	1.3 Music	2.1 Philosophy	2.2 Modernity	2.3 Soc. Science	3.11 Math	3.12 Computing	3.21 Biology	3.22 Chemistry	3.31 Physics	3.32 Geology
1 [Critical Thinking]												
2 [Moral/Ethical]												
3 [Past]												
4 [Modern Societies]												
5 [Natural World]												
6 [Acquire Knowledge]												
7 [Integrate Knowledge]												
8 [Tolerance]												
9 [World Citizens]												
10 [Life-long Learning]												

Table B. A Three-Phase Assessment Cycle. During each phase, each color-coded area of inquiry will focus on a subset of the goals attached by courses in that area. In some cases, a course may attach to more than one goal being assessed in a phase. Coordinators/instructors should choose one goal for all sections of that course to assess during that phase.

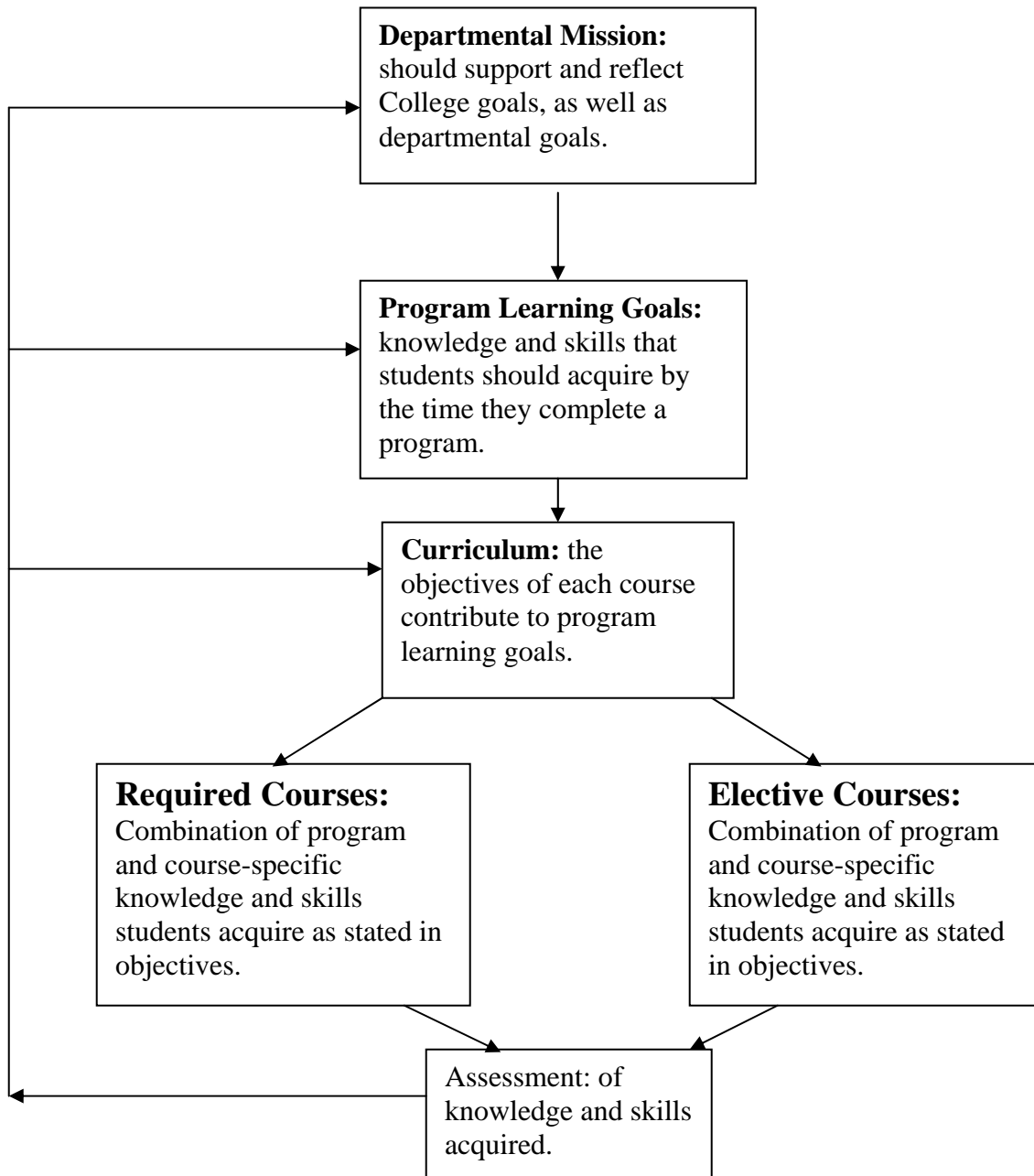
		Assessment Phase		
		A	B	C
Area	1.x	7 8	2 4	1 4
	2.x	3	1 7 9	5 9 10
	3.x	1	3 6 8	6 7



Appendix L

Schematic of Learning Outcomes at the Department Level

Brooklyn College Outcomes Assessment Manual 2nd Edition



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Appendix M

Core Assessment Participation Summaries

Semester	Goal	Courses	Sections	Artifacts
Fall '06	Critical Thinking	5	19	405
Spring '07	Critical Thinking	14	40	664
Fall '07	Critical Thinking	13	40	967
	Critical/Creative Thinking	1	16	406
	Logical Reasoning	1	9	382
	Understanding the Past	1	8	577
	Quantitative Reasoning	2	39	443
Total Fall '07		18	112	2775

Semester	Goal	Courses	Sections	Artifacts
Spring '08				
	Critical Thinking	8	50	1275
	Critical/Creative Thinking	1	6	250
	Logical Reasoning	3	12	202
	Understanding Art History	2	10	395
	Quantitative Reasoning	1	6	176
Total: Spring '08		15	84	2298

Goal represents one of the ten common learning goals.

Courses are the number of Core courses participating that address the identified goal.

Sections are the combined number of sections of Core courses participating that address the identified goal.

Artifacts are the number of items scored, and include a range of evidence such as short writing assignments, papers, problems, and subsections of exams.



Appendix N

*Core Assessment Program
Draft Rubric, Fall 2008*

Goal 1: “Be able to think critically and creatively, to reason logically...”

The student work demonstrates:	1	2	3	4
Ability to recognize, recall, and correctly summarize relevant key material, facts, ideas, and concepts.	Shows little or no grasp of, or ability to, summarize material.	Grasp of the key facts, ideas and concepts maybe weak and/or some may be missing. Summary may be unclear/incomplete and/or incorrect in places.	Sure grasp of key ideas; no major ideas missing. Summaries mostly clear and correct.	Consistently solid and nuanced grasp of the material. Clear, complete, and correct summary.
Ability to present a coherent, logical, and well-reasoned argument that includes a clear thesis.	Most elements missing and/or underdeveloped.	Most elements are present and somewhat developed. An element may be missing, and/or unclear, and/or underdeveloped.	All elements are present and developed. Some minor lapses in coherence, logic, and/or clarity.	All elements are consistently present and appropriately developed.
Ability to identify the appropriate context (historical/theoretical/textual, research literature) of source material and locate their arguments within appropriate context.	Shows no awareness of the appropriate context of source material.	Some awareness of context(s). However, may be incorrect and/or little or no linkage of own arguments to appropriate contexts.	Mostly accurate awareness of context(s) and generally locates own arguments within context with only minor lapses.	Consistently locates own arguments within an accurate understanding of the context(s) of the source material.
Ability to recognize multiple interpretations and distinguish fact from opinion and analysis.	Shows no awareness of multiple interpretations and/or unable to distinguish fact from opinion.	Generally aware of multiple interpretations. However may be inaccurate in describing them and/or often confuses fact and opinion.	Correctly grasps multiple interpretations. Rarely confuses fact with opinion and analysis.	Consistently, clearly, and correctly recognizes multiple interpretations. Consistently and sharply distinguishes between fact and opinion/analysis.