

MEMORANDUM

TO: The Middle States Commission on Higher Education

FROM: Brooklyn College President Michelle J. Anderson and Provost and Senior Vice President for Academic Affairs Anne Lopes

DATE: April 29, 2019

RE: Institutional Response to Evaluation Team Report for the Middle States Commission on Higher Education

We are extremely grateful to the Middle States Commission on Higher Education's Evaluation Team, led by Dr. Darlene Smith, for its thorough and thoughtful review of our institution. The Team spent a great deal of time and energy both before and during the Site Visit learning about the College, its people, and its programs. Brooklyn College will benefit greatly from the Team's commitment to excellence.

All of the students, staff, faculty, alumni, trustees, and administrators who interacted with members of the Evaluation Team were uplifted and energized by the site visit. The questions the Team asked were relevant and probing, indicating a high level of understanding of the work that we do and the issues that we face at Brooklyn College.

The Team's Report on Brooklyn College was particularly insightful and constructive. It accurately identified our progress over the past few years, highlighted our achievements, and specified areas that still need improvement. We appreciate the suggestions and recommendations that emerged from the Team's careful review. They are a blueprint for enhanced excellence on our campus, and we intend to implement each one of them.

This Institutional Response to the Evaluation Team Report discusses each of the 26 suggestions and recommendations by Standard in the same order they were presented in the Evaluation Team Report and describes our progress to date. We were gratified to note that the team concurred with many of the findings that we had identified in our MSCHE Self-Study Report. Because we have been engaged in continuous improvement based on these findings as they emerged in the self-study process and in our discussions with the Evaluation Team, we are pleased to report that we have made significant headway on the suggestions and recommendations.

We have fully implemented six of the suggestions and recommendations since the Team issued its Report. We have made substantial progress implementing 13 others during that time. Finally, for the seven suggestions and recommendations that require more time, we have developed detailed plans for their implementation over the next academic year.

Herewith, is a review of our progress to date.

Standard I: Mission and Goals

Suggestions

1. “Establish and disseminate specific, quantifiable key performance indicator targets to be achieved by the conclusion of the strategic plan.”

Fully implemented. Since the Site Visit, the President has led the College in identifying Key Performance Indicator targets (KPIs) to be achieved by the end of the Strategic Plan. In April, we surveyed all campus stakeholders—including faculty, staff, leaders of the student body, alumni, and donors—to prioritize the strategic actions under each goal and objective of our Strategic Plan. This feedback guided us to identify the specific, quantifiable key performance indicators for the Strategic Plan and to develop targets for each of the metrics. We issued a revised Strategic Plan 2.0 with this set of key performance indicators and corresponding targets to be accomplished by the end of the Plan.

2. “Assess strategic plan goals and implementation in a consistent manner and on a regular schedule.”

Fully implemented. The President’s cabinet oversees the implementation and assessment of the Strategic Plan. The cabinet has developed a consistent and regularly scheduled institutional process to implement and assess Strategic Plan goals. We have published that process and timeline on the Brooklyn College Strategic Planning website. The timeline and process have also been fully integrated into our Institutional Effectiveness Plan Timeline, which shows how planning, assessment for educational and institutional effectiveness, and budgeting are carefully linked.

Standard II: Ethics and Integrity

Suggestions

3. “Conduct a climate survey, as the last one was conducted in 2010.”

Partially implemented. The College has committed to register for the National Survey of Student Engagement (NSSE) in June when the registration for the 2019-2020 academic year opens. During summer 2019, the offices of Institutional Research, Student Affairs, Enrollment Management, and

Academic Affairs will conduct detailed planning for the survey's administration and promotion. The Director of Institutional Research and Data Analysis will lead this effort. In fall and winter, the team will customize the NSSE based on currently available data and institutional priorities and develop survey materials, a recruitment schedule, and an incentive plan. By the end of this summer, we will put in place a promotional strategy for the implementation of the survey.

In winter and early spring 2020, as per the NSSE timeline, the team will select comparison groups and other reporting options. The survey will be administered in mid-spring and close on May 15, 2020. During the fall, the campus will receive its reports, disseminate results, and use them in our assessment and planning IEP processes. We will conduct follow-up research as indicated by the survey's findings.

The campus is currently engaged in the COACHE survey (closed April 14, 2019), which examines climate from a faculty perspective. The survey results will be available to the College in fall 2020. We will share the results widely through discussion at governance committee meetings, departmental visits, and through the Provost's website. A joint faculty and administrative working group will assess the results and issue a report to the Provost. The charge will include the development of an Action Plan to address areas for improvement. The Provost will finalize the plan through further consultation with deans, chairs, and faculty and report on progress to the faculty quarterly through the Provost's regular written communications to faculty about joint work in progress, discussions at relevant governance meetings, and quarterly progress reports made available to faculty through the Provost's webpage.

Additionally, the Office of Finance and Administration is developing a staff climate survey. It is reviewing multiple instruments, including the following: (1) an open source HR audit that addresses communication, customer service, recruitment, policies, and training and professional development; (2) an adaptation of the Federal Employees Viewpoints Survey that focuses on subjective work experience, work-unit evaluation, supervisor evaluation, and evaluation of the institution, and (3) an updated version of the College's 2010 staff climate survey. The Vice President for Finance and Administration intends to finalize the selection with the Director of Institutional Research and Data Analysis in the summer 2019 and administer it in fall 2019. We will analyze the results and communicate them broadly through meetings, email, and the Brooklyn College Portal. We will develop follow-up research, discussions, and action plans as indicated.

4. "Expand the implicit bias and conflict management program to all faculty and staff."

Partially implemented. The Office of Diversity Initiatives (ODI) and the Chief Legal Officer have greatly strengthened and expanded the implicit bias training given to all search teams, incorporating strategies to manage conflict. The College has established a schedule to implement the new training for all faculty and staff at the College. In May 2019, ODI will pilot the training with the faculty in three academic departments. ODI will revise the training based on assessments, including direct feedback from participants. Over the summer 2019, ODI will begin training staff. ODI will continue to assess and revise the training based on feedback. In

the fall 2019 and spring 2020, ODI will comprehensively train all remaining faculty and staff across the College. Assessment will be continuous throughout the process and will inform the training schedule and the development of follow-up development opportunities moving forward.

5. "Make the CUNY guidelines and procedures on ethical conduct more easily accessible on the College website."

Fully implemented. The CUNY guidelines and procedures on ethical conduct are now more easily accessible on the Brooklyn College website. The guidelines can be found by direct Google search and on the following College webpages: [Policies](#), [Office of Legal Affairs and Labor Relations](#), [Office for Research and Sponsored Programs](#), and [Office of Associate Provost for Faculty and Administration](#).

6. "Make all handbooks easily accessible on the College website."

Fully implemented. All handbooks are now easily available on the Brooklyn College website. The faculty handbook is available via direct [Google Search](#) and on the [Associate Provost for Faculty and Administration's website](#). The Adjunct Faculty Handbook is also available via direct [Google Search](#) and on the [Associate Provost for Faculty and Administration's webpage](#). The Student Handbook is available through direct [Google Search](#); on the [Policies](#) webpage, the [Brooklyn College's Resources](#) webpage, and the [Student Affairs](#) homepage.

7. "Create a Staff Handbook."

Partially Implemented. The Executive Director of Human Resources is leading a team to develop the Staff Handbook. The team has reviewed handbooks published by sister institutions across CUNY and is developing a template and a working Table of Contents in consultation with our Communications Department. It is also updating its policy and form archives to ensure they include the latest changes to the various labor contracts. We will complete all of these activities by the end of the spring 2019 semester.

During the summer 2019, the team will draft the handbook. Senior administrators and the Labor Designee will review the draft in September 2019. Revisions will be completed by the end of October. The Communications team will complete formatting in November, and the handbook will be completed by December. The handbook will be published on the College's Human Resources website. All new employees will receive a copy during onboarding. The Handbook also will be available in hard copy from the Office of Human Resources. Printing on demand through the web will be open to all.

8. "Add grievance procedures to the Faculty and Staff Handbooks."

Partially implemented. Grievance procedures for faculty are now available from the [Associate Provost for Faculty's](#) webpage through a [link](#) to the procedures. They have been added to the

next edition of Faculty Handbook that is being finalized for the 2019-2020 academic year. The new Staff Handbook also will include grievance procedures.

Standard III: Design and Delivery of the Student Learning Experience

Suggestions

9. “Complete degree maps for part-time and transfer students.”

Planned for implementation. The College’s administration and chairs of academic departments discussed the issue at the April Council on Administrative Policy (CAP) meeting. The Deans will oversee the development and implementation of degree maps for part-time and transfer students. The Center for Academic Advisement and Student Success and the Office of Transfer Services will work with degree program directors and chairs on implementation throughout the next academic year. Beginning with the degree maps that have already been created for first-time, full-time freshmen, the team will develop maps for part-time study in each program. The Center for Academic Advisement and Student Success and the Office of Transfer Services will lead an assessment of transfer degree map models and identify those that provide the clearest formats during the summer 2019. These models will be shared with the deans, program directors, chairs, and the Advisement Council, and the team will finalize a model in early September. Degree maps for part-time and transfer students will be completed by the end of spring semester 2020.

10. “Allocate additional resources for academic support services specifically dedicated to or targeted for undergraduate transfer students.”

Partially implemented. The College will shortly receive its allocation from the Central CUNY budget office for the upcoming academic year. The College will allocate additional resources from that budget to provide additional academic support services specifically targeted to undergraduate transfer students. Below are five ways in which the College has already begun to implement plans to allocate additional resources to undergraduate transfer students.

The College recently received external funding through the University to conduct research that will help us better understand and address obstacles to transfer student success on our campus over a two-year period. The Vice President of Enrollment Management is overseeing the project on our campus. The Director for Institutional Research is working on the collection, analysis, and day-to-day oversight of this research project.

- a) We will use the results of this research to implement targeted interventions to improve transfer success. This will involve the allocation of new funding based on the College’s assessment, planning, and budget allocation model. We anticipate the study’s results in the 2020-2021 academic year.
- b) We have dedicated staff from the Provost’s Office and Enrollment Management to

strengthen our relationships with community colleges and update and improve articulation agreements. The Provost has assigned the Special Assistant to the Provost to lead the development of articulation agreements with our two largest feeder community colleges for our five largest transfer majors. The Special Assistant has acted as the project manager. She manages the timeline, coordinates meetings, reviews curriculum with faculty, and ensures timely communication among the academic departments, the advisement offices, and the community colleges. Four of the five agreements have been completed and several new agreements have been initiated as a result of this allocation of staff time.

- c) The Office of Enrollment Management will host academic advisement sessions at Kingsborough Community College and Borough of Manhattan Community College. At these sessions, prospective transfer students will receive academic transfer advisement from Brooklyn College advisement staff. This includes preliminary transfer evaluation that helps ease the students' transition to Brooklyn College. The Enrollment Management team will assess the results of the sessions to request additional funding to scale-up these early academic advisement interventions in the 2019-2020 academic year.
- d) We will bolster transfer academic services by employing two technological tools in which we have invested significant resources to develop. The first is a CUNY-wide tool, Transfer What-if, designed to provide immediate information for transfer students about credit equivalencies. This tool was implemented in early April 2019. The second is a Brooklyn College ITS tool that will streamline the transfer evaluation process for faculty and staff by making it possible for faculty to review transcripts and award transfer credit online. This will help students receive the information they need about the disposition of transfer credits quickly. The ITS tool is currently under development.
- e) The College's Center for Academic Advisement and Student Success will be working in much closer collaboration with advisors in the majors through the new College-wide Advisement Council. The Council will develop a method for a seamless handoff of students from the Center to the academic departments. The Council's work will require additional resources--advisement staff time and administrative support--which we will reallocate from the undergraduate education budget for the 2019-2020 academic year.

11. "Increase the diversity of faculty in tenure and tenure-track faculty positions."

Fully Implemented. The College has implemented comprehensive plans to increase the diversity of our faculty. Thus far in this year's hiring cycle, we have completed two searches of 11. We have hired two Latina faculty members in departments where Latinx faculty are underrepresented.

The following summarizes the plan we have put in place to diversify our faculty in tenure and tenure track positions. The President communicates the importance of faculty diversity routinely, reports to the community on progress, and identifies her expectations for improvement. The Chief Diversity Officer, the Provost, and the Labor Designee work

collaboratively to plan and assess our current efforts and report findings to the President and the community. They work with all stakeholders on implementation and on communicating revisions to the plan.

During the spring semester, academic departments receive underutilization reports from the Office of the Chief Diversity Officer that show the extent to which the department represents the diversity of the workforce. The report highlights all underrepresentation. Chairs are asked to share the report with all faculty in the department.

Academic Affairs, in collaboration with the Chief Diversity Officer and the Labor Designee, asks department chairs and personnel committee members to participate in a variety of development opportunities yearly that introduce or reinforce best practices in the recruitment and hiring of a diverse faculty. The College requires that all departments develop and update a diversity recruitment hiring plan based on best practices. Best practices include targeted formal advertising, informal advertising, use of networks and personal contacts, and targeted recruitment. The plans must include an analysis of department-specific underutilization and the specific strategies the department will initiate to address these specific deficits in its next searches.

The Chief Diversity Officer reviews the plans and provides feedback to individual departments. The Dean also reviews the plan during the annual review of the department. Departmental hiring committees then implement the plan during a search. Their work is guided by a checklist that ensures adherence to the process. When drafting ads, departments are asked to use inclusive language in job descriptions and to include areas of specialization that may be of interest to diverse applicants. The current faculty job posting template also emphasizes the diversity of the campus community and the College's interest in further diversifying our faculty.

The Provost, Dean, Chief Diversity Officer, Labor Designee and Human Resource Department review each ad before it is posted. In addition to departmental recruitment, the Provost conducts outreach through established pipeline programs and through direct contact to academic leaders at HBCU, HIS, and Asian and Pacific-Islander institutions.

We have expanded Implicit Bias training with a plan to include all of the College's faculty over the course of the next academic year. In addition to improving hiring, the training will assist us in the retention of minority faculty. To this end, the College also will expand its faculty development opportunities to include analysis of microaggressions. Deans will work with academic departments on institutionalizing junior faculty mentoring programs to help ensure that the faculty we recruit are integrated into the academic culture of the college, the discipline, and the profession. The Provost also has initiated an Academic Leadership mentoring program aimed at increasing the number of faculty of color in academic leadership positions.

Based on annual feedback from the President and assessment, the Chief Diversity Officer, the Provost, and the Labor Designee will modify the plan as needed.

12. “Review College process and policy to establish an appropriate role for the deans and Provost in hiring, promotion, and tenure decisions.”

Planned for Implementation. The President has charged the Chief Legal Officer with establishing a working group composed of faculty and chair representatives from the College’s five schools, a dean, and the provost to draft a policy and processes for consideration by the College’s governance bodies. The working group will commence its work in September 2019 and deliver a proposal to the Council on Academic Policy by November for revision and then to the Policy Council for adoption by the end of the next academic year.

Recommendation

13. “Academic support services and resources with a special emphasis on academic advising should be better coordinated and more systematically deployed across the College.”

Partially implemented. The Provost and the Vice President for Enrollment Management have constituted an Academic Services Council and an Academic Advisement Council. The Academic Services Council—an outgrowth of the smaller Coordinated Undergraduate Education group that met periodically in the 2018-2019 academic year--will bring together representatives from all academic service units across the College under the leadership of the Provost and the Vice President of Enrollment Management. The group will commence its work in May 2019 and will meet monthly thereafter. It will review strategic progress on student success metrics and shape coordinated interventions for the coming academic year to better coordinate and more systematically deploy academic support services across the College. The group will review assessment reports, relevant college data, and research reports to inform its work. It will engage in regular professional development, coordinate efforts across the campus, and monitor progress on interventions designed to promote student success.

The Director of Academic Advisement and the Chair of the Faculty Council Committee on Academic Advisement will co-chair the Academic Advisement Council. The Council will bring together all professional academic advisors from across the College and representatives from faculty-led advisement in the majors. The Advisement Council will establish standard protocols and nomenclature for all advisement processes and functions. It will work on the on-going professional development of advisors and the adoption and standardization of best practices as advanced by the work of the National Academic Advising Association and the Association of American Colleges and Universities. This coordination and systematic deployment of academic support services and resources will enhance our efforts in this area tremendously.

Standard IV: Support of the Student Experience

Suggestions

14. “Improve the College website including the use of a single sign-on.”

Planned for Implementation. Since the Site Visit, we approached the Executive Committee of the Brooklyn College Foundation Board to request \$500,000 to begin a branding and website redesign project for the College. The Executive Committee gave its unanimous approval for the plan, which will go to the full Board for final approval at its May meeting. In the interim, we are developing an RFP for the branding and website project and will send it out to bid; we expect to engage a firm and begin the project this summer.

15. “Improve transfer credit evaluation to become timelier.”

Partially implemented. The College is engaged in numerous coordinated activities to improve transfer evaluation, as discussed in 10 above.

16. “Use data more effectively for retention, graduation, and post-graduate outcomes for all student populations.”

Planned for implementation. We have identified disparities in student success outcomes for different student groups by race/ethnicity, gender, and transfer status. The Office for Institutional Research and Data Analysis will issue an updated report on these differences at the start of the fall semester to the President’s Cabinet, all AES areas, deans, and academic departments. Starting next month, the Academic Services Council will use this data to develop and refine targeted interventions for the 2020 academic year. The Academic Services Council and each division of the College, led by their respective vice presidents, will monitor progress on these metrics annually and establish programming goals and targets that will greatly reduce these disparities by 2023. Continuous assessment will inform the design and delivery of interventions going forward.

17. “Use degree maps to develop multi-year course schedules to improve retention and progression.”

Partially implemented. The administration and chairs of the faculty discussed the importance of using degree maps to develop multi-year course schedules at the April CAP meeting. The President highlighted the two chairs who have already done this work and indicated that all chairs would be responsible for developing planned, three-year course rotation schedules publicized on the Brooklyn College website. The deans will work with the chairs to complete this project over the next academic year.

18. “Perform a strategic analysis of its portfolio of academic programs to ensure mission alignment, market relevance, and financial contribution.”

Planned for Implementation. Starting in the fall 2019, the Vice President for Finance and Administration will lead a cross-institutional team to assess the mission alignment, market relevance, and financial contributions of all academic programs. The team will begin with an assessment of graduate programs at the College. On-going, open and transparent communication about the process and findings will be a hallmark of the effort. We anticipate

that the project will continue over the course of the Strategic Plan and that regular annual reviews will incorporate these processes going forward.

The team will explore each element of the strategic analysis for all programs and be guided by best practices in the area as identified by the research literature. The College's MSCHE Self-Study Report will act as a guide on mission alignment. The Vice President is developing metrics to be factored into the analyses of market relevance and financial contributions. The analysis will include strategies to improve program performance. All participants will develop recommendations for improvement. The team will assess the outcomes and make adjustments as indicated.

Standard V: Educational Effectiveness Assessment

Suggestion

19. "Increase resources to sustain and improve its assessment culture."

Planned for Implementation. The College is committed to funding new investments to improve its assessment culture; it will align allocations to do so starting in the coming fiscal year. The purchase of an Assessment Management System, as discussed below in 20, and the allocation of increased faculty and staff time for assessment activities are two examples of planned allocations to improve our assessment culture.

Recommendations

20. "Create an assessment repository, using appropriate technologies to ensure that closing the loop activities are monitored and results are available and useable by all stakeholder groups."

Partially implemented. The Provost convened a committee led by the Chief Librarian and Executive Director of Academic Information Technology to plan for the selection and implementation of a new Brooklyn College Assessment Management System (AMS). The directors and associate directors of Information Technology Services, Computing, Academic Instructional Technology, and the Assessment Manager are members of the committee. The committee has researched AMS systems and surveyed other CUNY colleges about their use of AMS systems. The committee has determined that the college needs a system that can work across platforms and especially one that can integrate data from CUNYfirst, Enrollment Management, and Blackboard. The committee is speaking to vendors and conducting assessments of the various systems on the market, including PlanningPoint, eLumen, TaskStream, and SPOL. We have invited them to campus for presentations/demonstrations in May. The Vice President for Finance and Administration, the Vice President of Student Affairs, the Vice President of Enrollment Management, the Vice President of Institutional Advancement, the Provost, and other key campus stakeholders and expert staff will attend the presentations. Thereafter, the committee will recommend a system and begin procurement. We plan to license and implement the system early in the 2019-2020 academic year.

21. “Make assessment results accessible to internal and external stakeholders as appropriate.”

Partially implemented. The college-wide assessment councils are meeting jointly in May to consider how best to make assessment results accessible to internal and external stakeholders. The committees include key campus stakeholders who will consult with external stakeholders, the research literature on best practices, and the University-wide Assessment Council. The committee will develop a set of recommendations through the summer and early fall 2019, which will be finalized by the President’s Cabinet with input from the Faculty Council Master Planning Committee, and the Council on Academic Policy. In fall 2019, we will redesign and integrate appropriate College webpages to display assessment results to both internal and external stakeholders. We will update assessment results on a regular schedule for all internal and external stakeholders and integrate that schedule and those processes fully into the College’s IEP timeline based on the recommendations of the assessment councils, which also will be finalized by the President’s Cabinet.

22. “Enhance the assessment and monitoring of the SLOs to ensure timely, sustainable and consistent implementation.”

Partially implemented. The College is enhancing the assessment and monitoring of its SLOs. We have expanded professional development on SLO assessment this year. We are increasing the frequency of programming, differentiating activities based on review of departmental assessments, and targeting programming to those areas that can benefit most.

The Assessment Manager will be showcasing best practices for the assessment of SLOs for academic and AES areas routinely going forward. The Provost has developed plans to build out the current Office of Institutional Planning and Assessment website to both highlight these practices and to provide an online tool for regular discussion of SLO assessment. We plan to deepen our community of practice through regular assessment brown bags and other activities and events on the departmental, school, and divisional levels. We will achieve sustainability through the new distributed leadership model for assessment, whereby the deans and vice presidents directly oversee assessment activities in their areas. The vice presidents and deans will be accountable for annual departmental assessments, as described in our Self-Study report. The Dean’s annual review of academic departments will include an examination of each department’s progress on the implementation of programmatic assessment plans.

The Institutional Effectiveness Timeline, which is shared with everyone conducting assessment on campus, identifies when assessment activities are underway and when reports are due. Leadership across the campus will use a shared Outlook calendar to ensure timely implementation. The two campus assessment councils have begun to meet jointly to share best practices and to learn from one another. Members of the councils will engage in numerous joint activities to support our assessment culture. This will include periodic assessments of our assessment processes and templates with an emphasis on information sharing about the impact of closing the loop on student success and on budgeting and planning. Taken together,

and combined with the leadership of a new Associate Provost who will oversee assessment systems and professional development, we believe that the assessment and monitoring of all SLOs will be timely, sustained, and consistent across the College. We will use assessment at all levels and the accountability of leadership to undergird our campus' continuous improvement.

Standard VI: Planning, Resources, and Institutional Improvement

Suggestions

- 23.** "Complete the Facilities 'Mini-Master Plan' currently being developed by the Facilities Department and CUNY staff to reflect the significant changes to the 2011 Facilities Master Plan update."

Planned for implementation. The College is in the process of selecting a consultant to conduct the "Mini-Master Plan." The Vice President for Finance and Administration, the University's staff, and other expert College Facilities staff are assessing proposals from three firms. The team will select a vendor by early summer. We will begin planning in late summer/early fall and move through the procurement process. We estimate, based on the proposals we are considering, that the Mini-Master Plan itself will take 18- months to complete.

- 24.** "Resource allocations in support of the Strategic Plan were documented for a very limited number of plan objectives. As the plan matures, it is suggested that funding allocations in support of plan objectives, including reallocation of existing resources, be appropriately documented, particularly if the College continues to experience funding challenges."

Partially implemented. The College has implemented the use of a budget, planning, and assessment template that will document alignment to the Strategic Plan. It also has implemented a budget request template that documents how the request is aligned with the Strategic Plan. All requests for new funding will require the full completion of the template moving forward. Each areas' vice president will assess requests. The Budget and Planning Committee will review strategic funding requests and make recommendations. The President's Cabinet will review the strategic requests for alignment with the plan and make priority recommendations, as indicated, to the Senior Vice President for Finance and Administration.

- 25.** "Modify the Strategic Plan to include prominent key performance indicators and reduce the number of benchmarks that need to be tracked."

Fully implemented. As discussed above in 1, we completed this work and issued a revised and streamlined Strategic Plan 2.0 with a set of key performance indicators and corresponding targets to be accomplished by the end of the Plan.

Standard VII: Governance, Leadership, and Administration

Recommendation

26. “Review and revise as necessary current policy and practice with regard to budgetary and academic authority to ensure consistency with a school-based model. Consistent with this, ensure the role of the deans is codified in governance documents.”

Partially implemented. At the April CAP meeting, the President announced that she was transferring budgetary authority from the chairs to the deans for funds related to OTPS, temporary services, and reassigned time. As discussed above in 12, the President also announced that she was convening a working group to develop a recommendation to both the CAP and Policy Council to revise our governance documents on the academic authority of deans so as to better align their role with the College’s school-based model. The working group will convene next fall semester for full implementation in the spring semester.

Overall, we are proud of the work we have done to implement the 26 suggestions and recommendations advanced by the Middle States Evaluation Team’s Report on Brooklyn College, and we look forward to completing all of them. We consider these suggestions and recommendations entirely consistent with our recent self-reflective work to advance the excellence of the College by developing a new five-year Strategic Plan and a robust Self-Study for our Middle States Evaluation. We remain deeply grateful to all members of the Evaluation Team.

The entire Brooklyn College community thanks the Middle States Commission on Higher Education for a rigorous and tremendously useful process.