BROOKLYN COLLEGE

Strategic Plan 2018–2023

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INTRODUCTION

Brooklyn College is an extraordinary institution of higher education, located in the heart of the greatest borough of New York City. It takes pride in its venerable history of inclusion and debate; today, it educates one of the most diverse student bodies in the world.

Brooklyn College was founded in 1930, at a time when many leading colleges curtailed the admission of Jewish students. Throughout its history, however, the college has been a place that has welcomed students excluded elsewhere, including those from all backgrounds, those who are first in their families to attend college, and first- and second-generation immigrants from around the globe.

Today, Brooklyn College is one of the most richly diverse academic communities in the world, where students of many races, nationalities, and faiths study and learn in peace. Our nearly 18,000 students come from 150 countries and speak more than 100 languages. Via interaction with their colleagues, our students learn to engage with difference and complexity, which fosters their intercultural competence and enriches the educational experience for all.

Brooklyn College has a rich legacy of engaging in debate, a practice that is written into its DNA. The college's engagement with the most challenging geopolitical issues of the time dates to its founding—from faculty protesting the rise of fascism and Nazism in the 1930s, to students contesting the contours of free expression in campus newspapers in the 1950s, to community lobbying for a department of Puerto Rican and Latino Studies in the 1970s. There has always been a fierce spirit of self-expression among both our students and faculty.

Through the inculcation of critical thinking and creative problem-solving skills, Brooklyn College is an engine of economic opportunity. It is ranked seventh in the nation for the highest intergenerational mobility of its graduates, which refers to the percentage of students whose parents are in the bottom 20 percent of household incomes nationally who graduate from college and climb into the middle class.

Brooklyn College's beautiful Georgian architecture and its bell tower resemble an elite campus, but unlike the Ivy League, the college serves the urban community in which it sits. Brooklyn itself is one of the largest, most dynamic, and diverse urban areas in the nation. The borough has always been an important destination for new Americans seeking a better life. Over time, it has developed a vibrant tapestry of ethnic enclaves and hubs of technological and cultural innovation. Today, Brooklyn is enjoying a global renaissance, and its reputation has soared as people from around the world flock to its thriving arts and culture scene.

Brooklyn College has recently reached deeper into the borough to make a positive impact on our students. Our Barry R. Feirstein Graduate School of Cinema, located at Steiner Studios in the historic Brooklyn Navy Yard, provides a first-class education at the only cinema school in the United States located on a working film lot. Through the diversity of its students and offerings, Feirstein is bringing new and crucial voices to the film industry.

Brooklyn College has also recently worked to enhance a culture of inclusiveness. Last year, the college launched the "We Stand Against Hate" series, with the goal to increase our understanding of controversial and difficult political issues, elevate discourse around them, and enhance our compassion for one another across difference. Three semesters later, the success of the series has become a college signature that will continue going forward.

As we have taken on this strategic planning process, we have reflected carefully on who we are, what makes us distinctive, and how to shape our future. Looking back, we can see that the college has identified the uncertainties it faces. The 2010 "Report on the Future of City-Based, Community-Engaged, and Sustainability Education at Brooklyn College," for instance, noted that the availability of public resources for higher education and the political attitude toward public higher education were key variables that will impact our community over time. While our budget and facilities have been challenging over the past few years, we have retained a

spirit of generosity and a positive outlook about our potential to excel. Students are excited to learn at Brooklyn College, faculty want to work together to build our outstanding academic programs, staff members take great pride in their work, and generous alumni want to continue to invest in our success. We care deeply about Brooklyn College.

The Brooklyn College Strategic Plan 2018–2023 has five major goals, 21 subgoals, 85 strategic actions, and 510 benchmarks and outcomes for us to pursue over the next five years. The structure of the plan organizes the work based on the categories of academic excellence, students' academic success, graduates' career success, administrative efficiency, and enhanced reputation, which follow the five major goals of the plan.

Certain institutional themes emerge from this strategic plan, and they cross many or all of these goals. The need for better communication, for instance, transcends category. We must conceptualize and tell the Brooklyn College story better. We will strengthen the way we brand the campus, focusing on how we develop our distinctive identity. We will work to communicate better our values of academic freedom and open discourse both within and outside the campus.

We will support our faculty's desire to increase the number and impact of our public intellectuals, so that the faculty can communicate its scholarly research and creative works to a wider and more influential audience. We will enhance our community by strengthening our communication and feedback loops across departments and especially in facilities. For example, end users must understand what has happened to lodged complaints and where they are in the queue for repair.

A second theme that transcends goals is a focus on advising. The Faculty Council Committee on Course and Standing concluded in its 2009 Annual Report that more effective advising was "key to student success and Brooklyn College's future as an innovative public university that offers academic excellence, community-engaged education, and a bureaucracy students can navigate with relative ease." We will strengthen student engagement and success by advising students carefully on our general education and major requirements as we guide them through the curriculum.

Our strong desire to focus on students also transcends sectors on campus and the goals of the strategic plan. This is not the first time we have underscored a need to focus on students. In 2009, the Faculty Council Committee on Course and Standing concluded, "Brooklyn College must make a stronger commitment" to being a "student-centered campus." Going forward, we will keep students at the center of

everything we do. Before making a decision, we will ask, "How will our students benefit?" We will enhance students' ability to influence the curriculum, engage with teachers and mentors, and participate in the governance of the college.

We will ensure that Brooklyn College is responsive to changing economic conditions while providing high-impact educational opportunities and robust career choices for our students. We will strengthen our students' classroom experiences by hiring and nurturing diverse, excellent faculty, and by supporting the faculty's desire to learn pedagogical best practices and engage in cutting-edge research.

A final theme that transcends category is the need to engage in fact-based analysis. A vague sense of how "it has always been done" at the college no longer will suffice. We will use sound data analytics to understand the work we face—from facilities to recruitment, from engaging our donor base to classroom assignments. Hence, this strategic plan emphasizes the importance of baselines and benchmarks in how we move forward.

Based on a factual analysis, we will link our budget to the priorities we have established herein. We will enhance the resources we offer our faculty and students through careful planning, aggressive fundraising, and wise allocations. We will enhance the liberal arts tradition here across the curriculum to give students critical thinking skills; enhanced global knowledge; more self-direction, self-knowledge, and adaptability; strong oral and written communication skills; and quantitative reasoning skills.

Brooklyn College has helped generations of students discover themselves through serious academic engagement, in an environment that nurtures public discourse and prepares students to shape their own uniquely American experience. Our aim is to help produce the next generation's intellectual, academic, scientific, artistic, and community leaders. Our students deserve the very best education this country has to offer. This plan will greatly enhance the college we love.

Process of the Development of the Strategic Plan

Brooklyn College has been engaged in the development of a new strategic plan in earnest since July 2017. But the process actually began a year earlier when the new president of the college engaged the campus in a listening tour. That process included over 50 meetings and open forums with more than 170 staff members, 150 faculty, 130 students, 100 alumni, 40 donors, 20 community leaders, and seven Brooklyn

elected officials. The listening tour focused on deepening our understanding of the identity and culture of Brooklyn College, the key challenges it faces, and the college's hopes for the future. The cumulative Report on the Listening Tour delivered last spring then laid the foundation for this strategic planning process.

In spring, the president convened the Strategic Planning Working Committee to use the results of the listening tour to develop the goals for a new strategic plan. That committee included 20 faculty members, 19 administrators and staff members, and 10 students. The president also asked Professor Tammy Lewis of the Sociology Department to coordinate the strategic planning process on campus going forward. She had experience working with large educational institutions and nonprofits to develop strategic plans and evaluate their effectiveness. Over the summer, Professor Lewis reviewed the CUNY Master Plan, the CUNY Strategic Framework, Brooklyn College's prior strategic plan, and other relevant materials. She then took the work of the Strategic Planning Working Committee and distilled it into the overall strategic plan goals.

Professor Lewis led an iterative process for the Brooklyn College community to produce a strategic plan collaboratively. In September 2017, the first draft of the strategic plan goals was circulated to the Brooklyn College community. The community provided feedback on the draft in two town halls, and in meetings with Professor Lewis and student government and clubs, academic departments, administrative departments, and the Brooklyn College Foundation board. Based on feedback from these groups and from online suggestions, the goals were revised and refined, and a focus group prioritized the goals.

In November 2017, President Anderson held a special visioning session to elaborate the college's purpose, mission, vision, and values. That same month, a second draft of the strategic plan goals, plus a first draft of strategic actions, was distributed to the community for feedback. In December, a third town hall focused on strategic actions. Subsequent discussions were held at the Council on Administrative Policy and at Faculty Council Steering Committee meetings, with the chairs and dean of the School of Natural and Behavioral Sciences, and the Brooklyn College Alumni Association, among others. Hundreds of suggestions were made online to strike, add, and revise strategic actions. Professor Lewis, in collaboration with lead actors across campus, compiled, integrated, and updated the plan based on the community's feedback.

In February 2018, the third draft of the strategic plan goals was circulated, which also included the first draft of selected benchmarks and outcomes. This was followed by a fourth town hall and more online feedback. Leaders across the campus were asked to generate benchmarks and outcomes for their areas. From February until April, Professor Lewis worked with campus leaders to draft their benchmarks, which mapped out each unit's work plan for the next five years.

In May 2018, the first complete draft of the strategic plan, including goals, subgoals, strategic actions, benchmarks, and outcomes was circulated. After a two-week comment period, the document was revised, and a final document was released. The plan has been revised five times based on four town halls with more than 300 attendees, a focus group, a visioning session, more than 50 meetings with stakeholder groups, individual faculty contributions from every department on campus, and more than 500 online suggestions from students, staff, faculty, and alumni.

Looking Forward

The Brooklyn College Strategic Plan will not sit on a shelf. Instead, it will guide our work at the college. Through coordinated effort, we will follow through on our goals, subgoals, strategic actions, benchmarks, and outcomes.

Across all areas of the college, we will refer to the srategic plan regularly throughout the five years it will be in effect. We will use it to get better in everything we do. Despite challenges, we will not slow down when the work becomes hard. We will work harder, and we will work smarter.

At the same time, the strategic plan will not be treated as if it were written in stone. It will be a living document. Every year, we will review the entire plan, take pride in the work we have accomplished, and be careful to document and celebrate our progress and accomplishments. We will also not be afraid to revise our goals when we discover new information that renders our initial plans deficient, inaccurate, or unsatisfactory. Instead, we will course correct, as appropriate, on an annual basis as we reflect on the progress we have made and what remains to be done.

We are in this together. We tackle this ambitious plan with a spirit of teamwork and support for one another. We know that part of the challenge we face at Brooklyn College is to enhance trust across sectors and differences in title and background. We will use the work of the strategic plan to help us cross borders and collaborate in greater service to our students.

Onward!

PURPOSE, MISSION, VISION, AND VALUES

Our Purpose

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

Our Mission

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

Our Vision

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

Our Values

• Diversity and inclusion.
• Transparency in information, processes, and decision-making.
• Teamwork and collaboration.
• Respect for others and engagement across differences.
• Sustainability.

GOAL 1: ENHANCE OUR ACADEMIC EXCELLENCE

A. Improve undergraduate, master's, and doctoral programs that distinguish our strengths in the liberal arts, sciences, business, creative arts, and education to support students for success locally and globally.

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

YEAR 1 BENCHMARK: Incorporate the deans' and provost's responses to self-studies into our 10-year program review process. Fifty percent of departments and programs will complete assessment reports.

YEAR 2 BENCHMARK: Departments and programs that conducted program reviews as part of the 10-year review cycle in Year 1 will enhance their reviews by examining the needs of relevant stakeholders in the community (civic organizations, arts organizations, Department of Education), industry (where relevant), foundations, and government agencies, and will analyze trends from the Bureau of Labor Statistics and labor market needs. Departments and programs that are scheduled to begin their 10-year program reviews this year and hereafter will follow this new process. Sixty percent of departments and programs will complete assessment reports.

YEAR 3 BENCHMARK: Departments and programs that conducted program reviews as part of the 10-year review cycle in Year 1 will reassess programs on the basis of data collection in Years 1 and 2, current programs' strengths and weaknesses, resources, etc., and develop action plans to enhance emerging knowledge and skills to deliver academic excellence and value to students. Departments will work with the deans to develop plans to realign and/or obtain the resources necessary to improve their programs. Seventy percent of departments and programs will complete assessment reports.

YEAR 4 BENCHMARK: Redesign curricula based on the analysis in Year 3. Consider changes to program requirements and existing courses, the deletion of courses, and the creation of new courses and programs. Submit curriculum documents to Faculty Council. Possible fundraising by deans and department chairs for additional resources for redesigned programs. Eighty percent of departments and programs will complete assessment reports.

YEAR 5 BENCHMARK: Implement changes to academic offerings. Continue fundraising for continuous self-improvement of programs. Ninety percent of departments and programs will complete assessment reports.

5-YEAR OUTCOMES: Improved and up-to-date undergraduate and graduate programs that deliver high-quality, relevant programs to students.

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

YEAR 1 BENCHMARK: The deans will collaborate to prepare an inventory of existing major/minor pairs within schools and major/minor pairs across schools that promote interdisciplinary work. The deans will catalogue, communicate, and promote these pairs.

YEAR 2 BENCHMARK: Building upon existing programs and supporting new ideas, the deans will collaborate with faculty to assess potential new major/minor pairs that promote interdisciplinary work.

YEAR 3 BENCHMARK: The deans will support faculty and departments in the development of new curricula to promote the major/minor pairs identified in Year 2. Curriculum changes will be submitted to Faculty Council.

YEAR 4 BENCHMARK: Faculty and departments will teach courses in the new major/minor pairs. These will be documented and promoted to students. Additional pairs will be developed.

GOAL 1-A

YEAR 5 BENCHMARK: The provost, deans, and departments will collaborate to assess the effectiveness of the new major/minor pairs for promoting interdisciplinary work.

5-YEAR OUTCOMES: A well-thought-out set of cross-school course offerings that meets the needs of students and faculty in participating departments, interdisciplinary programs, and schools will be documented and promoted.

c. *The Ethyle R. Wolfe Institute for the Humanities will annually adopt a relevant issue on which to focus and deepen curricular and extracurricular programming campus-wide.*

YEAR 1 BENCHMARK: Develop a collaborative system for identifying relevant issues of interest to a large number of departments/programs. Establish a protocol for selecting an issue each spring to develop the following academic year. Develop program for Year 2. Coordinate with faculty so that they can incorporate events into their course work and with other campus stakeholders to incorporate into extracurricular programming. To the extent that it is appropriate, coordinate with the We Stand Against Hate series.

YEAR 2 BENCHMARK: Implement Year 2 program. Plan major Wolfe Institute events for Year 3 and coordinate with faculty so that they can incorporate events into their course work and with other campus stakeholders to incorporate into extracurricular programming. Routinize this process.

YEAR 3 BENCHMARK: Carry out the plan from Year 2. Convene a committee to review programming and attendance and evaluate practices for engaging students and faculty in Wolfe Institute events devoted to annual topics. Plan for Year 4.

YEAR 4 BENCHMARK: Carry out the plan from Year 3. Implement changes recommended from the program review and evaluation.

YEAR 5 BENCHMARK: Plan major Wolfe Institute events around the chosen topic.

5-YEAR OUTCOMES: The Wolfe Institute is a thematic institute with programing that is well integrated into curricular and extracurricular offerings campus-wide.

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

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

YEAR 1 BENCHMARK: Once searches are approved, chairs will meet with the director of the Office of Diversity and Equity Programs to prepare affirmative action plans for tenure-track, lecturer, substitute, and adjunct faculty recruitment.

YEAR 2 BENCHMARK: Revise affirmative action plans based on best models produced by departments. Subject to authorization of line(s), department search committees will meet with the Office of Diversity and Equity Programs to plan recruitment activities consistent with the Department Affirmative Action Plan.

YEAR 3 BENCHMARK: The Appointments Committees will assess the effectiveness of recruitment activities in Year 2 in attracting a diverse pool of applicants for tenure-track, lecturer, substitute, and adjunct lines. Subject to authorization of line(s), the department search committees will meet with the Office of Diversity and Equity Programs to plan recruitment activities consistent with the Department Affirmative Action Plan and with lessons learned during the Year 2 recruitment cycle. Implement programs to develop and support a pipeline for minority and women faculty.

YEARS 4 AND 5 BENCHMARKS: Continue the process outlined in Year 3.

5-YEAR OUTCOMES: Each department will have robust and specific Affirmative Action Plans in order to decrease the underutilization of women and underrepresented minorities in the faculty.

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

YEAR 1 BENCHMARK: The Office of the Provost will identify successful mentoring programs in other universities, across CUNY, and among our own departments, and develop a more robust mentoring

program for all Brooklyn College faculty. In collaboration with the deans and departments, the plan will be tailored to each school and each department. At the department level, chairs will elaborate department-specific guidelines regarding research expectations, including publication in peer-reviewed journals and other forms of intellectual contributions. The provost will develop lists of untenured and tenured assistant, associate, and full professors. Untenured, tenure-track faculty will be encouraged to participate in the mentoring program.

YEAR 2 BENCHMARK: The provost will provide leadership to implement the campus-wide faculty mentoring program including college-wide plans, school-wide plans, and department-specific expectations.

YEAR 3 BENCHMARK: In consultation with the deans and chairs, the provost will evaluate the effectiveness of the programs and make changes, as needed.

YEARS 4 AND 5 BENCHMARKS: The Brooklyn College Faculty Mentoring Program 2.0 will be put into place.

5-YEAR OUTCOMES: The college, schools, and departments will develop, institutionalize, and implement a formal faculty mentoring program. Faculty will feel supported and connected to the institution. Untenured faculty will have knowledge and clear expectations regarding tenure and promotion. Tenured faculty will have improved mentoring skills.

c. Brooklyn College Foundation and the deans will fundraise for endowed professorships, to enhance faculty travel funds, and to support faculty research.

YEAR 1 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will identify the history of funding for endowed professorships, all faculty travel funds, and faculty research funds, the donors who contributed, and whether those donors are active now.

YEAR 2 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will work with the deans to develop a targeted roster of prospective donors for endowed professorships, faculty travel funds, and faculty research funds, focusing on those who are not already giving to this area or to other needs of the campus.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team

will work with the deans to develop a compelling case for donors to invest in endowed professorships, faculty travel funds, and faculty research funds.

YEAR 4 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will work with the deans to pitch the case for endowed professorships, faculty travel funds, and faculty research funds to selected prospective donors.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will work with the deans to expand funding for new endowed professorships, faculty travel, and faculty research.

5-YEAR OUTCOMES: The vice president for institutional advancement, Brooklyn College Foundation, and deans will have enhanced funding substantially for endowed professorships, faculty travel, and faculty research.

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

YEAR 1 BENCHMARK: The offices of the provost and of Diversity and Equity Programs will identify and recruit a core group of faculty leaders, and provide the logistical support they need to organize the task force on faculty diversity. The task force, in consultation with and support from the administrative offices, using national best practices, will develop a plan for the support and retention of faculty from historically underrepresented groups.

YEAR 2 BENCHMARK: Working with the administration, implement as much of the plan developed in Year 1 as possible. At the end of the year, assess initial implementation of the plan and revise as needed.

YEAR 3 BENCHMARK: Continue support for faculty from historically underrepresented groups, in accordance with the plan as revised in Year 2. Continue implementation of the plan.

YEAR 4 BENCHMARK: Assess the effectiveness of support for the retention of faculty from historically underrepresented faculty.

YEAR 5 BENCHMARK: Revise and improve the plan for supporting and retaining faculty from historically underrepresented groups.

5-YEAR OUTCOMES: Have well-defined, faculty-led structures and processes, well-supported by the college administration, in place for the support and retention of faculty from historically underrepresented groups.

e. *The Office of Human Resource Services, in collaboration with administrative offices, will develop a program for the support, mentoring, and retention of staff.*

YEAR 1 BENCHMARK: The Office of Human Resource Services (HRS) will work with representatives from the various job groups to identify the issues around retention and mentoring, analyze the data, and determine what training and support participants need to implement a mentoring program. Based on national best practices, HRS will draft a proposal and discuss with select work groups about how a mentoring program will be applied to staff. HRS will provide training to senior staff members regarding how to use staff evaluations as a form of mentorship.

YEAR 2 BENCHMARK: Share results and best practices for staff retention and mentoring with selected pilot departments. Implement pilot. Determine what training and support participants need to implement a mentoring program. Collect feedback from the pilot participants at the end of the specified period.

YEAR 3 BENCHMARK: Collect data to ensure that the mentoring program meets the needs of the staff. Implement a mentoring program for administrative departments.

YEAR 4 BENCHMARK: Assess if the mentoring program has improved employee morale and productivity. Run the Office of Human Resource Services reports to analyze retention rates.

YEAR 5 BENCHMARK: The Office of Human Resource Services creates guidelines for managers and mentors to support continued mentoring of new and existing staff. Create incentives and recognition awards for areas that have mentoring success stories.

5-YEAR OUTCOMES: Improve morale and satisfaction survey ratings of staff. Increase skills levels of managers and mentors. Staff feels more support from the college.

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

a. *The Roberta S. Matthews Center for Teaching will assist with the development and implementation of pedagogy-enhancement plans at the school, department, and program levels and create opportunities for instructors to receive training in best practices for excellent teaching and mentoring of students.*

YEAR 1 BENCHMARK: The Center for Teaching will prepare a guide for pedagogical self-studies that draws upon data that departments and programs already collect, including data from annual assessment reports. The college will hire a full-time higher education officer (HEO) (with a doctorate or extensive experience in this area) to support the faculty director of the Center for Teaching to foster an innovative and vibrant culture of developing and sharing pedagogical best practices for excellent teaching and mentoring of students.

YEAR 2 BENCHMARK: The Center for Teaching will assist departments and programs in pedagogical studies with priority given to departments and programs that are engaged in their 10-year program reviews.

YEAR 3 BENCHMARK: The Center for Teaching, in collaboration with the provost, will review the self-studies and recommend college-wide and school-wide faculty development programming. In parallel with this, each of the programs that have prepared pedagogical self-studies will identify two or three actions they can take to enhance their pedagogy for excellent teaching and mentoring of students over the next two years, resources necessary to accomplish these actions, and metrics for evaluating the effect of each action. The Center for Teaching will continue to assist departments and programs in pedagogical studies with priority given to departments and programs that are engaged in their 10-year program reviews.

YEAR 4 BENCHMARK: Departments, programs, schools, and the Center for Teaching begin implementing actions identified in the previous year. The Center for Teaching will continue to assist departments and programs in pedagogical studies with priority given to departments and programs that are engaged in their 10-year program reviews.

YEAR 5 BENCHMARK: Implementation continues, including assessment. The Center for Teaching will continue to assist departments and programs in pedagogical studies with priority given to departments and programs that are engaged in their 10-year program reviews.

5-YEAR OUTCOMES: A new HEO is in place to support the director of the Center for Teaching. Schools, departments, and programs have evolving pedagogical-enhancement plans for excellent teaching and mentoring of students, and the Center for Teaching's faculty-development offerings are aligned with these plans.

b. The Office of the Provost will consolidate and strengthen teaching resources and support for new faculty (tenure-track, substitutes, and adjuncts) and enhance orientation to the campus.

YEAR 1 BENCHMARK: In parallel with the face-to-face orientation for new tenure-track and substitute faculty, improve the onboarding of adjuncts through an orientation that informs them about key teaching resources, the Center for Teaching, HRS, the library, and other important information that is provided to transfer students through TransferNation.

YEAR 2 BENCHMARK: Implement new orientation for new adjunct faculty. Work with the Center for Teaching to orient them to the center's resources.

YEAR 3 BENCHMARK: Assess adjunct orientation and evaluate whether it would be effective for all new faculty. Revise pedagogical workshops for faculty based on needs assessment.

YEAR 4 BENCHMARK: Based on the assessment in Year 3, implement updated program(s).

YEAR 5 BENCHMARK: Evaluate the effectiveness of orientations and pedagogical resources for adjuncts.

5-YEAR OUTCOMES: Enhanced materials and orientation for adjuncts and new faculty. Enhanced pedagogical workshops for new faculty.

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

a. The Office of the Provost will enhance staffing and resources at the Office of Research and Sponsored Programs to meet the needs of faculty across the college.

YEAR 1 BENCHMARK: Assess the staffing needs of the Office of Research and Sponsored Programs (ORSP) and evaluate its effectiveness for faculty.

YEAR 2 BENCHMARK: Hire full-time grants manager for the School of Natural and Behavioral Sciences (NBS). The dean will develop a school-wide plan for NBS to enhance research.

YEAR 3 BENCHMARK: Make necessary staff and operations adjustments based on the assessment inYear 1. Deans across the campus will develop plans to enhance research.

YEARS 4 AND 5 BENCHMARKS: New staff will work with faculty to carry out the plans to apply for additional grants.

5-YEAR OUTCOMES: Enhance staffing of ORSP to enable enhanced support for the pursuit of grants across the five schools.

b. The Brooklyn College Library will enhance support for research.

YEAR 1 BENCHMARK: For faculty, the library will explore innovative models to enhance access (such as the CUNY Universal Access model: http://access.cuny.edu/); participate in statewide initiatives such as I2NY, in order to expand our licensed/purchased research collections; increase outreach to faculty through library/Academic Information Technology (AIT) visits to departments; conduct a series of workshops on scholarly communications (such as open-access policies and procedures and identifying authoritative journals for research publication); expand support for digital scholarship initiatives, such as the Open Education Resources Program and the Brooklyn College Listening Project; pilot interlibrary scan and delivery document services; and conduct survey/focus groups to determine faculty research needs.

For students, the library will conduct survey/focus groups to determine student research needs, explore digitization of Brooklyn College master's theses, identify ways to enhance the Library Online Orientation Program, increase collaborative technologies and spaces for group research work, and promote existing web-based research tools through social media and campus events, such as TransferNation.

YEAR 2 BENCHMARK: For faculty, the library will try out innovative models to enhance access; expand its series of workshops on scholarly communications issues including

authors' rights, open-access publishing, and intellectual freedom; promote additional participation in the CUNY institutional repository; evaluate pilot interlibrary scan and delivery document services; analyze data from survey/focus groups and determine areas of research need.

For students, the library will begin to plan digitization of Brooklyn College master's theses, analyze data from survey/focus groups, plan and test enhancements for Library Online Orientation Program, and identify one or two departments/programs to develop scaffolded information literacy skills instruction programs.

YEAR 3 BENCHMARK: For faculty, the library will target and address areas of needs identified in the survey/focus groups from Year 1, expand the series of workshops on scholarly communications including copyright and fair use issues, promote additional deposit and participation in the CUNY institutional repository, assess success of trials for innovative models to enhance access in order to expand our licensed/purchased research collections, expand support for digital content management to additional groups on campus, and implement interlibrary scan and delivery document services.

For students, the library will work with TransferNation to target transfer students to improve their use of research tools and resources, begin the digitization project plan of Brooklyn College master's theses and deposit in CUNY Academic Works, analyze data from survey/focus groups and determine areas of student research needs, implement pilot project of digitization of Brooklyn College master's theses based on national standards, implement a project to enhance Library Online Orientation Program beginning with the School of Humanities and Social Sciences, and work with one or two departments/programs to implement scaffolded information literacy skills.

YEARS 4 AND 5 BENCHMARKS: For faculty, the library will identify necessary methods, resources, and staff to support data management plans in faculty research projects, expand the series of workshops on scholarly communications issues including scholarly identification systems such as ORCid, promote additional participation in the CUNY institutional repository (Academic Works), implement successful innovative models to enhance access in order to expand our licensed/purchased research collections, expand support for digital content management to additional groups on campus, and assess

the interlibrary scan and delivery document services to faculty for possible enhancements.

For students, the library will work with the registrar to target first-generation students to improve their use of research tools and resources, implement the digitization project plan of Brooklyn College master's theses and deposit in CUNY Academic Works, improve areas of student research needs and improve services based on survey/focus groups data, implement the project to enhance Library Online Orientation Program in more schools, and work with one or two departments/programs to implement scaffolded information literacy skills.

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

c. *Deans, with support from the Office of the Provost, will develop and implement a school-based workshop series for faculty to share scholarly work for peer review, critique, and support.*

YEAR 1 BENCHMARK: Deans will develop a series for faculty to present and discuss research/creative projects with colleagues, including opportunities to present works in progress, first drafts, and recently published work. When appropriate, faculty will share drafts prior to the meeting and receive verbal and written feedback from colleagues.

YEARS 2-5 BENCHMARKS: Deans will assess, revise, improve, and continue the series to meet the needs of the faculty in their schools.

5-YEAR OUTCOMES: Faculty feel institutionally supported in the development, production, and presentation of their research/creative work and have established formal networks for assistance on campus. This support is

institutionalized in a system of regular, accessible, and reliable ongoing workshops.

d. *The dean of the School of Natural and Behavioral Sciences and the Brooklyn College Foundation will work with departments to generate funds and coordinate researchers on campus to create an interdisciplinary Brooklyn College Center for Cancer Research.*

YEAR 1 BENCHMARK: Establish the Brooklyn College Center for Cancer Research through Brooklyn College and CUNY governance bodies. Develop a fundraising case for support for the Brooklyn College Center for Cancer Research.

YEAR 2 BENCHMARK: Develop a methodology of using Research Foundation indirect cost recovery funds to create a stream of revenue for operating costs for the Brooklyn College Center for Cancer Research.

YEAR 3 BENCHMARK: The dean of the School of Natural and Behavioral Sciences and the Brooklyn College Foundation will develop a list of potential individual and institutional donors to support the Brooklyn College Center for Cancer Research. Solicit lead support for facilities, endowed positions, and research projects. Develop a public communications plan that supports the effort.

YEAR 4 BENCHMARK: Refine the case and expand fundraising solicitations for the Brooklyn College Center for Cancer Research to individual and institutional donors prospects.

YEAR 5 BENCHMARK: Steward lead gift donors and expand engagement of individual and institutional donor prospects for priority funding opportunities for the Brooklyn College Center for Cancer Research.

5-YEAR OUTCOMES: Enhance external funding for facilities and operations of the Brooklyn College Center for Cancer Research.

e. *The dean of the School of Visual, Media, and Performing Arts and the Brooklyn College Foundation will work with departments to generate funds to advance the arts.*

YEAR 1 BENCHMARK: The dean, chairs, and Brooklyn College Foundation will create a comprehensive campaign for fundraising support for students and faculty in the arts. They will identify fundable opportunities, with the priority of developing a case of support for the Brooklyn

College Art Gallery.

YEAR 2 BENCHMARK: The Brooklyn College Foundation team will develop a targeted roster of prospective donors for the arts, focusing on those who are not already giving to this area or to other needs of the campus.

YEAR 3 BENCHMARK: The Brooklyn College Foundation team will work with the dean to pitch the case for the arts to selected prospective donors.

YEAR 4 BENCHMARK: The Brooklyn College Foundation team will work with the dean to fund priority initiatives in the arts at Brooklyn College at significantly greater levels.

YEAR 5 BENCHMARK: The college will create a plan for the Art Gallery.

5-YEAR OUTCOMES: Stronger support for students and faculty in the arts. Creation of a new fund to cover subvention grants for books in the arts and exhibition and production costs. Specific plans for new Art Gallery.

f. *The dean of the School of Education, in collaboration with departments and programs, and the Brooklyn College Foundation will generate funds to develop program research and deeper clinical partnerships with PK-12 schools, early childhood centers, and community-based organizations throughout Brooklyn communities.*

YEAR 1 BENCHMARK: The dean, chairs, and the Brooklyn College Foundation will create a comprehensive campaign for fundraising support for students and faculty in education. They will identify fundable opportunities, with the priority of supporting clinical partnerships and clinical practice for educator candidates.

YEAR 2 BENCHMARK: The Brooklyn College Foundation team will develop a targeted roster of prospective donors for education, focusing on those who are not already giving to this area or to other needs of the campus. Office of Research and Sponsored Programs staff members will assist School of Education administrators, staff, and faculty in identifying available grant opportunities and preparing proposals in response to these opportunities.

YEAR 3 BENCHMARK: The Brooklyn College Foundation team will work with the dean to pitch the case for education to selected prospective donors.

YEAR 4 BENCHMARK: The Brooklyn College Foundation team will work with the dean to fund priority needs within the School of Education.

YEAR 5 BENCHMARK: The college will create a plan for creating deeper clinical partnerships.

5-YEAR OUTCOMES: Stronger support for students and faculty in education. Support for funds to support clinical partnerships and clinical practice for educator candidates.

g. The dean of the School of Humanities and Social Sciences will work with departments and programs to generate funds to advance research and creative work in the humanities and social sciences.

YEAR 1 BENCHMARK: The dean, chairs, and Brooklyn College Foundation will create a comprehensive campaign for fundraising support for students and faculty in the humanities and social sciences.

YEAR 2 BENCHMARK: The Brooklyn College Foundation team will review the general domains of research and creative work in each department and program across the School of Humanities and Social Sciences (HSS), and develop a targeted roster of appropriate foundations and prospective donors for each domain.

YEAR 3 BENCHMARK: The Brooklyn College Foundation team will work with the dean to build relationships with appropriate foundations and donors.

YEAR 4 BENCHMARK: The Brooklyn College Foundation team will work with the dean to significantly increase the support and guidance provided to faculty across HSS in identifying potential sources of funding and preparing grant applications or other appropriate funding requests.

YEAR 5 BENCHMARK: The number of grant applications/funding requests submitted by faculty across HSS will significantly increase.

5-YEAR OUTCOMES: Stronger support for students and faculty in the School of Humanities and Social Sciences.

GOAL 2: INCREASE UNDERGRADUATE, MASTER'S, AND DOCTORAL STUDENTS' SUCCESS

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

a. The Office of Enrollment Management and Retention will develop, implement, and communicate a comprehensive admissions, retention, and graduation plan, including greater availability to take gateway courses, degree maps, and block schedules to facilitate full-time students' access to 15 credits per semester and 30 credits per year.

YEAR 1 BENCHMARK: Coordinate and promote a "Your Future in Four" campus-wide campaign. This will involve coordinating resources across the campus, ensuring there are sufficient course offerings, and assisting students with identifying ways to meet their financial obligations. Increase the number of first-time first-year students accumulating 30+ credits in their first year by 3.5 percent, and those passing the gateway math course by 5 percent. Using predictive analytics, evaluate course offerings and work with deans and academic departments to ensure sufficient course offerings so full-time students can take 15 credits. Facilitate the use of the e-permit process, which enables students to take courses at CUNY colleges other than the home campus. Explore implementation of winter and summer immersion workshops to ensure students are adequately prepared for gateway courses. Working with deans and chairs, explore options for block scheduling for first-time first-year students. Launch rollout of degree maps for 25 percent of academic departments. Implement advising protocols that track student progression and provide alerts when milestones are not met. Assess staffing needs of the Center for Academic Advisement and Student Success (CAASS).

YEAR 2 BENCHMARK: Increase the number of first-time first-year students accumulating 30+ credits during their first year by 4 percent over the previous year, and those passing gateway math by 5 percent over the previous year. All undergraduate majors will be fully degree mapped for first-time first-year students. Evaluate the impact of gateway course completion efforts for underserved populations. Institute a requirement to provide

undergraduate students with degree maps. Implement summer and winter immersion workshops for gateway courses. Assess and evaluate the effectiveness of advising protocols that track student progression. Enhance CAASS staffing based on assessment of needs to support academic momentum.

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

YEAR 4 BENCHMARK: Increase the number of first-time first-year students accumulating 30+ credits in their first year by 4 percent over the previous year, and those passing gateway math by 4 percent over the previous year. Develop strategies for continuing effectiveness of advisement and support services.

YEAR 5 BENCHMARK: Increase the number of first-time first-year students accumulating 30+ credits in their first year by 4 percent over the previous year, and those passing gateway math by 4 percent over the previous year.

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

b. The Office of Budget and Planning and the Office of Institutional Research and Data Analysis, in conjunction with academic departments, will conduct a comprehensive assessment of the demand for classes at various times to optimize offerings and scheduling for students.

YEAR 1 BENCHMARK: Review enrollment data to establish

historical trends. Establish Instructional Capacity Working Group.

YEAR 2 BENCHMARK: Work with the Office of Enrollment Management and Retention to roll out a wait list feature in CUNYfirst.

YEAR 3 BENCHMARK: Work with CAASS to analyze DegreeWorks data.

YEAR 4 BENCHMARK: Begin modelling information.

YEAR 5 BENCHMARK: Continue refining analyses.

5-YEAR OUTCOMES: Utilize modeling as part of the overall process and budget allocations.

c. *Departments will develop degree maps for all majors and, in concert with deans and the Office of Enrollment Management and Retention, optimize offerings and scheduling for students.*

YEAR 1 BENCHMARK: Departments and programs will complete degree maps. Departments and programs will develop optimal student schedules from the perspective of students.

YEAR 2 BENCHMARK: The Office of Communications and Marketing will create a webpage for degree maps. Faculty, students, and advisers will use the maps, with training on how to build a schedule.

YEARS 3–5 BENCHMARKS: Departments will revise and enhance degree maps. Departments will use the degree maps and past enrollment data to optimize offerings and scheduling for students to enable them to fulfill major requirements in a timely manner.

5-YEAR OUTCOMES: Curriculum maps developed, posted, and used by programs. Courses are scheduled to enable students to fulfill major requirements in a timely manner.

d. *The Office of Enrollment Management and Retention and the chair of the Faculty Council will work together to develop a process to ensure proper student advisement is integrated with Faculty Council's decisions regarding Bulletin changes.*

YEAR 1 BENCHMARK: Convene working group of faculty and staff, under the leadership of Faculty Council chair, to review the current curriculum management process, Bulletin process, scheduling, advisement, DegreeWorks, registration, financial aid, and other areas impacted

by curriculum changes. Create workflow of processes. In addition to the ex officio member of the Office of the Provost and the Office of the Registrar currently attending the Faculty Council's Undergraduate Curriculum Committee, the Office of Financial Aid, CAASS, and the Peer Mentoring Program will each identify representatives to attend Curriculum Committee meetings as observers. The provost will convene undergraduate deputy meetings twice per term that includes communication on these issues. These meetings will include representatives from the Office of Financial Aid, CAASS, the Undergraduate Curriculum Committee, the Committee on Course and Standing, the Faculty Council General Education Committee, the Office of Admissions, and the Office of the Registrar.

YEAR 2 BENCHMARK: A working group will explore curriculum management software available to maintain dynamic curriculum coordinated with other college processes, such as Acalog, Curriculog, Smart Catalog, and IQ Catalog. In collaboration with Information Technology Services (ITS) to ensure seamless integration with bulletin and current systems, such as CUNYfirst and DegreeWorks, the working group may recommend procurement of a curriculum management tool. If appropriate, curriculum management tool will be purchased and implemented.

YEAR 3 BENCHMARK: Evaluate effectiveness of the curriculum management tool and integrative processes. Review processes and implement adjustments as necessary. Evaluate the effectiveness of communication processes and make adjustments as necessary.

YEARS 4 AND 5 BENCHMARKS: Implement improvements.

5-YEAR OUTCOMES: Regular communication among actors who implement curricular changes, advising, and financial aid will be institutionalized to ensure that students' best interests are met. Maintenance of a dynamic curriculum configured to best practices that address the needs of students, faculty, staff, and technology expectations with a well-coordinated experience.

e. *The Office of Enrollment Management and Retention, in consultation with the provost, deans, and chairs, will develop a strategy to enhance academic advisement across campus.*

YEAR 1 BENCHMARK: The Office of Enrollment Management and Retention will convene CAASS, deans, and chairs to develop a campus-wide academic advisement plan that is transparent and increases communication,

collaboration, and a shared sense of purpose between CAASS and academic departments.

YEAR 2 BENCHMARK: CAASS, in collaboration with deans, will develop a plan to assist first-time first-year students with selecting schools and majors to determine which gateway courses are appropriate. Materials that are prepared by CAASS will be distributed to departments and available online.

YEAR 3 BENCHMARK: CAASS, in collaboration with departments and the Peer Mentoring Program, will develop workshops to introduce students to their major department. CAASS will enhance regular communication strategies to ensure smooth transitions for students into their majors. Departments will use degree maps to communicate major expectations to students. The degree maps will be distributed by CAASS and available online.

YEAR 4 BENCHMARK: CAASS will evaluate the effectiveness of the campus-wide academic advisement plan.

YEAR 5 BENCHMARK: Based on the findings of the evaluation in Year 4, the advising plan will be revised and improved.

5-YEAR OUTCOMES: Students will have clarity regarding where to get advising. There will be clear, accessible, understandable materials for students to facilitate their retention, course completion rates, and persistence to graduation. Materials will be easily accessible.

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

a. Deans will develop a strategy for schools to create resources describing faculty research interests and the availability of opportunities in their research programs for use by undergraduate, master's, and doctoral students seeking research opportunities, and increase resources for such work.

YEAR 1 BENCHMARK: Schools will build a college-wide directory of areas of faculty expertise that can be easily searched, to match student interest with faculty research areas. Deans will use All-school Meetings to highlight and encourage student-faculty collaborations and funding opportunities. Departments will compile inventories of current research opportunities offered to students, including independent study courses, course projects for honors credit, the Mellon Transfer Student Research Program, student

capstone (senior thesis) projects, and others.

YEAR 2 BENCHMARK: Deans will make a faculty directory of research areas accessible to Brooklyn College students and will work with the Office of Communications and Marketing to raise the profile of possible research collaborations.

YEAR 3 BENCHMARK: The Office of Research and Sponsored Programs (ORSP), in collaboration with the library and deans, will sponsor collaborative grant-writing workshops for faculty (and students) seeking to build student support and collaboration into their proposals.

YEARS 4 AND 5 BENCHMARKS: ORSP will continue to sponsor grant-writing workshops and provide customized, individual grant-writing assistance. Student-faculty collaborations will be publicized on websites, in newsletters, on social media, and with on-campus events.

5-YEAR OUTCOMES: A measurable increase in the percentage of students engaged in collaborative academic projects with faculty. A measurable increase in the amount of external funding supporting student research. Student-faculty collaboration is institutionalized structurally and culturally. Faculty include research and travel funding for undergraduate, master's, and doctoral students in grant proposals and provide opportunities for undergraduate and master's students to prepare their work for publication in student journals and for presentation at conferences.

b. The Roberta S. Matthews Center for Teaching will support departments developing capstone courses and experiences for undergraduate, master's, and doctoral students across disciplines.

YEAR 1 BENCHMARK: The Center for Teaching, in collaboration with deans, chairs, and the library, will develop an inventory of extant capstone experiences by academic program (including, at least, undergraduate majors and master's programs). Toward identifying best practices within the college, this inventory will include data on how the capstones align with program learning goals, and what assessment has shown about capstone effectiveness.

YEAR 2 BENCHMARK: The Center for Teaching, in collaboration with deans, chairs, and the library, will organize conversations by school about capstone experiences, with the primary goal of sharing practices, and a secondary goal of generating ideas for programs that do not yet have capstone experiences.

YEAR 3 BENCHMARK: Interested programs that do not have capstone experiences will begin developing them, submitting curriculum documents to Faculty Council by the end of the academic year.

YEARS 4 AND 5 BENCHMARKS: The Center for Teaching, in collaboration with deans, chairs, and the library will assess the effectiveness of capstone courses and experiences and make revisions based on the assessment.

5-YEAR OUTCOMES: There is a measurable increase in the number of undergraduate and graduate academic programs incorporating a capstone experience.

c. *Schools will increase the number of students participating in new and existing research and scholarship activities such as the National Institute of Health's MARC and RISE programs, National Science Foundation's REU Programs, the Mellon Transfer Student Research Program, the Louis Stokes Alliance for Minority Participation, and the Brooklyn College Listening Project. Working with Institutional Advancement, deans will increase support for the most promising programs.*

YEAR 1 BENCHMARK: Deans will establish baseline figures for the various research programs across campus, including the capacity and the number of students participating, and assess growth potential. Institutional Advancement will identify the history of fundraising for student research, the donors who contributed, and whether those donors are active now, and develop a targeted roster.

YEAR 2 BENCHMARK: Create strategies to build capacity. Institutional Advancement will develop a case for funding the most promising programs.

YEAR 3 BENCHMARK: Implement strategies to bring programs to capacity. Institutional Advancement will pitch the case to donors.

YEARS 4 AND 5 BENCHMARKS: Institutional Advancement will fund research programs at levels higher than ever before on campus. The number of students participating in these programs will measurably increase.

5-YEAR OUTCOMES: Increased student participation and support for these programs.

d. *The Office of International Education & Global Engagement and departments and programs will collaborate on the identification, development, and integration of international study into the degree objectives for students.*

YEAR 1 BENCHMARK: The Office of International Education & Global Engagement (IEGE) will initiate conversations with departments to identify interest in integrating international experiences into students' academic major and minor plans and to make connections between departments and existing international collaborations.

YEAR 2 BENCHMARK: IEGE will develop information on international education opportunities for at least one school and two interested departments to assist majors/minors in integrating international education into their professional/academic development, and post information on IEGE and school/departmental webpages.

YEAR 3 BENCHMARK: Develop information on international education opportunities for at least one additional school and two interested departments to assist majors/minors in integrating international education into their professional/academic development and post information on IEGE and school/departmental webpages. Review existing program agreements and study abroad program development plans and assess if they match with current student interest in going abroad.

YEAR 4 BENCHMARK: Develop information on international education opportunities for at least one additional school and at least two specific departments to assist majors/minors in integrating international education into their professional/academic development.

YEAR 5 BENCHMARK: Develop information on international education opportunities for remaining schools and at least two specific departments to assist majors/minors in integrating international education into their professional/academic development.

5-YEAR OUTCOMES: Create written materials posted on IEGE and school webpages for the five schools, indicating study abroad programs appropriate for major and minor credit applicable to degree and majors. Increase participation from faculty in the development of major/minor specific study abroad opportunities for their students. Update agreements and programs and aligned programs with the changing interests of students.

e. *The Office of Scholarships will work with students to help them gain experience in applying for funding, and will*

modify existing workshops to better aid students planning to conduct research.

YEAR 1 BENCHMARK: Assess the number of students who began applications for prestigious scholarships but did not finish. Develop and distribute questionnaires to these students to get a fuller picture of what kept them from following through. Based on feedback, redevelop workshop series. Based on participation levels and feedback, develop a realistic percentage increase in student engagement in seeking internal and external opportunities. Gauge student needs and interests in relation to the pursuit of scholarships to develop an inventory that better serves the needs of our students. With the assistance of the Peer Mentoring Program, establish a formally recognized Student Scholarship/Fellowship Mentoring group that enables student scholarship and fellowship awardees to mentor other students with the goal of increasing student scholarships and fellowships.

YEAR 2 BENCHMARK: Assess new workshop models. Increase applications for prestigious fellowships and other opportunities as determined by findings in Year 1 by 5 percent. Increase applications to donor-funded scholarships such as the Rosen Fellowship and Tow Fellowship by 5 percent. With the help of the Mentoring Group, implement action steps. Develop a year-end recognition event to motivate and highlight student scholarship achievement that includes faculty and staff supporters of the applicants.

YEAR 3 BENCHMARK: Develop general post-graduate workshop series as well as post-graduate workshop series for students who have worked closely with the Office of Scholarships for the previous two years, building on the work they did on prior fellowship applications to construct a graduate school/graduate fellowship plan.

YEAR 4 BENCHMARK: Assess the academic/professional progress of previous fellowship applicants and recipients. Based on assessment, develop a full four-year plan model for fellowship success. Based on additional grant applications, increase the total amount of grant funds received by 10 percent of 2017 levels.

YEAR 5 BENCHMARK: Implement new four-year plan model.

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

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

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

YEAR 1 BENCHMARK: The offices will convene to develop a plan to streamline processes and coordinate efforts.

YEAR 2 BENCHMARK: The offices will implement the plan developed in Year 1.

YEAR 3 BENCHMARK: The offices will assess the plan implemented in Year 2.

YEARS 4 AND 5 BENCHMARKS: The offices will revise and improve the plan.

5-YEAR OUTCOMES: Improvements in procedures in the offices of Financial Aid, the Bursar, and Scholarships will increase students' access to funding.

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

YEAR 1 BENCHMARK: The Office of Financial Aid will work with the Office of Communications and Marketing to develop communication strategies that will inform students about financial aid information and advisement resources available to them, whether online, in person, or by phone.

YEAR 2 BENCHMARK: The offices will gather feedback from students to evaluate the effectiveness of the publicity, communications, and workshops.

YEAR 3 BENCHMARK: The offices will revise and improve the plan.

YEARS 4 AND 5 BENCHMARKS: The offices will implement improved plans for publicizing and enhancing tools related to financial aid for students.

5-YEAR OUTCOMES: Students have greater knowledge of where to find information about financial aid and how to apply for it.

c. *The Brooklyn College Foundation will raise funds to enhance tuition scholarships for entering Scholars Program students and admit transfer students to the Scholars Program with full benefits.*

YEAR 1 BENCHMARK: The vice president for institutional advancement and the Institutional Advancement (IA) team will identify the history of tuition scholarships for the Scholars Program, including transfer students, the donors who contributed, and whether those donors are active now.

YEAR 2 BENCHMARK: The vice president for institutional advancement and the IA team will develop a targeted roster of prospective donors for tuition scholarships for the Scholars Program, including transfer students, focusing on those who are not already giving to this area or to other needs of the campus.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the IA team will develop a compelling case for donors to invest in the Scholars Program, including transfer students.

YEAR 4 BENCHMARK: The vice president for institutional advancement and the IA team will pitch the case for the Scholars Program, including transfer students, to selected prospective donors.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the IA team will fund the Scholars Program, including transfer students, at levels higher than ever before on campus.

5-YEAR OUTCOME: In five years, the vice president for institutional advancement and the IA team will have enhanced substantially funding for the Scholars Program, including transfer students.

d. The Brooklyn College Foundation, deans, and chairs will create a plan to develop competitive funding packages for master's and doctoral students.

YEAR 1 BENCHMARK: Of existing graduate programs at Brooklyn College, identify those that can likely successfully solicit external funding and prioritize those programs in developing an advancement strategy. Benchmark Brooklyn College programs to nationally recognized programs with regard to average size of competitors' funding packages and numbers of students supported. Obtain data from institutional research on our programs' five-year enrollment trends. Obtain data from the Office of Admissions regarding five-year trends on the number of applications and our yields. The Institutional Advancement team will identify the history of fundraising for all competitive funding packages for master's and doctoral students, the donors who contributed, and whether those donors are active now.

YEAR 2 BENCHMARK: Working with the vice president for institutional advancement and the staff of the Brooklyn College Foundation, the deans and chairs will aim to identify opportunities for graduate students. The IA team will develop a targeted roster of prospective donors for competitive funding packages for master's and doctoral students, focusing on those who are not already giving to this area or to other needs of the campus.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will work with deans and chairs to develop a compelling case for competitive funding packages for master's and doctoral students based on the aspirations for each program.

YEAR 4 BENCHMARK: Brainstorming about events to be held on campus or elsewhere to which prospective donors will be invited to meet students, see them perform, and attend exhibits, readings, etc. A coordinated effort by the Brooklyn College Foundation, deans, and chairs on outreach to prospective donors. The vice president for institutional advancement and the Brooklyn College Foundation team will work with the deans and chairs to pitch the case for competitive funding packages for master's and doctoral students to selected prospective donors.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will work with the deans and chairs to increase funding for competitive packages for master's and doctoral students.

5-YEAR OUTCOME: In five years, the vice president for institutional advancement, the Brooklyn College Foundation, and the deans and chairs will have enhanced substantially competitive funding packages for master's and doctoral students. More and more-qualified students accept Brooklyn College's offers of admission.

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

a. The Office of Student Affairs will collaborate with the

Health and Nutrition Sciences' Nutrition Clinic, the Health Clinic, the Personal Counseling Program, the Diana Rogovin Davidow Speech Language Hearing Center, the Office of International Student and Scholar Services, the Brooklyn College Garden, the Brooklyn College Emergency Medical Squad, members of the Department of School Psychology, Counseling, and Leadership, and others to promote student health and wellness through a Healthy Campus Initiative.

YEAR 1 BENCHMARK: Establish a Health and Wellness Task Force to research existing programs and best practices, and develop a Healthy Campus Initiative. The task force will make recommendations for existing programs, as well as new ones, in addition to recommending processes and procedures for improved effectiveness and efficiency of existing programs. Establish a process for assessing the Healthy Campus program. Establish baseline data for existing health-related programs and services.

YEAR 2 BENCHMARK: Develop a Healthy Campus Initiative.

YEAR 3 BENCHMARK: Implement the Healthy Campus Initiative.

YEAR 4 BENCHMARK: Assess the Healthy Campus Initiative, and make recommendations as needed.

YEAR 5 BENCHMARK: Implement a revised Healthy Campus Initiative. Review and analyze the overall assessment results for the Healthy Campus program and make recommendations to the administration regarding its effectiveness via a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.

5-YEAR OUTCOMES: Existing health-related programs will increase student participation in comparison to baseline data. Students will show increased awareness of health-related services as indicated by university surveys such as the Student Satisfaction Survey. The Healthy Campus Initiative will show improvement based on established assessments.

b. *The Peer Mentoring Program will expand and scale up the TransferNation Network and Seminars for transfer students, veterans, international students, and students with disabilities, and create a parallel seminar for first-time college students.*

YEAR 1 BENCHMARK: Work with departments to embed peer mentors in block programs and adapt peer mentoring modules to complement courses. Expand the peer mentoring seminar to encompass and incentivize first-year students in coordination with the Center for Academic Advisement and Student Success (CAASS), the Office of Scholarships, the Career Center, and the Division of Student Affairs. Customize TransferNation Network to include first-year students. Pilot evening seminar. Meet with the Office of Veteran Affairs and Military Programs, the Office of International Student and Scholar Services, and the Center for Student Disability Services, to assess mentoring needs. Do mock run of video modules.

YEAR 2 BENCHMARK: Revise presentation modules and first-year programming as needed and add specific student outcomes such as familiarity with college offices and resources, navigation of the Brooklyn College WebCentral Portal, and foundations of academic planning as measured by successful enrollment in second-semester classes. Implement peer mentoring plan for veterans, international students, and students with disabilities. Launch platforms to reach out to first-year, transfer, veteran, and international students, such as YouTube, BlueJeans, and Facebook Live.

YEAR 3 BENCHMARK: Examine recruitment and incentive strategies to maximize student participation in seminars and initiatives. Review peer mentoring plan for veterans, international students, and students with disabilities, and modify as needed. Continue to expand outreach platforms.

YEAR 4 BENCHMARK: Curate and modify video modules for first-year, transfer, veteran, and international students, and students with disabilities as needed.

YEAR 5 BENCHMARK: The Office of Institutional Research and Data Analysis will assess the program to determine the most effective practices. Based on the findings, the program will plan the best ways to scale up.

5-YEAR OUTCOMES: Collaboration with CAASS, faculty, the Transfer Student Services Center, the Office of Scholarships, the Office of Veteran and Military Programs, the Office of International Student and Scholar Services, the Center for Student Disability Services, the Career Center, the Office of Student Affairs, and the library will build a cohesive, focused, and consistent team to prepare students with the necessary tools and resources to successfully navigate their college experience and advance toward graduation.

c. *The Office of Enrollment Management and Retention and the Center for Academic Advisement and Student Success (CAASS) will identify and implement the best practices for the process of granting transfer credits in general education and majors.*

YEAR 1 BENCHMARK: The processes currently utilized in the Transfer Student Services Center (TSSC) for evaluation of general education credits will be reviewed and inventoried; best practices in transfer evaluation processes will be researched. Major courses with course equivalencies in CUNYfirst will be inventoried. A working group consisting of representatives from CAASS and faculty will be convened to explore streamlining the transfer evaluation process in major departments to reduce the burden on departments, reduce the need for students to visit each office, and expedite the process. Use of an e-evaluation online tool will be researched. Transfer students will be surveyed to discover barriers to momentum and graduation. Particular attention will be paid to their responses regarding the credit evaluation process.

YEAR 2 BENCHMARK: Information Technology Services (ITS) will build a new e-evaluation tool for use by academic departments that can accept official course descriptions from transfer students for review by faculty. Official evaluation will be sent to TSSC for posting. Training will be conducted for faculty, staff, and the Peer Mentoring (TransferNation) Program in preparation for roll-out of the new e-evaluation tool. The new e-evaluation tool will be scheduled for pilot during the spring semester. Best practices in transfer evaluation processes will continue to be researched. The Office of Enrollment Management and Retention will partner with CUNY to market the "Evaluate My Transfer Credit" tool in CUNYfirst to our incoming students and the Office of Admissions staff. Increased awareness and usage of this important tool will boost accuracy and provide transparency for our students. Surveys will be conducted of incoming transfer students to determine levels of improvement in transfer evaluation processing and service. Increase the number of completed transfer evaluations for incoming students by 5 percent. The CAASS team that serves on the Veteran's Task Force will investigate and gather best practices on the acceptance of college credit for military training course work.

YEAR 3 BENCHMARK: Additional training will be conducted for faculty and staff in preparation for full roll-out of the new transfer e-evaluation tool. The e-evaluation tool for evaluation of major courses will be fully launched in the fall semester for incoming transfer students.

Surveys will be conducted of faculty, staff, and students to measure the effectiveness of the new e-evaluation tool. Increase the number of completed transfer evaluations for incoming transfer students by 5 percent over the previous year. CAASS will engage faculty in the discussion regarding awarding veteran students college credit for their military training course work.

YEAR 4 BENCHMARK: Based upon survey results, adjustments will be made to the e-evaluation tool for major courses. Continue to research best practices in transfer evaluation processes. Conduct surveys of faculty, staff, and students to assess effectiveness of the transfer evaluation process, for both general education and major courses. Implement modifications to the process based upon survey results. Increase number of completed transfer evaluations for incoming transfer students by 5 percent over the previous year. CAASS will formally request that faculty investigate the acceptance and applicability of college credit for military training beyond the current policy that awards veteran students 12 credits of electives.

YEAR 5 BENCHMARK: Continue to research best practices in the transfer evaluation processes. Continue to conduct surveys to assess the effectiveness of the transfer evaluation process and continue to adjust the process to increase effectiveness. Increase the number of completed transfer evaluations for incoming transfer students by 5 percent over the previous year. Pending faculty approval, veteran students will be able to present their military training course work for evaluation and possible application to specific graduation requirements.

5-YEAR OUTCOMES: The number of students who have completed transfer evaluations during their first semester at Brooklyn College will have greatly increased.

d. *The college will enhance its high-impact learning opportunities and increase students' opportunities to engage in high-impact academic engagement.*

YEAR 1 BENCHMARK: The Office of the Provost will catalogue high-impact learning across the campus and will evaluate the data that is and is not collected with regard to high-impact learning. It will create a plan to routinely gather the missing data. The Office of Scholarships will develop a road map for high-impact learning activities for students by year. The road map will be shared with the Center for Academic Advisement and Student Success (CAASS) and the Peer Mentoring Program and distributed to students. At orientation CAASS will provide students a path to graduation

that includes checkpoints at the Office of Scholarships, the Office of International Education & Global Engagement, and the Career Center along with the Peer Mentoring Program and various academic support services. These offices will be included in a "student passport" that will encourage students to visit these areas as part of the "Finish in Four" academic momentum campaign.

YEAR 2 BENCHMARK: The Office of the Provost and the Office of Enrollment Management and Retention will implement the data-collection plan. The Office of Scholarships will partner with CAASS and the Peer Mentoring Program to develop workshops for incoming and transfer students to introduce them to opportunities for high-impact academic engagement. Scholarships will revise the road map as needed and add specific student outcomes. CAASS will organize a resource fair that will enable students to interact and connect with areas that offer high-impact engagement.

YEAR 3 BENCHMARK: Using the new data, the Office of the Provost and the Office of Enrollment Management and Retention generate a report on the effectiveness of high-impact learning. The Office of Scholarships will develop a graduate fellowship plan, specifically focusing on Fulbrights, Urban Fellows, and other post-graduate opportunities. CAASS will partner with the various offices that offer high-impact engagement to create public forums for students to share their experiences so their accomplishments may be recognized and to motivate other students to participate in high-impact activities.

YEAR 4 BENCHMARK: The Office of the Provost and the Office of Enrollment Management and Retention will recommend changes to high-impact efforts and data-collection strategies. Scholarships will assess outcomes of the four-year road map. CAASS will access ongoing efforts to increase institutional investment to the most successful initiatives.

YEAR 5 BENCHMARK: The Office of the Provost and the Office of Enrollment Management and Retention will develop a plan for increasing the most effective high-impact learning efforts across the college.

5-YEAR OUTCOMES: The college understands the effectiveness of its high-impact learning methods and collects the data to increase its impact. The information will be used to improve our practices, to compete for federal research funding, and to increase students' success. The Office of Scholarships, in collaboration with

CAASS, the Peer Mentoring Program, and major advisers and faculty will yield a focused, sustainable team that will prepare and guide students through the process of identifying high-impact learning opportunities and provide them with the support necessary to thrive in these situations.

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

YEAR 1 BENCHMARK: Create an inventory of categories of special populations served and a comprehensive list of offices that have a focus on special populations. Create baseline data of the existing number of students served for each office that serves special populations. Develop and implement a needs assessment for students within special populations.

YEAR 2 BENCHMARK: Each office that serves special populations will develop a marketing plan to reach their particular population. Each office will create an enhanced engagement plan targeting students from special populations with the following components: targeted orientation, sustained retention plan, faculty engagement, and alumni development. The engagement plan will include an assessment plan for measuring its success.

YEAR 3 BENCHMARK: Launch enhanced engagement plan.

YEAR 4 BENCHMARK: Establish collaborations with the Career Center, the Personal Counseling Program, and the Office of Student Activities, Involvement and Leadership to ensure the special populations have a network of support on and off campus.

YEAR 5 BENCHMARK: Assess the enhanced engagement plan, and make recommendations for improvement.

5-YEAR OUTCOMES: Cohort-based programs such as the Black and Latino Male Initiative, the Office of Veteran and Military Programs, and the Center for Student Disability Services will increase their retention rates and graduation rates. Student visits and event participation will increase for offices geared toward special populations. The number of collaborative events with the Career Center, the Personal Counseling Program, and the Office of Student Activities, Involvement and Leadership will also increase.

GOAL 3: EDUCATE STUDENTS FOR FULFILLING WORK AND LEADERSHIP IN THEIR COMMUNITIES

A. Enhance career services for students and alumni.

a. The Career Center will increase the number and percentage of students who benefit from its services. The Office of Alumni Affairs, with the support of the Career Center, will provide enhanced career resources and communications directly to college alumni.

YEAR 1 BENCHMARK: Create a comprehensive career development action plan and share it with students utilizing social media, on the Career Center website, and via e-mail. The Office of Alumni Affairs will promote existing resources to the alumni population.

YEAR 2 BENCHMARK: Collaborate with cohort groups such as the Percy Ellis Sutton SEEK Program, CUNY EDGE (Educate, Develop, Graduate, Empower), the Office of Veteran and Military Programs, the Black and Latino Male Initiative, and the Honors Academy to infuse career development into their programming. Organize at least two alumni career development events/programs for alumni per year.

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

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

YEAR 5 BENCHMARK: Create career development training for students to complete before the start of their junior year.

5-YEAR OUTCOMES: Increase the number of seniors who stated they used the Career Center from 46.1 percent to 56 percent as indicated in the 2015–2016 Recent Graduate Survey. At least 92 percent of students will report that their utilization of the services provided by the center prepared them for their job after graduation via the Recent Graduate Survey (an increase of 2 percent). The percent of first-year students and sophomores utilizing the center will increase by 15 percent, based on the 2017–18 utilization statistics. Brooklyn College alumni will have more career development resources available to them compared to 2017–18.

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

YEAR 1 BENCHMARK: Review National Association of Colleges and Employers' (main professional association for career services professionals), benchmark survey to identify areas of improvement. The Office of Alumni Affairs will benchmark itself against the alumni career resources of comparable institutions.

YEAR 2 BENCHMARK: Identify five schools with well-respected career services and conduct research on their career services, resources, and programs. Create a student focus group, present ideas, and ultimately choose the top three resources/services based on student feedback.

YEAR 3 BENCHMARK: Create an implementation plan that aligns the student resources/services identified in Year 2 with best practices.

YEAR 4 BENCHMARK: Implement the plan to incorporate best practices for career services for students.

YEAR 5 BENCHMARK: Assess the first year of the plan.

5-YEAR OUTCOMES: The Career Center's programs will be more in line with established best practices.

c. The Brooklyn College Foundation and the Office of Alumni Affairs will enhance funding for the Career Center to serve more students and alumni.

YEAR 1 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will develop a targeted roster of prospective supporters whose interests align with the core services and initiatives of the Career Center.

YEAR 2 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will develop a compelling case for funding for the Career Center, and will initiate solicitations to prospective supporters for the center's core services and related student internships.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation expand solicitations to more individual prospective donors, and will work with the Career Center staff on a plan to expand and deepen its engagement with corporations.

YEAR 4 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will expand outreach to corporations and foundation prospects for the Career Center and related programs for students and alumni.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will expand engagement of individual and institutional supporters for the Career Center, and will create new opportunities to steward and engage donors.

5-YEAR OUTCOMES: In five years, the vice president for institutional advancement and the Brooklyn College Foundation team will have enhanced substantially funding for the Career Center, including internships, for students and alumni.

B. Increase students' opportunities for engagement in the workplace and community.

a. *Offices that hire student employees will promote their openings through Hire BC and encourage their student staff to use the Career Center's services to ensure they are prepared for the job market.*

YEAR 1 BENCHMARK: Develop a process in the Office of Human Resource Services to identify and track college assistants who are students in the workplace. Encourage students to use the Career Center to learn about job opportunities across the college. Encourage managers who are looking to hire students to post positions at the center when possible.

YEAR 2 BENCHMARK: Expand the on-boarding process for college assistants to include information about available resources for job postings and career and professional development training.

YEAR 3 BENCHMARK: Develop workshops tailored to student-college assistants for the purpose of sharing information, exchanging ideas, and encouraging engagement in the workplace and community.

YEAR 4 BENCHMARK: Conduct focus group meetings and distribute online surveys to collect feedback from student-college assistants. Results should indicate the extent to which the student–college assistants feel supported in their job at the college.

YEAR 5 BENCHMARK: Evaluate the outreach process to student-college assistants and make changes to the process as needed.

5-YEAR OUTCOMES: These steps should result in better promotion of career and job opportunities to support students in the workplace, and should improve the educational experience of the student who, in turn, may provide support or work at the college in a full-time capacity in the future.

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

YEAR 1 BENCHMARK: Conduct a focus group to identify the best ways to collaborate with faculty. Identify a contact person within each academic department who can serve as a liaison to the Career Center. The departmental contact will be the point person to receive internships and other career opportunities. Cultivate two new employers to recruit at Brooklyn College.

YEAR 2 BENCHMARK: Implement an ongoing process to enhance communication with faculty to ensure that faculty regularly assist the Career Center in identifying new employers. Cultivate two new employers to recruit at Brooklyn College.

YEAR 3 BENCHMARK: Work with faculty from one department in each school to collaborate on job fairs and other employer-related events. Cultivate two new employers to recruit at Brooklyn College.

YEAR 4 BENCHMARK: Evaluate, improve, and systematize a method for faculty to provide employer contacts to the Career Center. Cultivate two new employers to recruit at Brooklyn College.

YEAR 5 BENCHMARK: Cultivate two new employers to recruit at Brooklyn College.

5-YEAR OUTCOMES: Cultivate two new employers each year through faculty contacts (10 over the five years) to recruit at Brooklyn College.

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

YEAR 1 BENCHMARK: The Career Center will develop a process to utilize the Office of Alumni Affairs and the Brooklyn College Alumni Association as a resource and engage more of their members with career services. The Brooklyn College Alumni Association will develop a mentoring council and seek partnerships with entities across campus, including but not limited to the Career Center, the Brooklyn College Foundation, and the Office of Alumni Affairs to serve as a resource to facilitate mentorship opportunities.

YEAR 2 BENCHMARK: Enhance and increase the Career Center's digital presence: improve websites and create a social media initiative to share success stories of alumni helping students with the goal of enticing alumni to become involved.

YEAR 3 BENCHMARK: Transform an existing alumni award into one that recognizes alumni who are making a real difference in the careers of students.

YEAR 4 BENCHMARK: Career Center staff will attend more alumni events (specifically Office of Alumni Affairs, Brooklyn College Alumni Association, and Brooklyn College Foundation events) in an effort to promote alumni involvement with the center.

YEAR 5 BENCHMARK: Identify incentives and new ways to engage alumni, including utilizing them as a resource to assist with alumnus-to-alumnus career resource goals (alumni-hosted networking events, company visits, etc.).

5-YEAR OUTCOMES: The Career Center increases the number of alumni engaged with the center by 10 percent compared to 2017–18. The center's staff regularly attends Office of Alumni Affairs/Brooklyn College Alumni Association and Brooklyn College Foundation events. The Brooklyn College Alumni Association mentoring partnership develops the infrastructure and processes to identify alumni to participate in mentorship opportunities and generate greater alumni engagement.

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

YEAR 1 BENCHMARK: Review evaluations from the employer feedback survey and job fair to identify areas for improvement. Develop a plan to enhance areas in need.

YEAR 2 BENCHMARK: Implement the plan to enhance areas in need. Review and update the employer section of the Career Center's website to profile employer success stories and enhance the section on why employers should recruit at Brooklyn College. Send an e-mail at least twice a year via the Office of Alumni Affairs regarding recruiting at Brooklyn College.

YEAR 3 BENCHMARK: Assess Hire BC data and identify employers who are most actively recruiting and in which industries. Identify which large Brooklyn College departments/schools are less represented in recruiting than other areas. Develop a plan to enhance departments' and schools' representation in recruiting.

YEAR 4 BENCHMARK: Implement the plan to enhance departments' and schools' representation in recruiting. Create a list of new organizations/employers for recruiting purposes and reach out to them.

YEAR 5 BENCHMARK: Organize an event with target employers that includes a presentation on the benefits of recruiting Brooklyn College students and peer-to-peer networking for recruiters.

5-YEAR OUTCOMES: Brooklyn College will have stronger partnerships with employers to enhance students' career opportunities.

e. *The Office of Institutional Advancement will increase students' opportunities for financial support, training, preparation, and access to paid internships.*

YEAR 1 BENCHMARK: The vice president for institutional advancement and the Institutional Advancement (IA) team will identify the history of fundraising for paid internships, the donors who contributed, and whether those donors are active now.

YEAR 2 BENCHMARK: The vice president for institutional advancement and the IA team will develop a targeted roster of prospective donors for fundraising for paid internships, focusing on those who are not already giving to this area or to other needs of the campus.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the IA team will develop a compelling case for paid internships.

YEAR 4 BENCHMARK: The vice president for institutional advancement and the IA team will pitch the case for paid internships to selected prospective donors.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the IA team will fund paid internships at levels higher than ever before on campus.

5-YEAR OUTCOMES: In five years, the vice president for institutional advancement and the IA team will have enhanced substantially funding for paid internships.

C. Infuse career development into curricular and co-curricular offerings.

a. Academic departments and programs, in consultation with the Career Center, will develop career plan templates that include descriptions of prospective careers, recommended courses to prepare for those careers, and profiles of departmental alumni.

YEAR 1 BENCHMARK: Ten departments/programs will: a) survey the jobs received by their alumni during the last five years, b) identify courses and/or programs that prepare students for prospective careers in their fields of study, and c) assess the available jobs in their areas in New York City using published data. Departmental/program representatives will meet with Career Center staff to develop descriptions of current and prospective careers within the departments/programs based on their findings. Departments/programs will work with Career Center staff to develop a process to regularly update appropriate courses/ programs that align with prospective careers and alumni profiles on both department and Career Center websites.

YEAR 2 BENCHMARK: Ten additional departments/ programs will do the work laid out in Year 1. Also, departments/programs within the initial 10 departments/ programs will work with Career Center staff and the Office of Communications and Marketing staff to update information on websites.

YEAR 3 BENCHMARK: Ten additional departments/ programs will do the work laid out in Year 1. The 20 departments/programs that have been through the process in years 1 and 2 will work with Career Center and Office of Communications and Marketing staff to update

information on websites.

YEAR 4 BENCHMARK: Ten additional departments/programs will do the work laid out in Year 1. The 30 departments/ programs that have been through the process in years 1, 2, and 3 will work with Career Center and Office of Communications and Marketing staff to update information on websites.

YEAR 5 BENCHMARK: The remaining departments/ programs will do the work laid out in Year 1. The 40 departments/programs that have been through the process in years 1 through 4 will work with Career Center and Office of Communications and Marketing staff to update information on websites.

5-YEAR OUTCOMES: One hundred percent of academic departments will have descriptions and lists of prospective careers for their students, including career profiles of their student alumni, which are linked to specific courses/ programs on department websites and the Career Center website. Also, a process to regularly update prospective careers linked to courses/programs and inclusion of departmental alumni on department websites and at the Career Center will be followed.

b. The Career Center, deans, and chairs will collaborate to organize annual career-related events for each school.

YEAR 1 BENCHMARK: Deans and chairs will collaborate with the Career Center to establish a school-focused career event each year.

YEAR 2 BENCHMARK: Departments and deans will organize annual panels for each of the schools to introduce current students to job representatives in their majors and to meet successful alumni.

YEAR 3 BENCHMARK: Deans together with the chairs will create a job bank where majors can reach out to alumni in their chosen fields.

YEAR 4 BENCHMARK: Identify a few career areas that have not been covered before and partner with those departments to host those events.

YEAR 5 BENCHMARK: Assess the effectiveness of the annual school-focused career events and make improvements.

5-YEAR OUTCOMES: Each school will have an annual signature career event.

D. Prepare students to become engaged, global citizens and decision makers in a complex, diverse, and sustainable society.

a. *The Brooklyn College Foundation and the Office of International Education & Global Engagement will expand funding to support students to study, work, and intern abroad.*

YEAR 1 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will identify the history of support for students to study, work, and intern abroad, the donors who contributed those funds, and whether those donors are active now.

YEAR 2 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will develop a targeted roster of prospective donors for support to students to study, work, and intern abroad, focusing on those who are not already giving to this area or to other needs of the campus.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will work with the Office of International Education & Global Engagement to develop a compelling case for support to students to study, work, and intern abroad.

YEAR 4 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will pitch the case for support to students to study, work, and intern abroad to selected prospective donors.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will fund support to students to study, work, and intern abroad at levels higher than ever before on campus.

5-YEAR OUTCOMES: In five years, the Office of Institutional Advancement and the Office of International Education & Global Engagement will have enhanced substantially funding for support to students to study, work, and intern abroad.

b. *The Office of Diversity and Equity Programs in partnership with the Office of Human Resource Services will offer training on cultural competence, identify areas where additional training is needed, and develop and offer new training.*

YEAR 1 BENCHMARK: Consult with department leadership and affinity groups to assess their cultural competence training needs. Review national best practices.

YEAR 2 BENCHMARK: Create training to support faculty, staff, and student development on cultural competence and create a plan for implementation.

YEAR 3 BENCHMARK: Deliver training.

YEAR 4 BENCHMARK: Assess the effectiveness of the training.

YEAR 5 BENCHMARK: Improve training based on evaluation.

5-YEAR OUTCOMES: Campus members will have regular access to cultural competence training.

c. *The Office of Student Affairs will develop and offer leadership training for students to facilitate the development of leaders, a strong student government, and effective student clubs.*

YEAR 1 BENCHMARK: Research student leader training models at other colleges, including online programs. Gather feedback of current student leaders through online surveys and focus groups to determine student needs and areas of improvement. Review best practices for student leader training. Implement a pre-assessment for student leaders.

YEAR 2 BENCHMARK: Develop a training program for student leaders. Establish student learning outcomes for the student leader training based on research, student feedback, and best practices. Create measures of assessment to evaluate the effectiveness of the training program, which may include: pre- and post-training assessments, midyear assessment, and end-of-year assessment.

YEAR 3 BENCHMARK: Implement new training for student leaders. Assess training program and communicate results to the student government, Greek Council, and the Academic Club Association with recommendations for improvement, establishing baseline data. Develop a leadership development program for students.

YEAR 4 BENCHMARK: Implement leadership development program. Implement revised student leader training program as needed.

YEAR 5 BENCHMARK: Review assessment results for the leadership development program. Review assessment results for the student leader training program. Implement changes to programs as needed.

5-YEAR OUTCOMES: Student leaders will show an increase in competence regarding their role as student leaders based on assessments in comparison to the baseline data established in Year 3. Seventy-five percent of students participating in the leadership development program will demonstrate competence as determined by the assessment plan.

d. *The Sustainability Council will work with student government to enhance Brooklyn College's 10-Year Sustainability Plan.*

YEAR 1 BENCHMARK: Meet with the student government to review the 10-Year Sustainability Plan; set up topic-specific working groups for each of the seven pillars in the plan; set up annual review of progress. Working groups will review the plan and recommend clear and measurable revised objectives for each of the seven pillars. Working groups will identify specific benchmarks and strategies for each objective and submit them to the Sustainability Council for review along with the student government.

YEAR 2 BENCHMARK: The Sustainability Council provides feedback on working group recommendations. The Sustainability Council, with help from the working groups, will vet, publish, and/or present the recommendations to the campus community. The Sustainability Council will produce an annual report with quantitative targets or an alternate approach if warranted.

YEARS 3–5 BENCHMARKS: The Sustainability Council and the student government will work on revised goals for the seven pillars of the 10-year Sustainability Plan and communicate progress to the community.

5-YEAR OUTCOMES: The campus' ecological footprint will be minimized while enhancing ecosystem services on campus. Sustainability core knowledge is infused across the curriculum and is a focus during orientation week activities. The profile of sustainability will be elevated through increased communication, collaboration, and engagement. The funding mechanisms to grow sustainable infrastructure and initiatives will be increased above 2018 levels.

e. *The Office of the President will coordinate with campus stakeholders to develop programming for the We Stand Against Hate (WSAH) series to encourage debate and dialogue and prepare students to interact meaningfully with people from communities unlike their own.*

YEAR 1 BENCHMARK: Document WSAH activities since the program's inception. Create a planning committee to develop annual programming one year in advance.

YEAR 2 BENCHMARK: Deliver the program developed in Year 1 and develop the plan for Year 3.

YEAR 3 BENCHMARK: Establish long-term fundraising plan.

YEARS 4 AND 5 BENCHMARKS: Engage in grant-writing and fundraising.

5-YEAR OUTCOMES: An annual series is in place that is responsive to campus values of fostering an inclusive environment, elevating intellectual discourse, and offering forums for dialogue on controversial topics.

GOAL 4: DEVELOP A NIMBLE, RESPONSIVE, AND EFFICIENT STRUCTURE TO SERVE OUR STUDENTS AND CARRY OUT OUR MISSION

A. Develop a culture of transparency, service, and trust.

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

YEAR 1 BENCHMARK: Conduct audit of departments across the college that includes clarifying key roles and responsibilities. Departments may make use of a pre-formatted template to provide descriptive text of their role within the organization, services they provide, and the audience for whom those services are most relevant. Partner with the Office of Human Resource Services to carry out initial data collection. Create a method to identify areas of greatest confusion to prioritize the most urgent needs to address.

YEAR 2 BENCHMARK: Compile data and publish across platforms so that it is easily accessible, easy to manage, and up to date. Work across departments to develop implementation/information dissemination plans per audience. Additionally, identify areas on campus where old information exists (e.g., signage in Boylan Hall lobby) and replace with new signage, using templates and/or solutions adaptable to our existing physical plant (sign holders in hallways).

YEAR 3 BENCHMARK: Institutionalize a process across the campus for students, new faculty, and new staff within their respective orientation/on-boarding activities. Annualize the information update process so that information stays current. Invest in technology (such as organizational chart software) to make the process simple and efficient.

YEAR 4 BENCHMARK: Implement plan laid out in Year 3. Identify ways to improve the process.

YEAR 5 BENCHMARK: Adapt the process laid out in Year 3 based on the evaluation in Year 4.

5-YEAR OUTCOMES: A simplified, information-rich campus culture that provides clear information for our constituents on how to navigate campus, get work done, and whom to call to address issues that arise. Additionally, simplified processes and enhanced expectations to drive a new culture.

b. *The Office of Human Resource Services will develop and offer new and ongoing staff training in service and leadership, and will offer more opportunities for professional development.*

YEAR 1 BENCHMARK: Determine the baseline figures for the number of staff attending training in 2017. Assess which courses were most requested by staff and which were most attended. These include college, university and New York City training programs. Identify and promote existing programs at the college, university and Professional Staff Congress (PSC)/union levels that encourage staff education, and leadership and professional development training. Identify service programs that can be offered to new and existing staff.

YEAR 2 BENCHMARK: Develop a campaign to advertise training opportunities during on-boarding, performance evaluation periods, staff appreciation, and benefits fair events. Create links to new and existing training on the Human Resource Services website.

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

YEAR 4 BENCHMARK: Create a higher education officer council to address training and development needs of non-instructional professional staff.

YEAR 5 BENCHMARK: Assess staff whohave taken advantage of education opportunities or targeted training. Ensure adequate and dedicated resources to support the ongoing training and professional development initiatives.

GOAL 4-A

5-YEAR OUTCOMES: Robust programs that provide staff with educational and professional development targeted to groups who have not yet realized their academic and professional potential. Staff will increase skills and income potential, and have improved morale. Increase variety and number of college programs offered to staff by 20 percent.

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

a. *The Office of Finance and Administration will develop an action plan to offer a more responsive and efficient procurement process.*

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

YEAR 2 BENCHMARK: Begin developing service-level agreements for purchasing turnaround times. Reduce average turnaround time by two days. Complete 25 percent of documents being rewritten.

YEAR 3 BENCHMARK: Finalize service-level agreements for purchasing turnaround times. Reduce average turnaround time by another three days. Complete 50 percent of documents being rewritten.

YEAR 4 BENCHMARK: Reduce average turnaround time by another three days. Complete 75 percent of documents being rewritten. Conduct campus-wide procurement survey and have 80 percent end user satisfaction rate.

YEAR 5 BENCHMARK: Reduce average turnaround time by another four days. Complete 100 percent of documents being rewritten. Conduct campus-wide procurement survey and have 90 percent end user satisfaction rate.

5-YEAR OUTCOMES: Create service-level agreements on turnaround times for each type of transaction so end users can plan better. Communicate statuses in a timely and understanding manner. Develop easy-to-understand materials and deliver them on the website, along with other training documents. Increase end user satisfaction to over 90 percent. Implement CUNYfirst for non-tax levy entities.

b. *Information Technology Services (ITS) will partner with administrative and academic departments to computerize routine tasks that work well with CUNY-wide systems.*

YEAR 1 BENCHMARK: ITS will complete an online/mobile-enabled system to better manage and track issues and repairs of campus toilet fixtures, implement state-of-the-art call handling and ticketing processes for facilities, and expand the use of SMS text messaging as an additional way that students, faculty, and staff can receive alerts and transaction confirmations/reminders.

YEAR 2 BENCHMARK: ITS will create at least three new online workflow processes. ITS will incorporate Apple/Android "push" technology into the Brooklyn College Navigator mobile apps to ensure that critical emergency alerts are displayed immediately on associated devices.

YEAR 3 BENCHMARK: ITS will create at least three new online workflow processes. ITS will produce instructor-focused features in the Brooklyn College Navigator mobile apps, which are currently available only in the Brooklyn College WebCentral Portal.

YEAR 4 BENCHMARK: ITS will create at least three new online workflow processes. ITS will assess and revise the new processes created in years 1 through 3.

YEAR 5 BENCHMARK: ITS will create at least three new online workflow processes and implement lessons learned in Year 4.

5-YEAR OUTCOMES: The campus will have more and better campus applications to manage routine tasks.

c. *Administrative and academic department ("units") will document departmental policies and processes ("standard operating procedures") to retain organizational knowledge and enhance best practices.*

YEAR 1 BENCHMARK: Units will implement the records retention schedule. Units will document timelines for regular activities in their area.

YEAR 2 BENCHMARK: The college will identify a basic list of topics that each unit will include in their standard operating procedures and create an electronic template for units to input their information.

YEAR 3 BENCHMARK: Units will receive any necessary training to use the templates to create standard operating procedures. Units will add materials, as needed, to address unit-specific processes. Information Technology Services (ITS) will ensure that materials are accessible through shared drives and/or other mechanisms.

YEARS 4 AND 5 BENCHMARKS: Materials will continue to be updated, and users will revise on a regular basis.

5-YEAR OUTCOMES: The college will have standard operating procedures documented across the campus in administrative and academic departments. Departments will have department-specific information shared across users. Materials will be updated as procedures change.

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

a. *Academic leaders, including deans and chairs, will make scheduling decisions based on qualitative and quantitative data, planning, budget allocations, and the college's mission.*

YEAR 1 BENCHMARK: Increase awareness of institutional data already available on the Office of Institutional Research and Data Analysis site, and how to access that information. In collaboration with the Office of Enrollment Management and Retention, develop the predictive analytics necessary to project demand for general education and other courses.

YEAR 2 BENCHMARK: Identify additional needs regarding institutional data. Develop a system to enhance use and documentation of data. Working with the Office of Finance and Administration, use accurate predictive analytics to project a realistic adjunct budget.

YEAR 3 BENCHMARK: Gather additional data needed. Work with department chairs to apply predictive analytics in constructing general education course schedules that reflect the needs of returning and transfer students so that they can fulfill requirements, maintain a 15 credits per-semester schedule, and retain financial aid.

YEARS 4 AND 5 BENCHMARKS: Continue gathering and using data to improve course scheduling for general education and other courses.

5-YEAR OUTCOMES: General education and other schedules match student needs, and sections are running at appropriate capacity without the need for major adjustment of number or size of sections, and without the need for last-minute expansion of adjunct budgets. A significant decrease in emergency schedule changes to add (or delete) sections of general education courses in the weeks just before each semester. Scheduling operates as a predictable, routine, data-based task with schedules matching anticipated student need at anticipated cost.

b. *The provost and chairs will develop and implement an aggressive process for allocating, searching for, and hiring excellent faculty.*

YEAR 1 BENCHMARK: Devise a new timeline for tenure-track, lecturer, substitute, and adjunct hiring to enhance our ability to recruit excellent faculty.

YEAR 2 BENCHMARK: Assess schedule of hiring to determine effectiveness and desired impact. Revise timeline as appropriate.

YEARS 3-5 BENCHMARKS: Assess and revise the process.

5-YEAR OUTCOMES: Brooklyn College will have an aggressive schedule to hire excellent faculty.

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

YEAR 1 BENCHMARK: The college will gather the proposals from the Faculty Council/Master Planning, Council on Administrative Policy, and Division of Academic Affairs on the roles and responsibilities of deans. The president will evaluate the three proposals and develop one proposal to submit for consideration to the Policy Council. The Policy Council will recommend appropriate changes to the Brooklyn College Governance Plan to revise and clarify the role of the deans.

YEAR 2 BENCHMARK: The college will submit proposed revisions to the Brooklyn College Governance Plan to the CUNY Board of Trustees.

YEAR 3 BENCHMARK: The college will implement the new Governance Plan.

YEARS 4 AND 5 BENCHMARKS: The college will evaluate the deans, consistent with the five-year schedule.

5-YEAR OUTCOMES: The Brooklyn College Governance Plan appropriately delineates the roles and responsibilities of deans and is responsive to campus needs.

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

YEAR 1 BENCHMARK: Implement recommendations of the President's Task Force on Interdisciplinary Programs that

do not require governance changes. Establish program codes and budget unit numbers for interdisciplinary programs. Establish baseline budgets for interdisciplinary programs. Establish interim voice/representation for interdisciplinary programs in Council on Administrative Policy (CAP). The Policy Council and CAP review the task force's recommendations requiring governance changes.

YEAR 2 BENCHMARK: Submit revised plans from the task force to the Policy Council and CAP for review and inclusion in the Brooklyn College Governance Plan.

YEAR 3 BENCHMARK: Interdisciplinary studies included in proposed changes to Governance Plan documents sent to CUNY.

YEARS 4 AND 5 BENCHMARKS: Implementation of new Governance Plan at the college level that articulates a place for interdisciplinary studies.

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

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D. Increase resources to support college priorities and realign resources to those priorities.

a. *The vice president for institutional advancement and the Brooklyn College Foundation will develop and implement a plan to increase support from current and new donors to fund institutional priorities.*

YEAR 1 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will conduct a comprehensive fundraising infrastructure assessment and develop a detailed five-year plan that aligns with clearly articulated funding priorities for the college.

YEAR 2 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will develop a compelling fundraising case that aligns with the College's funding priorities, and will oversee a feasibility study to refine a multi-year plan for significantly expanded fundraising.

YEAR 3 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will expand the major donor prospect pool through the development of enhanced cultivation activities and targeted engagement strategies.

YEAR 4 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will increase major gift solicitations and the numbers of new and upgraded annual donors.

YEAR 5 BENCHMARK: The vice president for institutional advancement and the Brooklyn College Foundation team will increase major support for top strategic funding priorities and expand stewardship recognition for donors at all levels.

5-YEAR OUTCOMES: In five years, the vice president for institutional advancement and the Brooklyn College Foundation team will have enhanced substantially major support for strategic funding priorities, will have expanded new donor giving, and will have created a development infrastructure to sustain significantly expanded fundraising results.

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

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

YEAR 2 BENCHMARK: Analyze the financial effectiveness of existing initiatives. How do we compare to other retail/revenue operations? What can we forecast based on existing or new factors? Continue to research opportunities.

YEAR 3 BENCHMARK: Conduct a cost-benefit analysis of potential initiatives, including sales/marketing plan, revenue plan, and profit reinvestment. Allocate resources for test project. Continue to research opportunities.

YEAR 4 BENCHMARK: Evaluate sales results and customer satisfaction. Continue to research opportunities.

YEAR 5 BENCHMARK: Evaluate whether test project should be fully rolled out, including internal budget support for full initiative. Continue to research opportunities.

5-YEAR OUTCOMES: The college will identify three revenue-building initiatives that either build on existing projects or are entirely new, increasing revenues by 10 percent.

c. *The offices of the President, Government and Community*

Relations, and Institutional Advancement will work with CUNY, New York State, New York City, and private donors to increase support for Brooklyn College.

YEAR 1 BENCHMARK: Identify key internal and external supporters and validators and ensure that they are familiar with the campus and its facilities challenges through tours and written material. Collaboratively work to confirm existing and/or identify new public funding resources, including those at the federal, state, and city level.

YEAR 2 BENCHMARK: Collaborate with Institutional Advancement (IA), the Office of Facilities, Planning and Operations, and CUNY Office of Facilities Planning, Construction and Management to identify priority projects. Create case(s) for support. Following the elections in November 2018, work to strengthen and/or establish strategic relationships with elected officials, and key staff members and decision makers at the Governor's Office, New York State Assembly, and New York State Senate.

YEAR 3 BENCHMARK: Work with IA and elected officials to seek funding for key initiatives. Collaborate with internal and external validators to provide appropriate support for the initiatives. Work to strengthen and/or establish relationships and collaborate with key campus constituencies, including the student government, faculty, the Professional Staff Congress, and alumni to develop coordinated lobbying efforts.

YEARS 4 AND 5 BENCHMARKS: Continue to seek funding for the first round of initiatives and begin laying the groundwork for the next tier. Following the election in November 2020, and preparing for the elections in 2021, work on strategic relationships.

5-YEAR OUTCOMES: The college will have created a revised catalog of facilities projects for priority funding and public/private partnerships. Further, the College will ensure that our funding partners at all levels of government, in the private sector, and in the not-for profit world have a more thorough understanding of the critical facilities needs on campus. The college will have established relationships with key new players and significantly increased the level of contact and interaction with elected officials and other internal and external stakeholders.

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

YEAR 1 BENCHMARK: Establish Budget Advisory Council.

Establish Instructional Capacity Working Group. Analyze the Office of Facilities, Planning and Operations' historical expenditures and develop a zero-based budget.

YEAR 2 BENCHMARK: Begin implementing instructional budgeting based on student demand, degree maps, available space, and faculty workload commitments. Develop a process to identify funding needs for strategic plan initiatives. Model alternative budget scenarios.

YEAR 3 BENCHMARK: Require budget requests to show a linkage to the strategic plan. Review outcomes assessment plans to make sure investments are delivering appropriate results.

YEARS 4 AND 5 BENCHMARKS: Create budget request process based on linkages to the strategic plan.

5-YEAR OUTCOMES: The administration will have aligned resources with strategic planning priorities and the college's mission.

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

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

YEAR 1 BENCHMARK: Determine needs and establish appropriate benchmarks.

YEAR 2 BENCHMARK: Establish Facilities Operations Task Force to address operational issues and develop a plan. Advise CUNY's Office of Facilities Planning, Construction and Management on the college's plan.

YEAR 3 BENCHMARK: Implement the plan and assess. Link budgets to key priorities.

YEAR 4 BENCHMARK: Assess outcomes and make appropriate adjustments to annual strategies.

YEAR 5 BENCHMARK: Work on an updated plan for the next strategic planning cycle.

5-YEAR OUTCOMES: Show improvements in space utilization, response to work orders, and customer satisfaction.

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

YEAR 1 BENCHMARK: Utilizing the information that is submitted bi-annually to the National Science Foundation (NSF) on the amount and condition of sponsored and non-sponsored research space, assess the adequacy relative to faculty needs. Assess other areas of the campus not covered by the NSF survey.

YEAR 2 BENCHMARK: Create a comprehensive list and cost estimates for research/creative work facilities needs. Prioritize needs for fund raising and capital improvement.

YEAR 3 BENCHMARK: Implement (purchase, construction, etc.) highest-priority research/creative work facilities needs. Implement (purchase, construction, etc.) lowest-cost research/creative work facilities needs.

YEAR 4 BENCHMARK: Measure the increase in faculty satisfaction with research/creative work infrastructural support (using survey research methods). Routinize the survey of faculty research/creative work facilities needs. Develop a long-term plan for continuous review and improvement of faculty research/creative work facilities needs.

YEAR 5 BENCHMARK: Work with department chairs to anticipate the likely faculty research/creative work facilities needs of new hires in the near future. Prioritize and get cost estimates for those research/creative work facilities needs. Implement (purchase, construction, etc.) highest priority of those research/creative work facilities needs so as to attract and retain our first choices for new hires.

5-YEAR OUTCOMES: Research and lab facilities will be assessed on a regular cycle. A targeted percentage of spaces will be renovated by 2023. Measurable increase in faculty satisfaction with research/creative work infrastructural support (using survey research methods). Institutionalization of review and assessment of research/creative work facilities needs. Measurable improvement in faculty retention and first-choice faculty hires.

c. *The Office of Facilities, Planning and Operations will incorporate best practices in sustainability in facilities operations and in planning future facilities.*

YEAR 1 BENCHMARK: Assess major building equipment assets and set frequency-based preventive maintenance benchmarks. Review waste-generation data and set benchmark to reduce waste and increase reuse. Draft high-performance sustainable facilities design and material criteria for new construction/renovation projects. Apply annually for CUNY Sustainability Investment Funds for projects seeking to improve resource use efficiencies, reduce environmental impact, and reduce maintenance.

YEAR 2 BENCHMARK: Establish baseline percentage of equipment in/or total cost of preventive maintenance program to improve system efficiencies and energy reductions. Draft high-performance sustainable facilities design and material criteria for new construction/renovation projects. Achieve reduced-energy usage through fostering energy-conserving behaviors by campus community. Increase publicized data and accomplishments via electronic and print communications and presentations.

YEAR 3 BENCHMARK: Increase percentage of equipment in/or total cost of preventive maintenance to improve system efficiencies and energy reductions (costs per gross square foot). Track increase in total building maintenance costs spent on preventive maintenance to improve system efficiencies and energy reductions (costs per gross square foot). Achieve further reduced-energy usage through fostering energy-conserving behaviors by campus community.

YEAR 4 BENCHMARK: Assess and revise the plan to incorporate best practices in sustainability in facilities operations and in planning future facilities.

YEAR 5 BENCHMARK: Quantify resources needed to achieve 100 percent of equipment on project management.

5-YEAR OUTCOMES: Reduce environmental impact of buildings through increased transparency of building policies and procedures. Improve recycling and reuse rates and reduce waste generation. Elevate profile of Facilities' role in campus sustainability through increased communication, collaboration, and engagement. Increase the funding mechanisms to grow sustainable infrastructure and initiatives above 2018 levels.

d. *The Office of Finance and Administration and the Office of Facilities, Planning and Operations will assess the current work-order system, evaluate the methods used at other CUNY units, and create a timely and responsive system for work orders.*

YEAR 1 BENCHMARK: Establish metrics from current systems. Work with CUNY to transition to new version of Archibus. Explore developing internal apps, such as one to report bathroom issues.

YEAR 2 BENCHMARK: Transition to new version of Archibus. Develop service-level agreements. Define workflow.

YEAR 3 BENCHMARK: Achieve 70 percent success on completing work orders within agreed turnaround time.

YEAR 4 BENCHMARK: Achieve 75 percent success on completing work orders within agreed turnaround time.

YEAR 5 BENCHMARK: Achieve 85 percent success on completing work orders within agreed turnaround time.

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

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

YEARS 1-5 BENCHMARKS: ITS, in collaboration with AIT, will schedule two Technology Town Hall meetings per year (fall and spring) to solicit feedback and suggestions from the campus community with respect to the campus' IT services and infrastructure. ITS and AIT will meet the Faculty IT Liaison Group (CUET) in the fall and spring, to communicate plans and garner feedback from the instructional and research community.

ITS will promulgate, and compile responses to, the following surveys/feedback channels:

- Smart Classroom Satisfaction and Feedback Survey (annual),
- WEB Public Lab Satisfaction Survey (annual),
- Per-issue Call Resolution Satisfaction Survey e-mailed to the requestor of every completed work request
- Online systems allowing users of its many online tools to easily submit feedback, comments, suggestions, and complaints.

On an annual basis, ITS will analyze the various feedback streams and performance data logs, and use that information to feed its ITIL Continual Service Improvement cycle and to shape IT priorities.

5-YEAR OUTCOMES: By maintaining and expanding a full suite of campus/community feedback opportunities,

ITS will be better informed about its users' needs and preferences, and will use that information to:

- feed the Continual Service Improvement cycle for its service offerings,
- influence priority setting for investment in infrastructure and services,
- benchmark performance to gauge improvement and efficiencies, and
- determine where improved communications and marketing may be required.

ITS anticipates that overall customer satisfaction with services and resources under its control, as measured by survey responses, will continue to improve (at least 1 to 2 percent) each year.

f. The Office of Finance and Administration and the Office of the President will assess the distribution of overhead monies from science grants and prioritize the use of the funds for science labs.

YEAR 1 BENCHMARK: Review current allocation model.

YEAR 2 BENCHMARK: Review scenarios for allocating indirect cost recoveries with the Budget Advisory Council.

YEAR 3 BENCHMARK: Review faculty hires and facilities needs with available indirect cost recoveries.

YEAR 4 BENCHMARK: Assess the effectiveness of indirect cost-recovery allocation.

YEAR 5 BENCHMARK: Assess the effectiveness of indirect cost-recovery allocation.

5-YEAR OUTCOMES: Develop an indirect cost-recovery allocation model that is consistent with the strategic plan.

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

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

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

YEAR 1 BENCHMARK: Partner with the Strategic Planning Lead(s) to determine how to disseminate Strategic Planning information across the enterprise, and evaluate if there are synergies among Strategic Planning, Middle States, and other assessment/measurement tools. Identify best practices among organizations and software tools that are used. Conduct baseline survey with faculty, staff, students, and alumni to identify leading positive and negative attitudes about Brooklyn College among key stakeholders.

YEAR 2 BENCHMARK: Launch dedicated strategic plan microsite on the college's website, and implement a plan for regular update communications to the campus community via electronic outreach, regular presidential communications, and meetings. Create and execute proactive plans for soliciting and documenting feedback from members of the campus community.

YEAR 3 BENCHMARK: Build out plan that connects messaging and updates through various media. Execute on communications plan to highlight successes, learnings, and next steps.

YEAR 4 BENCHMARK: Provide ongoing communication of strategic plan milestones through various communications vehicles. Conduct survey of faculty, staff, students, and alumni to measure changes in positive and negative attitudes about Brooklyn College; present findings to Strategic Planning Lead(s) to help inform the final report and the next five-year plan.

YEAR 5 BENCHMARK: Develop and execute a plan for dissemination for the Brooklyn College Strategic Plan 2018–2023 final report to the campus community and key external stakeholders.

5-YEAR OUTCOMES: Over the course of the rollout of the strategic plan, and the implementation of the plan, the college will ensure that we stay on course and demonstrate progress for internal and external constituents. Through various media, we will communicate milestones and leverage achievements across the organization (morale, proof of concept, fundraising).

b. *Through the Office of Communications and Marketing, the college will celebrate student, faculty, staff, and alumni achievements in Brooklyn College's monthly e-newsletter.*

YEAR 1 BENCHMARK: Establish new processes to identify student, faculty, staff, and alumni achievements. Launch effort to expand coverage in the monthly e-newsletter.

YEAR 2 BENCHMARK: Create templates for community members to nominate students, faculty, staff, and alumni to be included in the monthly e-newsletter.

YEARS 3–5 BENCHMARKS: Assess initial outcomes and refine process and internal communications coverage of student, faculty, staff, and alumni achievements.

5-YEAR OUTCOMES: In three to five years, the college will have a more streamlined approach to communicate the successes of students, faculty, staff, and alumni and will more effectively utilize those achievements in supporting the college's overall brand and messaging goals.

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

YEAR 1 BENCHMARK: Establish routes of communication for student, faculty, and staff to communicate "problems solved."

YEAR 2 BENCHMARK: Create templates for community members to identify "problems solved."

YEARS 3–5 BENCHMARKS: Conduct staff survey to identify improvements, and what is and is not working.

GOAL 5-A

5-YEAR OUTCOMES: In three to five years, the college will have a more streamlined approach to communicating a positive campus image.

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

YEAR 1 BENCHMARK: Promote existing policies and university programs that support continued education and professional development. Assess what other CUNY schools do to promote and support continued education. Identify the number of employees that have taken advantage of tuition waivers over the last year to establish a baseline. Survey staff to assess interest in receiving information about earning college degrees.

YEAR 2 BENCHMARK: Conduct focus group meetings to determine the types of information that staff need. Develop a communications plan to publicize policies.

YEAR 3 BENCHMARK: Conduct publicity campaign about education and training that includes flyers, website links, and e-mail notices. Target new hires during on-boarding and participants at training sessions, staff appreciation, and benefits fair events. Develop metrics to track tuition waiver requests and monitor degree completion.

YEAR 4 BENCHMARK: Create committees to distribute information and updates, and exchange ideas about how to better support staff with their professional development goals.

YEAR 5 BENCHMARK: Evaluate the effectiveness of the program and make adjustments as needed.

5-YEAR OUTCOMES: An environment established that supports upward mobility of staff and easy access to information about policies and procedures.

e. *The Brooklyn College Alumni Association (BCAA) endeavors to increase alumni engagement.*

YEAR 1 BENCHMARK: BCAA will collaborate with related Brooklyn College offices to charge an Engagement Committee to evaluate the current methods, quantity, and quality of alumni engagement.

YEAR 2 BENCHMARK: The BCAA Engagement Committee will review alumni group activity from peer universities to determine contemporary and preferred practices for alumni engagement. The committee will use these findings to inform an outreach plan.

YEAR 3 BENCHMARK: Implement an outreach plan.

YEAR 4 BENCHMARK: Continue the outreach plan and evaluate outcomes.

YEAR 5 BENCHMARK: Continue to evaluate outcomes and modify the outreach plan accordingly.

5-YEAR OUTCOMES: Increased quantity and improved quality of alumni engagement during the covered period.

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

a. *The Office of Communications and Marketing will develop and implement a comprehensive communications plan for promoting Brooklyn College's strengths in accessibility, diversity, excellence, and social mobility.*

YEAR 1 BENCHMARK: Engage academic and administrative leaders in developing a message map that articulates Brooklyn College's principal attributes, benefits, and supporting proof points; test the core messaging with a representative sample of the campus community; create a comprehensive plan to utilize core messaging and supporting proof points to guide the development of Brooklyn College marketing and admissions plans, media strategies, print materials, and electronic communications. Create a communications assessment plan to track quantitative and qualitative outcomes.

YEAR 2 BENCHMARK: Create and implement a branded admissions campaign based on Brooklyn College's core messaging platform. Develop fundraising communications and alumni engagement strategies that incorporate the core messaging. Work with deans to create message maps for each school that aligns with the college's core brand and messaging.

YEAR 3 BENCHMARK: Expand implementation of aligned messaging for each of Brooklyn College's schools. Enforce brand and messaging discipline across all platforms, ensuring clarity and consistency across all platforms.

YEAR 4 BENCHMARK: Create a targeted marketing campaign to enhance public awareness. Strengthen press

exposure through strategic, proactive placements aligned to core messaging. Explore select media partnerships that align with and strengthen the Brooklyn College brand and core messaging.

YEAR 5 BENCHMARK: Continue brand and messaging enforcement; evaluate and report on qualitative and quantitative outcomes from the comprehensive communications plan.

5-YEAR OUTCOMES: Over the course of five years, Brooklyn College will have a stronger brand and more cohesive message across all platforms that highlights its strengths in accessibility, diversity, excellence, and social mobility.

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

YEAR 1 BENCHMARK: The associate provost, with deans, faculty, and the Office of Communications and Marketing, will create a plan for all five schools to increase the profile of public intellectualism at Brooklyn College. This will include promoting Brooklyn College faculty as subject matter experts and "thought leaders;" developing workshops on presenting to non-scholarly audiences; and developing infrastructural and communications support: an Experts Page on the Brooklyn College website geared toward journalists, a TV/radio studio (associated with JAMS) with a dedicated DSL line for high-quality radio interviews, and a quiet space with a quality Brooklyn College background for video interviews.

YEAR 2 BENCHMARK: Develop and deliver a workshop series on public intellectualism, as piloted in by the School of Humanities and Social Sciences, including topics such as using social media, op-ed writing, public engagement/speaking, and radio and TV. Generate content that promotes faculty/Brooklyn College as thought leaders in key areas.

YEAR 3 BENCHMARK: Initiate a monthly public events series, "The Brooklyn College Conversation," highlighting the public intellectualism of our faculty. Livestream for wider audiences hosted by prominent interviewers/MCs.

YEARS 4 AND 5 BENCHMARKS: Continue developing and carrying out the plan.

5-YEAR OUTCOMES: The college will develop subject matter experts in key areas that bolster the external image of Brooklyn College, which in turn can have positive effects on recruitment, fundraising, and other external needs.

c. *The offices of the President, Academic Affairs, Institutional Advancement, and Communications and Marketing will promote Brooklyn College in the national conversation about accessibility, diversity, excellence, and social mobility in higher education.*

YEAR 1 BENCHMARK: Create a comprehensive strategy for the president, provost, and cabinet to promote Brooklyn College's leadership and successes in accessibility, diversity, excellence, and social mobility in higher education. The plan will include evergreen topics, opportunistic strategies responding to news cycles, and schedules and outlets for op-eds and proactive media placements.

YEAR 2 BENCHMARK: Expand implementation strategies and develop individualized plans for each cabinet member, including speaking opportunities at national conferences in their respective fields. Conduct regular progress reviews at meetings of the cabinet, and refine strategies to ensure success.

YEAR 3 BENCHMARK: Expand print and broadcast media exposure for the president, using notable successes and stories about student successes at Brooklyn College.

YEARS 4 AND 5 BENCHMARKS: Refine and expand implementation strategies.

5-YEAR OUTCOMES: Through high-profile exposure and consistent messaging from the president, provost, and cabinet, Brooklyn College will be more widely recognized in the national conversation about accessibility, diversity, excellence, and social mobility in higher education.

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

YEAR 1 BENCHMARK: Working with chairs of departments, staff, and student affinity groups, document diversity efforts across the college. Research best practices in diversity efforts for faculty, staff, and students. Identify applicable best practices to implement at Brooklyn College.

YEAR 2 BENCHMARK: Develop a plan to implement best practices in diversity efforts for faculty, staff, and students across the college. Begin to implement the plan.

YEAR 3 BENCHMARK: Implement at least half of the plan on best practices for diversity. Create a marketing campaign to support best practices, events, and other learning opportunities.

YEAR 4 BENCHMARK: Implement the complete plan on best practices for diversity. Assess the plan and its impact on the college.

YEAR 5 BENCHMARK: Revise the plan for best practices in diversity at the college based on prior assessment.

5-YEAR OUTCOMES: We will implement best practices in diversity efforts for faculty, staff, and students at Brooklyn College.

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

a. *The Office of Communications and Marketing, working with the offices of Government and Community Relations and Institutional Research and Data Analysis, will promote the college's impact on Brooklyn.*

YEAR 1 BENCHMARK: Communications and Marketing will work with the executive director of government and community relations and the Center for the Study of Brooklyn to create a communications plan for promoting the College's impact on Brooklyn. Conduct additional research needed to facilitate the plan.

YEAR 2 BENCHMARK: Communications and Marketing will produce key messaging and proof points demonstrating the college's impact on Brooklyn, and will create digital assets to publicize the college's contributions to a strong and vibrant Brooklyn. Communications and Marketing will also identify faculty whose research and work with students presents opportunities for promoting the impact message.

YEAR 3 BENCHMARK: Communications and Marketing will expand the awareness campaign promoting the college's impact on Brooklyn with a targeted media strategy and proactive story placement in influential local and neighborhood press blogs, and through social media.

YEAR 4 BENCHMARK: Communications and Marketing will expand the awareness campaign promoting the college's impact on Brooklyn with the creation of content and press story placement focusing on the college's active partnerships with organizations advancing the public good throughout the borough.

YEAR 5 BENCHMARK: Communications and Marketing will continue the awareness campaign promoting the college's impact in Brooklyn and will evaluate the success of the initiative.

5-YEAR OUTCOMES: As a result of these efforts, public awareness of Brooklyn College's positive impact on the borough will be elevated, and this important message and related proof points will become a regular feature of the college's communications outputs.

b. *Coordinated through the Center for the Study of Brooklyn (CSB), deans, chairs, and faculty will provide opportunities for students to give back to the community, through academic-community partner programs and volunteer opportunities like the Department of Accounting's Volunteer Income Tax Assistance (VITA) program, the Environmental Sciences Analytical Center's soil testing service, the Diana Rogovin Davidow Speech Language Hearing Center, and partnerships with New York City public schools.*

YEAR 1 BENCHMARK: The CSB will work with deans, chairs, and directors to identify existing volunteer opportunities and academic-community partnerships on campus, and upload them to a searchable database and website. CSB will publicize information to students regarding linking community outreach to Students Engaged in Responsible Volunteer Action (SERVA) credit.

YEAR 2 BENCHMARK: The CSB will work with deans, chairs, directors, and existing community partners to identify additional potential volunteer opportunities, community partners, and academic programs that might serve the community. Provide resources for departments and programs willing to pilot or expand programs that serve the community. Pilot new programs.

YEAR 3 BENCHMARK: The CSB will work with deans, chairs, and directors to increase the profile of new and long-standing programs that provide experiences through which students give back to the community by featuring these volunteer opportunities and programs in communications and marketing materials.

YEAR 4 BENCHMARK: The CSB will work with deans, chairs, and directors to assess the community partnerships and make recommendations for strengthening programs.

YEAR 5 BENCHMARK: The CSB will work with deans, chairs, and directors to build service to community into curricula, utilizing programs and projects developed over recent years. Increase the numbers of students who are

matched with community actors and agencies. Monitor community partnerships to address any problems and to ensure their success.

5-YEAR OUTCOMES: Increased number of students participating in academic-community partner programs and volunteer opportunities and receiving SERVA credit. Increased number of programs that provide opportunities. Increase the profile of programs. Students are better prepared for the world of work and their future careers. Students give back to their communities. Community groups have a better and stronger connection to the college.

c. *The Center for the Study of Brooklyn will strengthen partnerships with organizations and projects that share our commitment to advancing the public good, such as the Brooklyn Museum, the Brooklyn Historical Society, the Brooklyn Botanic Garden, the New York City Department of Education, the New York City Department of Environmental Protection, the Mayor's Office, community boards, city parks, the National Park Service, the Rockefeller Foundation, and the Department of Sanitation's Compost Project, and increase students' opportunities to engage with them.*

YEAR 1 BENCHMARK: Collaboratively identify opportunities for research and internships connecting departments and programs in three different schools with off-campus partners in three different sectors (public health, sustainability-resilience, democratic governance, etc.) and secure external funding from two new sources working with the Office of Institutional Advancement.

YEAR 2 BENCHMARK: Secure multi-year funding and staff support for the director and board and serve as a resource for the local community (including the Flatbush-Nostrand Business Improvement District for participatory planning and research.

YEAR 3 BENCHMARK: Develop a process to enable community-initiated research requests and the formation of research databases for specific communities (e.g., the Haitian and/or Latinx communities).

YEAR 4 BENCHMARK: Secure funding and institutionalized supports and partnerships for regular collaborations among specific departments and off-campus partners on issues of significance to the Brooklyn community.

YEAR 5 BENCHMARK: Publication of multiple reports, essays, and/or books as a result of collaborations and partnerships supported by the Center for the Study of Brooklyn.

5-YEAR OUTCOMES: The college's partnerships with organizations and projects that share our commitment to advancing the public good are strengthened.

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

a. *The Office of Communications and Marketing, in collaboration with Information Technology Services (ITS), students, faculty, and staff, will redesign Brooklyn College's public and internal websites to enhance the college's brand by aligning design and content with institutional priorities, and to improve functionality in serving key constituencies.*

YEAR 1 BENCHMARK: Identify and map out needs for the college's website redesign, including costs, timeline, and resources. Develop a process to align the redesign with core brand and messaging priorities to external and internal stakeholders, and to identify key improvements needed to website functionality and user experience, including mobile-responsive design, search functionality, and ease of navigation.

YEAR 2 BENCHMARK: Develop a robust budget and resource plan for the project, including timing, pricing options, and impact on related databases, campus event calendar, and other back-end systems. Identify best content management system options for the website based on priority goals and objectives for the new site.

YEAR 3 BENCHMARK: Develop website redesign, conduct extensive testing on staging site, and launch publicly. Create and implement a communication strategy to inform and engage the campus community and important external stakeholders, including alumni, about the new website and its key features and improvements.

YEAR 4 BENCHMARK: Create more extensive website analytics and develop a system of regular reports to administrative and academic leaders. Develop improvements to website content and functionality based on analytics and feedback from the campus community.

YEAR 5 BENCHMARK: Continue refinements of website based on analytics and feedback. Launch new content areas in response to usage findings and messaging priorities.

5-YEAR OUTCOMES: As one of Brooklyn College's primary internal and external communications vehicles, the website redesign will result in significant improvements in internal and external brand messaging and engagement. Among the anticipated outcomes are: improved admissions recruitment, more effective internal communications and transparency, improved services to students and staff, and enhanced fundraising and alumni and community engagement. Overall, these significant changes will contribute to elevating Brooklyn College's reputation and to promoting greater pride, confidence, and morale on campus.

b. *Information Technology Services (ITS) and the Office of Communications and Marketing will enhance the community's ability to advertise events.*

YEAR 1 BENCHMARK: ITS and Communications and Marketing will work with representative constituencies from student government, academic leadership and faculty, and key administrative offices to identify priority needs and improvements in functionality for promoting events on the Brooklyn College website; priority changes will be incorporated into the overall redesign of the website.

YEAR 2 BENCHMARK: ITS will implement functional improvements to the Brooklyn College website redesign and will work with Communications and Marketing to ensure event promotion is a featured improvement in the planned website redesign.

YEAR 3 BENCHMARK: Communications and Marketing will expand event promotion and awareness strategies through the Brooklyn College app and via new digital vehicles, social media, and targeted media listings and press outreach.

YEARS 4 AND 5 BENCHMARKS: Communications and Marketing will regularly evaluate the impact of new efforts and online tools, and will refine strategies to continue improvements.

5-YEAR OUTCOMES: Improved and expanded campus event promotion will result in greater event attendance, and will contribute to greater awareness among internal and external stakeholders of the intellectual vitality on the campus, contributing to enhancing the reputation of Brooklyn College.

c. *The Office of Communications and Marketing will develop and implement a plan for featuring faculty research and scholarship in a manner that is publicly accessible and enhances Brooklyn College's reputation for academic excellence.*

YEAR 1 BENCHMARK: Create and expand thematic content ("Faculty Experts" and "Meet Our New Faculty") for digital distribution that features faculty from across schools discussing relevant topics, current research within their field, or other subjects within academic scholarship. Work with the provost, deans, and chairs of academic departments to develop and implement a plan for creating more uniform, updated content highlighting research on departmental and individual faculty website pages.

YEAR 2 BENCHMARK: Align faculty research strengths with Brooklyn College school-based message maps, and integrate as proof points. Launch an initiative to expand promotion of faculty experts within our website and through thematic content. Develop improved frameworks to feature faculty as subject matter experts in branded content, proactive press placements, and other channels.

YEARS 3–5 BENCHMARKS: Expand the framework to encompass new opportunities to push content out and use it across the campus for a variety of activities, including recruitment, branding, and meetings.

5-YEAR OUTCOMES: The resulting increase and amplification of Brooklyn College–branded content promoting the scholarship and expertise of the faculty can be used to position and promote the college across various media. Communications and Marketing will establish stronger partnerships with faculty in developing innovative ways to highlight the cumulative expertise of Brooklyn College.

d. *The Office of Communications and Marketing will develop a comprehensive social media strategy that incorporates the college, institutional sites (including the Office of Admissions, the Career Center, and the Office of Alumni Affairs), and campus influencers.*

YEAR 1 BENCHMARK: Communications and Marketing will conduct a campus-wide social media audit and create a report of findings and recommendations. Establish quantitative and qualitative social media goals for each of the Brooklyn College pages on Facebook, Instagram, LinkedIn, and Twitter within the comprehensive communications plan. Revise and update Brooklyn College Social Media Guidelines.

YEAR 2 BENCHMARK: Communications and Marketing will strengthen the Brooklyn College Social Media Roundtable, a core community of social site managers, to participate in reviewing and implementing the college's social media strategy; Communications and Marketing will create and distribute to this group a monthly strategy guide to share quantitative results, disseminate best-practice tips, and preview planned messaging priorities to create more opportunities for enhanced campus-wide impact and reach. Align social media strategy with Brooklyn College core messages and proof points. Identify new strategies to tie social media to actions for enrollment and alumni engagement with strategic institutional goals for those units.

YEAR 3 BENCHMARK: Expand strategy implementation based on impact and successes. Develop new initiatives based on identified opportunities.

YEARS 4 AND 5 BENCHMARKS: Assess progress toward goals for reach and influence through social media channels. Enforce adherence to the Brooklyn College Social Media Guidelines. Continue strengthening the role of the Brooklyn College Social Media Influencers Group under the leadership and direction of Communications and Marketing.

5-YEAR OUTCOMES: Over the course of the next three to five years, social media will be a more consistent and integrated component of Brooklyn College's comprehensive communications plan, and will play a critical role in enhancing the college's reputation. The strategy will also result in significantly expanded audience reach through the college's social media channels and those of its influencer community members led by the new Brooklyn College Social Media Influencers Group.