

BROOKLYN COLLEGE
The City University of New York

WORKING DRAFT

SELF-STUDY
October 27, 2008

In Preparation For
Decennial Evaluation By

Middle States Commission on Higher Education

Scheduled Site Visit
March 29-April 1, 2009

Please send comments/suggestions to:

ProvostOffice@brooklyn.cuny.edu

By

December 17, 2008

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FOREWORD

This **Working Draft of the Brooklyn College Self-Study** was prepared in anticipation of the decennial site visit by a Middle States Commission on Higher Education evaluation team scheduled for March 29-April 1, 2009. It represents an account of significant developments at the College since the last Middle States visit in 1999, and is the result of the combined efforts of approximately 150 students, faculty and staff who served on the Middle States Steering Committee and its seven Working Groups.

President Kimmich launched the process of preparing for this all-important Middle States re-accreditation review in fall 2006, and the effort has been carried out under the direction of Provost Emerita Roberta S. Matthews (through her retirement in June 2007) and Acting Provost Nancy Hager (through June 2008). When I joined the College as Provost and Vice President of Academic Affairs on July 1, 2008, I assumed leadership of this final phase of preparation for the College's Middle States re-accreditation review.

This document presents a narrative of how the significant developments at the College over the past ten years comport with the fourteen **Middle States Characteristics of Excellence** that form the basis of the accreditation review. It celebrates accomplishments as well as identifies areas where more work needs to be done. It is being circulated as a **Working Draft** for your review and comment. All members of the college community are invited to provide comment and feedback on the report at Town Meetings scheduled in the month of November and via e-mail to ProvostOffice@brooklyn.cuny.edu. All comments must be received no later than December 17, 2008.

The final version of the Brooklyn College Self-Study will include a full citation list of all of the College and University documents mentioned in our report and it will be supported by an archive of all referenced materials.

The Middle States Visiting Team, chaired by Dr. R. Barbara Gitenstein, President of The College of New Jersey, will be on campus from March 29-April 1, 2009. In advance of the team's visit, Dr. Gitenstein will be visiting the College on November 6, 2008. Members of the college community are invited to meet with Dr. Gitenstein to learn about the visit and the accreditation process on November 6th and will also be invited to meet with the team when they arrive in the spring.

William A. Tramontano
Provost and Vice President for Academic Affairs

CHAPTER 1: MISSION, GOALS AND PLANNING**This chapter addresses Middle States Standards 1 and 2**

*Brooklyn College's mission statement embodies the College's values, mirrors its characteristics, and affirms its basic purposes. **Brooklyn College Strategic Plan, 2005-2010***

THE BROOKLYN COLLEGE MISSION

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

The Brooklyn College mission aligns with the “Vision for the Future” and the statement of “Major Institutional Goals for 2005-2010” in the [Brooklyn College Strategic Plan 2005-2010](#) (5-6). The statement of “Guiding Principles” in the Strategic Plan encapsulates the College’s institutional philosophy (4). These principles are the bedrock of the document and offer the College’s vision as to its goals and mission. It is no accident that the first of these guiding principles is “Students Come First.” Placing the student first is the *sine qua non* of an effective university.

The language in the previous mission statement, which appeared in the [Brooklyn College Strategic Plan 2000-2005](#) (5), regarding student learning read in part as follows:

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

The emphasis here is on what the College offers rather than on what students themselves actually gain.

By contrast, the revised Brooklyn College mission statement, which opens this chapter, intentionally shifted the emphasis from institutional inputs to student outcomes. Institutional objectives for student learning now articulate what Brooklyn College graduates will know and be able to do:

As a senior college within the CUNY system, the Brooklyn College mission is consistent with the [stated mission of the City University of New York](#), whose principal goals are excellence and access.

The Brooklyn College mission informed the development of the “[Common Goals](#)” of the recently revised Core Curriculum, which were eventually accepted as the Common Goals of the College.

The mission is published on the Brooklyn College website, and appears in the [College Bulletins](#), and in the [Faculty Handbook](#) (revised, 2007, p.11), where it is preceded by a statement that references the mission of CUNY. It is not included in the materials sent to prospective students, but it is printed in the annual Convocation program for entering students and is read and discussed during peer-led icebreaker sessions at orientation. The Brooklyn College Pledge is presented at the beginning of the [Student Handbook](#) and focuses on the expectations the College has of its students while the mission statement indicates what students can expect of the College. Some publications predate the revised mission and as these documents are revised and reissued, the new mission statement will replace the previous one.

INSTITUTIONAL PLANNING AT BROOKLYN COLLEGE/CUNY

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

As a member of the City University of New York system, Brooklyn College participates in and is subject to all of the planning activity that originates at the system level. The [Master Plan of The City University of New York 2008-2012](#), approved by the Board of Trustees in June 2008, establishes the direction of university and college activity through 2012 and builds on the previous Master Plans of 2000-2004 and 2004-2008. The 2008-2012 Master Plan embraces and advances CUNY’s core values: an insistence on academic rigor, accountability, and assessment, and an unwavering commitment to serving students from all backgrounds and supporting a world-class faculty. It affirms the importance of high standards, performance, and quality to CUNY’s fundamental mission of teaching, research, and service. The [CUNY Performance Management Process \(PMPs\)](#), a comprehensive planning and assessment instrument instituted in 2000, annually interprets the Master Plan on an operational level for the CUNY system and its constituent colleges. Currently, the Performance Management Process (PMPs) incorporates three main goals: raise academic quality, improve student success, and enhance financial and management effectiveness. Nine objectives support the three goals and approximately 34 individual targets are identified within the context of specific goals and objectives. Performance is measured within an elaborate and growing body of performance indicators established by the CUNY Office of Institutional Research, and since 2006-2007 comparative results have been published. The College describes how well it has met each of the PMP goals and objectives in its Year-End Performance Report that is reviewed and rated by a committee of University senior administrators, and the Chancellor shares the results of the review process with the College President.

The Brooklyn College analog to the CUNY Master Plan is the [Brooklyn College Strategic Plan, 2005-2010](#) and its predecessor, the **Brooklyn College Strategic Plan 2000-2005**. The

Strategic Plan is a flexible document that encourages new ideas, is responsive to new developments within and across academic disciplines, and accommodates to changing conditions and needs in the communities served by the College and in the University. The “Major Institutional Goals” in the Strategic Plan are informed by the values, characteristics, and basic purposes set forth in the Brooklyn College mission statement, and reflect and map onto the university goals and objectives:

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

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

Goal 3: “To be a model citizen in the borough of Brooklyn” directly correlates with the purpose of serving the College’s community and connects with CUNY’s goals of raising academic quality and improving student success.

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

The Brooklyn College analog to the CUNY PMPs is the annual **Strategic Action Plan (SAP)**—an annual process by which the College assigns responsibility, interprets, and monitors progress on the CUNY PMPs along with college-determined priorities, based on the current Strategic Plan. Action items that are carried over from one year to another (and many, by their very nature, are) are often explicitly indicated; it is therefore possible to chart progress on multi-year initiatives (e.g., development and implementation of the Outcomes Assessment Plan; Core Curriculum review).

The Strategic Action Plan (SAP) is aligned with the three major institutional goals articulated in the Strategic Plan, with additional rubrics (“Institutional Support,” “Technological Support,” “Financial Health and Good Management”) related to implementation. The Strategic Action Plan provides a blueprint for operationalizing the goals of the Strategic Plan. Just as the “Major Institutional Goals” of the Strategic Plan are informed by the values and purposes set forth in the Brooklyn College mission statement, the Strategic Action Plan is informed by the “Major Institutional Goals” of the Strategic Plan. Assessment is incorporated into many of the “Performance Goals” and “Action Items” in support of the institutional goals. As well, the Strategic Action Plan coordinates with the University Performance Goals and Targets (PMPs) and the Year-End Reports. Beginning in 2005-2006, items in the Strategic Action Plan that addressed CUNY Performance Goals and Targets for Brooklyn College were indicated with an asterisk.

Cascading from the core planning documents and processes that guide the College and the University are any number of plans that elaborate on and provide detailed implementation strategies for action on major goals and objectives. Illustrative of the many plans that both

emanate from and demonstrate coherence with college and university core planning documents and processes are the following:

- **The Coordinated Undergraduate Education (CUE) Proposal** and the **Campaign for Student Success Plan** identify the College's retention, graduation, and related student success initiatives. Both are submitted to CUNY annually. The CUE proposal is the mechanism under which the College receives funding to develop and enhance these initiatives. Since 2006, the Campaign for Student Success Plan has explicitly mapped CUNY's performance targets on retention, graduation and student success to the Strategic Action Plan. Together, these proposals align the mission statement and Strategic Plan, the Campaign for Student Success, CUNY PMPs, and the Mellon Grant Initiative on the Sophomore Year. They create extensive pathways for improved collaboration and communication.
- **Brooklyn College Academic Program Review and Planning Process:** Academic departments engage in a planning and evaluation process that spans a ten-year period. The required format of departmental annual reports aligns with the mission, goals and strategic plan. Departmental self-studies, prepared in advance of decennial review by a panel of outside evaluators align with the format of the annual reports. As part of this Academic Program Review (APR) process, multi-year plans, developed following external review, address specific implementation strategies and identify resource requirements in order to attain stated goals and objectives. Examination of these planning documents reveals a high degree of coherence between departmental activities and each of the three major college wide goals: departmental programs address issues of recruiting and retaining capable students and an outstanding faculty; new courses and programs are being developed and increasingly framed in terms of learning outcomes; events and activities are dedicated to fostering a hospitable campus environment and promoting public/community service. Since the 1999 self-study, numerous improvements in this process have been introduced and departments have been provided with Academic Profiles that contain cross-sectional as well as longitudinal data on student FTEs, majors, and numbers of graduates. This departmental dashboard was developed in response to requests for information by outside evaluators brought in for Academic Program Reviews, by the Faculty Council Master Planning Committee (which considers the impact of new program proposals on the budget) in the context of their providing recommendations concerning the allocation of faculty lines and by the Office of Academic Affairs. This trend toward linking and rationalizing various College processes is one hallmark development over the last decade.
- The [Brooklyn College Diversity and Inclusion Plan, 2008-2013](#) replaces the **Brooklyn College Diversity Plan, 2000**. Building on previous successes in such areas as increasing faculty diversity for some groups, including visible aspects of diversity in all campus publications, creating a diversity fund to support diversity initiatives, and incorporating a diversity component into orientation programs for incoming students and student leadership training seminars, the new plan focuses on increasing faculty diversity for traditionally underrepresented groups and addressing the broader issue of inclusion. It specifically references the College's mission and its core planning documents and processes, and identifies four specific goals: to engage the entire campus community in

meaningful dialogues and actions that lead to introspection and change; to weave principles of diversity and inclusion into all aspects of college life; to identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments and measure progress at all levels of the college infrastructure; and to support the goals outlined in the strategic plan. Activity is targeted in three areas: increasing faculty diversity, creating an inclusive environment, and incorporating the principles of diversity and inclusion into the classroom and curriculum. The plan calls for the creation of accountability measures by the Diversity and Inclusion Plan Implementation Committee and identifies the administration as responsible for enforcing accountability measures and providing resources to achieve stated goals. The Brooklyn College Diversity and Inclusion Plan comports with the [CUNY Inclusive Excellence Initiative](#) and its dedication to CUNY's dual mission of access and excellence.

- **The Brooklyn College Foundation for Success Campaign, 2008-2012**, the current five-year capital campaign plan of the Brooklyn College Foundation, is specifically tied to the mission, the Strategic Plan, and the Strategic Action Plans to ensure sustainable funding for programs that support academic success and build on the College's history of transforming lives. The plan establishes a \$100M target over the five-year period and is aimed at supporting student success, supporting academic leadership, teaching and research, and supporting campus expansion and signature programs. This college-based capital campaign aligns with the CUNY fundraising targets established in the PMP process and will be coordinated with a CUNY-wide capital campaign scheduled for launch later this year. The current campaign extends and builds upon the 2004 "75 for 75" campaign which exceeded its target and celebrated the College's 75th anniversary by providing \$40 million toward the endowment of scholarships, fellowships, internships and other academic support and raised \$46 million in public and private funds in support of the Leonard and Claire Tow Center for the Performing Arts.

IMPACT OF THE COLLEGE MISSION AND PLANNING PROCESSES

The College has mapped out a set of goals, objectives and transformative action steps that reflect our shared values, including access and excellence, diversity, the importance of a practical liberal arts education, of ethical conduct and decision-making, and personal and social responsibility. They take into consideration local and national realities and internal realities, including facilities, technological infrastructure, the governance plan, and the college culture, traditions and practices. The College seeks to capitalize on opportunities, address challenges and embrace a new era of evidence-based planning. The Strategic Plan is envisioned as a living document, framed to facilitate implementation, ongoing assessment, feedback and adjustment. While progress toward operationalizing this vision has been made, some of its most important goals and guiding principles remain aspirational. Nonetheless, the impact of the mission and its related planning processes is clear and demonstrable. At Brooklyn College, mission and planning:

- **Guide Outcomes and Support Scholarly and Creative Activity:** Administrative offices consistently refer to the mission and to the Strategic Plan, the Strategic Action Plan, and the University Performance Goals in their planning processes. Academic

department mission statements, multi-year plans, faculty line requests, and annual reports are expected to align with the mission and the Strategic Plan, and those with standard formats reflect that expectation. The activities of college wide committees and task forces such as the task force that developed the proposal for the revised Core Curriculum, the Campaign for Success Task Force, and the Diversity Plan Review Committee are guided by the major institutional goals articulated in the Strategic Plan. Scholarship and creative activity appropriate to the mission are promulgated in the New Faculty Program, by the Office of Academic Affairs, by programs at the department level, and in guidelines for tenure and promotion (See **Chapter 5**).

- **Are developed collaboratively:** The College is dedicated to institution-wide consultation and collaboration in the development of its plans and programs as exemplified in the development of the Strategic Plan 2000-2005, the Strategic Plan 2005-2010, the goals for general education and the creation of the Writing Across the Curriculum program. However, rewards and recognition for planning efforts are not explicit and should be defined and implemented to underscore the importance of engagement in the mission, the setting of goals and the activity of planning how the College will achieve the vision it has set for itself.
- **Are periodically evaluated, formally approved, and consistent:** The mission and goals are subject to regular review in the context of the CUNY Master Plan and Performance Management Process, the Brooklyn College Strategic Plan, and the annual Strategic Action Plans. Mission and goals permeate all specific activity plans and planning documents/processes. While this is true of major activity plans, the articulation between unit level plans and institutional plans is not always explicit and the College needs to do more work in this area.
- **Relate to external as well as internal contexts and constituencies:** The College's relationship with CUNY is a defining element of its mission and goals. The Brooklyn College goal of being a model citizen in the Borough of Brooklyn attests to the importance of service to the surrounding community. The College has been increasingly proactive in outreach to schools in the borough: initiating a teacher training program in East New York; providing support for two campus high schools, the Brooklyn College Academy, and the early college high school STAR; and engaging in collaborative efforts with the Bushwick High School for Social Justice. The College has committed itself to welcoming the residents of the borough to its programs and activities through outreach to community boards and, since 2002, through the *Community Corner* bi-annual newsletter that provides information about cultural, intellectual, and recreational and other non-academic activities available on campus. Annually, often in collaboration with local groups such as the Flatbush Development Corporation and Community Board 14, a community and campus beautification initiative involving teams of senior administrators, faculty and students attacks such problems as graffiti removal from storefronts, private property, and public walls in the Flatbush-Midwood community. Local resident passes provide free access to college facilities and events; through its "Friends of the Library" card, the Brooklyn College Library is the only CUNY library that allows residents to borrow materials; athletic passes provide the community with free access to tennis courts, running track and other facilities that will be greatly enhanced with the opening of the new West Quad building in winter 2009. Moreover, the College proudly participates as the host location for swearing-in ceremonies for new Americans, graduation ceremonies

for the New York City Fire Department, Department of Sanitation and Police Department, local high schools and, through the outreach efforts of the Professional Advancement and Continuing Education (PACE) program, has been aggressively seeking to extend the presence of Brooklyn College in the borough at large. Other important examples of community programs include HABETAC, an outreach program to the Haitian community; the establishment of the Center for the Study of Brooklyn; the partnership with the Brooklyn Historical Society; and the City Council funded “Borough as Classroom” project, which introduces students to Brooklyn’s premiere cultural institutions (see **Chapter 6**).

- **Are focused on student learning, other outcomes, and institutional improvement:** The revised mission statement focuses on student learning outcomes rather than institutional inputs, and reflects other important initiatives that underscore our focus on student learning and institutional improvements: this period has also seen the creation of an Office for Academic Assessment, the hiring of a specialist in academic assessment to coordinate this effort, and the revitalization of the Office of Institutional Research. Departments have established feedback loops to assess student learning outcomes in their programs and document evidence of changes made in response to findings about what students are learning (see **Chapter 7**). The five-year Core review and revision process is a striking example of the faculty’s commitment to aligning the general education curriculum with desired student learning outcomes. Annual reports to CUNY in the PMP process, in CUE/Campaign for Success and other programs provide regular opportunities for mid-course correction and institutional improvement. One area for institutional improvement that emerges from our self-study is the need to conduct a close examination of our mission with respect to graduate students and graduate programs detailed in **Chapter 6**.
- **Are publicized and promoted to the institution’s members:** The extent to which the mission and goals are understood by all members of the college community varies, but the information is publicly available on the college website and in official documents. It is also provided to committees, groups, and individuals as needed. Members of the administration and support staff, department chairs and deputies, committees, task forces, and governance bodies are aware of the College’s mission and goals and work toward achieving them. Yet, we need to be more systematic in engaging all members of the faculty, staff, and student body with our mission and goals. The college website, college publications such as the Core Curriculum booklet, the Student Handbook, and recruitment/application materials for prospective students, the bi-annual Stated Meeting of the Faculty, the Center for Teaching, the annual Core faculty development day, the faculty development workshops for Learning Communities instructors, the annual Faculty Day, monthly department meetings, student clubs and co-curricular activities, and Town Hall meetings are among the venues at which the College’s core values, mission and goals may be more intentionally reiterated, discussed, and incorporated into the ongoing process of institutional reflection, self-assessment, and self-improvement. The criteria for faculty tenure and promotion cite excellence in teaching as one of the measures of a faculty member’s contributions to the institution, and the evaluation process for members of the non-teaching professional staff also provides opportunities for acknowledging the importance of helping students succeed; the degree to which

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

FINDINGS

Achievements:

- The College Mission, promulgated in the **Strategic Plan, 2000-2005** was reviewed and revised in the **Strategic Plan, 2005-2010**. The mission is learner-centered, central to institutional planning efforts, and aligned with the CUNY Mission. It is focused on outcomes and institutional improvement and it is widely published.
- The implementation of the **Strategic Action Plan (SAP)** provides an annual roadmap that focuses college energies on both institutional and CUNY goals.
- The College has a tradition of strategic planning and ties planning to assessment and accountability through its Strategic Plans and its Strategic Action Plans. All institutional planning and assessment efforts are aligned with CUNY planning and assessment efforts such as the **CUNY Master Plan** and the **CUNY Performance Management Process**. Unit level planning is aligned with the College's mission and goals and by extension with CUNY's mission and goals.

Challenges:

- Although the mission is widely published, the College needs to continue aggressive efforts to focus faculty, student and staff attention and efforts on the mission and the core planning process, intentionally framing all discussions in the context of mission and goals.
- The College needs to find ways to reward all constituencies for participation in and advancement of the planning and assessment process.
- The College must embark on a review and reaffirmation of its fundamental mission with respect to graduate students and graduate programs described in **Chapter 6**.

CHAPTER 2: RESOURCES AND INSTITUTIONAL EFFECTIVENESS

This chapter addresses Middle States Standards 3 and 7

*The strategic plan is driven by a commitment to excellence. To sustain that commitment, Brooklyn College has established an assessment framework that enables it to measure its progress, allow for corrections, and shape future directions. **Brooklyn College Strategic Plan, 2005-2010***

FISCAL AND HUMAN RESOURCES

The Brooklyn College operating budget consists of funds from tax levy, Income Fund Reimbursable (IFR), Research Foundation, Brooklyn College Foundation, and Non-Tax Levy accounts. Each of these funding sources has different guidelines that are not interchangeable. The following is a consolidated funding history (expressed in millions of dollars) representing tax-levy, Compact, student technology fee, and Compact philanthropy sources of revenue for 2002-2008 as provided by CUNY:

CUNY Financial Information for Brooklyn College

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

Includes tax levy, technology fee, Compact philanthropy

To better utilize revenues toward meeting strategic goals, the College continues to advance toward all-funds budgeting and reporting. Currently, each individual fund is managed in independent systems. While further enhancements will be introduced locally, it is anticipated that the current implementation of the university wide *CUNY First* (PeopleSoft) project (see Information Technology section below) will enable us to realize the goal of a fully functional all-funds budgeting system.

Tax Levy Funds: Tax levy funds, i.e., state aid and tuition revenues, represent the main operating budget and are externally audited annually at the university level. Personnel costs in the tax levy budget are carefully controlled. All full-time tax levy lines operate under position control guidelines and new lines are not added without recurring funding commitments. Departments with part-time lines receive annual budgets within which to operate. Adjunct costs are variable and are based on enrollment. OTPS expenses are budgeted by department. Centrally administered costs related to fringe benefits; heat, light, and power, and rent are not included in the tax levy budget since they are funded centrally. Collective bargaining increases are funded separately by the state and added to the tax levy budget allocation.

All budget administrators, from the President to directors of individual budget units have the flexibility to reallocate their budgets either on a non-recurring or recurring (base budget

adjustment) basis. In the absence of new revenues, all budget modifications are double-sided with an increase paired with a matching decrease. While the full-time budget is managed centrally in terms of actual expenditures, departments can reallocate base budget salaries as appropriate when positions become vacant as long as the number of full-time lines is not increased.

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

Since 1999, the College has made great strides in the management of its tax levy budget, completely transforming the process and achieving standardization, transparency, clarity, and centralization of essential information. Highlights include:

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

IFR (Income Fund Reimbursable) Accounts are state accounts for self-sustaining entities. The primary ones used at Brooklyn College are for the Latin and Greek Institute, the Student Technology Fee, the Speech and Hearing Center, and Professional Advancement and Continuing Education (PACE). Both the Speech and Hearing Center and PACE have experienced financial challenges in the last several years. Analysis of the Speech and Hearing activity showed that personnel costs related to the academic mission of the Speech Communication Arts and Sciences department were being charged to IFR funding. The problem was resolved by moving identified staff to the tax levy payroll. PACE faces continuing challenges regarding the ability of the Flatbush area community to afford continuing education tuition. Currently, an advisory task force has been established to explore revenue opportunities and the costs are being reviewed, with the goal to reduce fixed costs in the area.

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

Brooklyn College Foundation: Established in 1958, the Brooklyn College Foundation (BCF) raises funds to encourage and promote the academic purposes of Brooklyn College and the educational welfare of students, faculty, alumni, and the community. The Foundation is incorporated in New York State and registered as a 501(c)(3) not-for-profit organization. At the end of fiscal year 2008, the Foundation had \$79.5 million in net assets. This represented a 51% increase from fiscal year 2005. During the past two years, the Foundation has moved from dependency on an outside fundraising consultancy, to in-house full-time professional staff. The staffing model includes the conventional areas of major gifts, planned giving, annual fund, and development services (research and database management). In addition to increased net assets, there have been increases in the number of gifts in various categories, the initiation of a Charitable Gifts Annuity program, and alignment with CUNY best-practice criteria for foundation management. A major challenge for the coming five-year period addressed in the **Brooklyn College Foundation for Success Campaign, 2008-2012** is to capitalize on these developments by continuing to expand the donor and trustee base beyond a familiar and aging cohort.

In fiscal year 2003, College personnel were asked to provide oversight to the Foundation's finances and manage daily accounting operations. Personnel work closely with the Vice President for Institutional Advancement, development staff, the Treasurer of the BCF, the Chair of the BCF Audit and Finance Committee, and the Chair of the BCF Investment Committee in managing these finances. The investment committee, comprised of Foundation Trustees with extensive investment experience, manages the portfolio with the help of an outside consultant. Regular financial reports are prepared for the Board of Directors. Improvements are needed in the financial reports provided to account holders.

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

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

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

Human Resources: As of fall 2008, the College employs 538 full-time faculty, 829 adjunct faculty, 202 executive and professional staff, and 1293 staff in all other categories. As part of the CUNY system, employees of the College are represented by a total of 11 collective bargaining units. All employment contracts are negotiated at the system level. The Office of Human Resource Services, with its mission of innovatively providing courteous and high quality services to build and retain a talented and diverse work force necessary to support the College's mission, oversees the College's employee programs and was restructured in 1999. Its name was changed from the Office of Personnel Services and Labor Relations to reflect more accurately the changes in the internal structure as well as the services offered. An Employee Relations and Recruitment area was established, and two of its primary goals were to develop an ongoing employee recognition campaign and to create an environment where employees feel valued. Since its reorganization, the Office of Human Resource Services conducted extensive assessment of its component activities and introduced many improvements such as the Employee of the Month program, the HR Matters newsletter, and the Brown Bag Luncheon series.

The College continues to face challenges in terms of the adequacy of its human resources. While faculty hiring has increased dramatically over the past ten years (see **Chapter 5**), administrative staff levels in all categories have not seen a parallel increase. One workaround has been the use of faculty reassigned time to compensate for lack of full-time professional staff in key academic functions. However, this short-term solution removed faculty from the classroom and other instructional settings and forced the hiring of additional adjunct faculty—actions that are already negatively reflected the CUNY PMP indicators that measure student contact with full-time faculty. Given the current fiscal realities and a hiring pause that has been introduced as of fall 2008, it is likely that the constraints on human resources will continue to pose major challenges.

LINKING FISCAL RESOURCES WITH INSTITUTIONAL PRIORITIES

Through a variety of mechanisms, the College strives to align the allocation of its resources with institutional priorities. In the process, representatives of various constituencies within the college community are advised and consulted. Illustrative of the ways in which the College engages its community in the alignment of resources with institutional priorities are the following:

- ***In the Budget Request Process—the CUNY Compact:*** Requests for CUNY Compact, a revolutionary plan to create a predictable funding stream to support investments in institutional priorities, were solicited in fall 2005 and funded in FY'07. A second round of Compact initiatives was also funded before the current fiscal crisis suspended Compact III funding. Under CUNY Compact, a partnership was established between the State, the University/College (enrollment growth and efficiencies), the students (tuition increase – covered by the State in FY'07 and FY'08), and alumni (through philanthropic gifts) to provide investment dollars to meet the goals set forth in the CUNY Master Plan and the Brooklyn College Strategic Plan. Brooklyn College has received over \$6.3 million through FY'08 and these funds have been invested in academic affairs, student affairs, research, technology, workforce development, and facilities infrastructure. Compact budgets are allocated based on campus-wide consultation with faculty and student leaders. Due to current national and State economic challenges, additional Compact funding was not received for FY'09.
- ***In the Planning Process—the Funding Council:*** Instituted in March 2006, the Funding Council encourages, promotes, and facilitates fundraising that advances stated strategic goals. Chaired by the President and composed of senior administrators and professional fundraising staff, it offers access to institutional wisdom about funding sources and assures that fundraising expertise is directed to projects consistent with institutional priorities. It provides guidance to members of the college community with ideas for major projects (other than sponsored research projects) that might be eligible for funding by private and corporate foundations, government agencies, or legislative bodies. By articulating fundraising priorities and assessing the impact projects might have on available college resources, the Council's deliberations help coordinate the activities of the Brooklyn College Foundation (BCF), the Office of Research and Sponsored Programs (ORSP), and the Office of Government and External Relations. Among Funding Council successes was the Mellon Mays Officer's Grant awarded to the Dean of Undergraduate Studies for the Initiative on the Sophomore Year. (see **Chapter 4**).
- ***In the Allocation Process—the Student Technology Fee Program:*** In February 2002, the CUNY Board of Trustees established a student technology fee, and funds provided to the College under terms of this fee program over the past six years have totaled \$11.2 million. Each spring, applications for Student Technology Fee-funded projects are solicited college wide under the guidance of the CUNY Student Technology Fee plan, and a broadly-based review committee chaired by the Provost and consisting of student, faculty and administrative representatives reviews the proposals and allocates funding. All projects supported by the Student Technology Fee program at Brooklyn College are prominently labeled as such and these plaques and stickers are a constant reminder to the community at large that student fees are directly supporting technology tools and initiatives.

Despite these successes, there is more to be done in terms of linking resources and priorities. One critical area is the creation of an institutional understanding of and protocol for sunset review of activities and programs that are no longer viable in order to free up existing resources for new institutional priorities.

INSTITUTIONAL PLANNING AND EFFECTIVENESS

Toward Establishing a Culture of Evidence, 1999-2008: As a result of the 1999 Middle States accreditation review process, a comprehensive **Outcomes Assessment Plan** was developed around a phased-in approach to assessment across the board that would focus on improvement, and would integrate assessment into existing activity, rather than create new processes.

Objectives of the plan were to:

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

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

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

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

The *Brooklyn College Strategic Plan, 2005-2010* reiterates the College's commitment to excellence through the continued development of an assessment framework that will "measure progress, allow for corrections, and shape future directions." The plan specifically calls for action promoting the use and understanding of outcomes assessment and effectiveness data, using assessment to focus on college priorities, fostering a culture of evidence that improves student learning and building a program that supports all college entities in articulating goals that cascade from the strategic plan. On an annual basis, the Strategic Action Plan (SAP)

supplements the Strategic Plan and further delineates tasks, assigns responsibility, and reflects modifications/corrections that reflect changing conditions.

Examples of the ways in which assessment has been used to determine effective practice and introduce improvements in college activities and services are detailed in mini-profiles of the Center for Academic Advisement and Student Success (CAASS), the Enrollment Services Center (ESC), the Scholarship Office, and the Magner Center for Career Development and Internships on pages 16-19. The first two examples, CAASS and the ESC, represent models of institutional effectiveness that address the highest level of college wide goals as expressed in the Strategic Plan as well as models of cross-divisional collaboration to achieve stated college priorities. The latter, the Scholarship Office and the Magner Center, illustrate unit level effectiveness and improvement efforts that cascade from both college- and unit-level goals.

Current Status of Divisional Assessment Profiles: Since 2005-2006, the work of assessing effectiveness of the non-instructional units has shifted to the organizational divisions of the College. Assessment strategies for each of the major college divisions vary according to the nature of their activities. All respond to and utilize a combination of internal and external assessment and evaluation instruments. All incorporate a mix of qualitative and quantitative measures.

The **Office of the President** includes the Chief of Staff/Executive Assistant to the President and support staff that assist the President in the day-to-day management. Currently reporting to the President's Office, and directly managed by the Chief of Staff, are the Office of Communications, the Office of College and Community Relations, and the Office of Government Relations. The President's Office works closely and collaboratively with the Executive Committee and the senior administrators to ensure that the College stays focused on mission and that goals and objectives are met. Action items, requests for responses to issues, and information and data that emanate from the State, the University or internal college offices are routinely forwarded to the Executive Committee for action or information. A mail-tracking system assures that correspondence and requests for information are followed up and responded to in a timely manner. Some of these issues form the basis for discussion and action at the Executive Committee or at Expanded Executive Committee level. The President holds an annual retreat in September with his Executive Committee to discuss goals and priorities for the coming academic year. In preparation for the retreat, the President and the Executive Assistant prepare a draft Strategic Action Plan (SAP) that reflects key items in the current Strategic Plan, CUNY-established targets in the annual Performance Goals, and the major goals in each of the respective area, including actions items carried over from the previous year's SAP. A mid-year review of the goals and targets underway is conducted by the President to assure that activities are on track. The Chief of Staff/Executive Assistant meets regularly with the senior staff of the Office of Communications as well as with the directors of College and Community Relations and Government Affairs to discuss goals and activities underway. In light of the importance of communications, in May 2008 the office was moved from the portfolio of the Vice President for Institutional Advancement to the Office of the President and a consultant was engaged to perform a management review of the office. A final report is expected in November 2008. (Continued on page 20)

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

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

Results: Ribbon-cutting for a physically reconfigured and organizationally transformed Center for Academic Advisement and Student Success (CAASS) took place in November 2006; service hours were expanded to include evenings and weekends; an online appointment facility and an advisement tab in the BC Portal were introduced; redundant policy enforcement functions were transferred to the Registrar’s Office; four advisement counselors were added and a NACADA professional development training program was implemented; the Adult Degree Programs Office was eliminated and resources were shifted to a new Returning Adult track in TOCA; improved services to transfer students were introduced; a Dean’s Advisory Council on Undergraduate Advisement was formed; intervention strategies to provide students likely to be placed on academic probation were enhanced. Improvement in performance indicators such as the number of credits completed by freshmen in their first 12 months and student satisfaction with advisement services reported in the CUNY Performance Management Process and the CUNY Student Experience Survey are directly attributable to changes introduced in CAASS.

Resources Invested to Date: Full time staff increase: \$193K (4 professional and 1 support); increase in part-time staff budget from \$62 to \$130K; \$26K in construction and furniture; \$44K in technology (hardware and software)

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

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

Major Planning and Assessment Instruments: Noel-Levitz Student Satisfaction Inventory, National Survey of Student Experience, the CUNY Student Experience Survey, Brooklyn College Mid-Year Freshmen Surveys, the CUNY Performance Management Process.

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

Overview: Not content to wait until the completion of the West Quad building to address issues associated with the afore-mentioned “student run-around” –a seemingly endless process of referral from office to office for problem-solving—a one-stop Enrollment Services Center (ESC) representing the combined student-oriented services of Enrollment Services (Admissions, Registrar, Financial Aid) and the Office of Finance, Budget and Planning/Comptroller (Bursar) was created in 2006 as the result of a major joint planning effort and extensive research on best practice. The newly constituted ESC extended the reach and mission of a successful earlier service organization, the YESS Center (Yes to Evening Student Services Center) that opened in fall 2002 and provided limited business office services to evening students but served to germinate grander ideas. The ESC, currently located in the basement of Boylan Hall, is the prototype for the integrated student services model that will be the hallmark of the new West Quad building when it opens in late 2008.

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

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

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

Next Steps: Prepare for transition to the West Quad Building when it opens in late 2008 and the expansion of the integrated services model piloted in the ESC facility in Boylan Hall for the past three years; function as a major part of the systems integration team and play a leadership role in planning and implementing changes in student services as they relate to the adoption of the CUNY First ERP system.

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

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

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

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

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

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

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

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

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

Overview: Originally a small internship office, the Magner Center was initiated in 2002 with a generous grant from alumna Marjorie Magner ('69). The mission of the Magner Center for Career Development and Internships is to provide quality career services tailored to the needs and interests of Brooklyn College undergraduate and graduate students and alumni. The Magner Center offers programs in the following activity areas: career planning, career research, career counseling and job search. To provide more effective services in each activity area and to increase overall utilization of the Magner Center, a comprehensive assessment report, incorporating strategies, learning objectives and specific measurements, was developed and implemented in 2007-2008. The College has secured a number of grants in support of enhanced Magner Center programs, including the original \$1million endowment by alumna Marjorie Magner ('69) and the Willard and Eleanor Archie Professional Skills Training Program.

Results: In spring 2008, the Magner Center is currently engaged in its second assessment feedback loop—i.e., reviewing the results of improvements introduced as the result of earlier assessment activity. Significant changes under review include longer late night hours and increased publicity for Magner Center services, change of content in the Finding the Right Major workshop, reallocation of counselors in staffing the career workshop series, introduction of a new workshop to address finding and preparing for internships, a series of improvements in the job fair program based on feedback from participating employers.

Resources Invested to Date: Full-time staff increase: \$78K; part-time staff increase: \$48K; Renovation and furniture: \$132K; Subscriptions and memberships: \$10K (funded via Magner, Archie, Compact and COPE funds)

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

Next Steps: The Magner Center is now positioned to review results of three program aspects at the completion of a 3-5 year review cycle—an Employer Survey, an Internship Program Survey, and a Senior Recruitment Survey. Comparison of results will be used to ascertain progress and identify issues that have arisen since the original review.

Major Planning and Assessment Instruments: Magner Center Assessment Report, Magner Center Annual Report, the CUNY Performance Management Process and the CUNY Student Experience Survey, the National Survey of Student Experience, Magner Center Student Satisfaction Survey (Spring 2007), Magner Center spring 2008 surveys specified in the Institutional Effectiveness archive.

The **Office of the Provost and Vice President for Academic Affairs** is comprised of the offices of the Provost, the Associate Provost, the Dean for Research and Graduate Studies, the Dean of Undergraduate Studies, the Dean of the School of Education, as well as the Office Academic Assessment, the Library, the Science, Technology and Research (STAR) High School and the Center for the Study of Brooklyn. Academic departments also report to the Provost. Throughout the decade, major decisions in the division have been data-driven. The Office of the Provost and Vice President for Academic Affairs has led the effort to introduce and institutionalize the assessment of student learning, the assessment of institutional effectiveness and the use of assessment results to introduce improvements at all levels. Examples of these efforts are detailed in **Chapters 5, 6 and 7**.

The **Office of the Vice President for Finance and Administration** includes six major subdivisions: Budget, Finance and Planning/Comptroller; Campus Security and Public Safety; Facilities Planning and Operations; Human Resource Services; Internal Audit, and Information Technology Services. Each of the divisions has its own specific assessment schema. Overall, the annual CUNY PMPs establish measures and standards for specific operational areas that include requirements for balanced budgets, enrollment targets for undergraduate, graduate and continuing education programs, chemical and hazardous waste management targets, productivity targets and the like. CUNY-mandated reporting activities extend beyond the PMPs to a host of additional audit and evaluation reports such as the annual property management audit and the biennial CUNY Student Experience Survey. An array of federal, state and local reporting requirements such as the New York State Office of the Comptroller A133 annual audit, and the federally mandated Environmental Protection Agency audit also provide the impetus for the assessment and continuous improvement of services. Effective fall 2007, the Office of Enrollment Services has been assigned to the Office of the Vice President for Finance and Administration on an interim basis. A major reorganization of the Enrollment Services unit is in progress, guided by direct student and faculty feedback on specific issues related to process, by performance indicators provided through the PMPs, and by third party consultant reports commissioned to provide guidance on best practice in recruitment (Carnegie Communications, 2007) and admissions, with a particular focus on graduate admissions (Braunstein, 2007). One of the major improvements introduced based on a combination of indicators (including student and faculty experiences and consultant reviews) was the revision of the graduate admissions application process introduced in 2007-2008 (see **Chapter 4**). Leading the units in the division in the assessment of effectiveness and the implementation of feedback loops based on assessment have been the Office of the Assistant Vice President for Budget, Finance and Planning/Comptroller, the Office of Human Resource Services, and Information Technology Services.

The **Office of the Vice President for Institutional Advancement** is comprised of two major organizational units—Alumni Relations and Development. A major restructuring and realignment of staff in the division has been implemented since fall 2005 under the direction of a new Vice President. The objective of the reorganization was to break silos within the division, create a shared vision of the divisional mission, and build synergy between the division and the College. Recruitment and development of a divisional management team that meets regularly, reviews activities and advises on priorities was the first step in a division-wide reorganization that is still in progress. In addition to weekly management team meetings, overall divisional

effectiveness and planning is addressed in an annual off-campus one-day retreat where results and progress are reviewed and annual priorities are set.

The **Division of Student Affairs** initiated a formal process of organizational redefinition and renewal in 2001 with the engagement of a team of consultants to review existing programs, advise on best practices and shape the creation of a division that is recognized as a full partner in the College's core mission of student retention and graduation. Over the next five years, every unit in the division developed mission and goals statements aligned to college goals. Once goals were established, expected outcomes were defined for each program. Every activity area within the division now engages in regular assessment that focuses on the basic questions that drive improvement—what is being done, why it is being done, what is expected to happen as a result, how successful have we been and what improvements are needed. The division has extensively reviewed and analyzed results of the CUNY Experience Survey, the National Survey of Student Experience and in-house generated surveys, and used these tools to refine programs and services. The division also embraces the NASPA (Student Affairs Administrators in Higher Education) Criteria of Excellence and monitors the NASPA Excellence Award program. Within the NASPA framework, the division has identified the Athletics/Academics First, SERVA and Student Union Building programs as candidates for excellence at the College. Reflecting its orientation toward student success and the infusion of assessment into its overall program, the division changed its name from the Division of Student Life to the Division of Student Affairs in 2005-06 (see **Chapter 4**).

FACILITIES

The [Office of Facilities Planning and Operations](#) oversees all college facilities, construction and maintenance activity. Between FY 2003 and FY 2006, maintenance and operations costs averaged 10.1% of the operating budget as compared with the CUNY senior college average of 11% for the same period. Within the past decade, the College has entered an unprecedented era of construction that has been guided by the Brooklyn College Master Plan (April 1995, as amended by specific program documents representing major renovation and new construction projects). For example, the 2008-2009 capital construction budget includes a total of approximately \$223 million in support of projects such as the first phase of the Roosevelt Science Complex (\$161 million), the Performing Arts Center (\$29 million), and the West Quad (\$22.8 million). In 2005, the Society for College and University Planning awarded Brooklyn College the Excellence in Planning and Architecture Merit Award in Campus Heritage for the Master Plan. A revision of the Brooklyn College Facilities Master Plan (scheduled for release in June 2009) will focus on reallocation of space throughout the campus in light of the opening of the West Quad building in winter 2008 and the planned construction of the Tow Performing Arts Center and the Roosevelt Science Complex. The revised Facilities Master Plan will include an upgrade plan for classrooms, faculty offices, student clubs and student commons spaces. To ensure that adequate instructional facilities are provided while major construction is underway, the Facilities Master Plan will also address the issue of swing space during construction.

New construction and major renovation projects:

- **2000: The Morton and Angela Topfer Library Café**, a 24-hour a day/ 7-day a week facility that provides students with a relaxed environment and access to a wide range of electronic resources.
- **2002: Reconstruction of the Brooklyn College Library**. Recognized by the Brooklyn Chamber of Commerce with a "2003 Building Brooklyn" award, the Brooklyn College Library is the largest and most technologically advanced library in the City University system. Funded with \$72 million in New York State capital funds, it holds 1.3 million volumes, 4,200 print journals, 25,000 audiovisual units, 15,000 electronic subscriptions and works of reference, and several thousand electronic books.
- **2004: Opening of the West End Building**. Originally constructed to support the renovation of the Brooklyn College Library, this remodeled facility now houses over 500 Internet-connected workstations in the largest public computing lab installations on campus, 19 student club offices, the Testing Office, and the Film Department.
- **2007: Renovation of the Student Union Conference Center**. Underwritten by more than \$1 million in funding by the office of Brooklyn Borough President Marty Markowitz, the Brooklyn College Conference Center opened in December 2007.
- **2008: The West Quad Project**. Designed by world famous architect Rafael Vinoly, the West Quad will house student services, athletics and recreation and the department of Physical Education and Exercise Science. The complex of offices providing services such as Registrar and Financial Aid is configured as an oasis and will overlook the athletic facilities, providing a modern interpretation of our student-centered mission by supporting, as several studies suggest, student recruitment and retention.
- **2010+: The Tow Center for the Performing Arts** Planning for the Tow Performing Arts Center was launched in 2003 with a \$10M challenge donation from alumni Claire ('52) and Leonard Tow ('50). The centerpiece of a dynamic arts curriculum distinguished by talented faculty and students, the Tow Center for the Performing Arts will be an architecturally distinguished new building offering rehearsal and performance space, set design and construction workshops, ground-floor exhibition space, a double-height theater seating 200, a grand lobby and arcade, and classroom, meeting and reception rooms.
- **2010+ The Roosevelt Science Complex**. An \$11M allocation by the New York State Legislature launched planning for the Roosevelt Science Complex (comprised of currently existing Roosevelt and Ingersoll Halls) that will house the biology, chemistry, physics, geology, computer and information sciences, health and nutrition sciences, psychology, mathematics, anthropology, and speech and hearing sciences programs. Dedicated to increasing public understanding of science and to engaging the community, the Roosevelt Science Complex will support the excitement and significance of scientific research and promote the vital importance of effective science instruction.

Exploring residence options: Historically, the City University of New York and its constituent colleges have not included student housing in their campus programs. As a first foray into providing options for affordable local housing, the College has entered into an agreement with the Platinum Group L.L.C. to provide referral to a residence that will accommodate 220 individuals in a privately-owned and -operated new facility located two blocks from campus in the heart of the Flatbush-Nostrand business improvement district. In addition to undergraduate and graduate students, some of the units may be allocated as transitional housing to new faculty when the facility opens in 2009.

Reviewing space assignments: As new campus spaces are being created, the issue of space assignment and quality of space continues to be paramount and will be addressed in the new Facilities Master Plan that will begin in late fall 2008 (see **Chapter 2**). A Space Committee was created in 2004-05 and a [Policy on Academic and Academic-related Space](#) was adopted in April 2006 in an initial attempt to address space allocation issues on a college wide basis.

Maintaining an aging plant: Among the greatest challenges in the facilities program is the maintenance of an aging campus infrastructure. Improvements over the past decade have included:

- as part of a joint CUNY and Dormitory Authority of the State of New York (DASNY) implementation, the Archibus system provides space inventory and online work order capabilities that support ongoing maintenance.
- since 2005, a faculty lounge has been built in 1238 Boylan; 24 research laboratories have been renovated for new faculty needs; an “in-house” classroom renovation project has resulted in the refurbishment of approximately 93 standard classrooms (28 in Whitehead, 37 in Boylan, 12 in James, 16 in Ingersoll); 7 lecture halls in Ingersoll were completely renovated (including smart room technology) as the result of a NYC City Council allocation; 38 Smartclassrooms have been built under the auspices of the Student Technology Fee program by Information Technology Services; and 5 technology-enhanced classrooms were funded in-house.
- all 31 campus elevators now meet ADA accessibility standard (2001-08). Major accessibility projects included in current budget requests address the issue of an accessible entrance to the Student Union building and rehabilitation of the escalators in James Hall.
- the approved protocol for general office maintenance includes a five-year painting cycle that has been implemented; in 2007, 30,000 square feet of carpet and tiles were replaced, and, since 2004, a furniture replacement program outfitted approximately 175 offices for faculty and administrative staff, and replaced desk chairs for all department chairs and classified staff.

Despite these improvements, problems persist. Faculty, staff and students have high expectations for responsiveness that challenge existing staff and available resources. Faculty Council Classroom Conditions Surveys conducted under the auspices of the Committee on Campus Planning in spring 2007 and again in spring 2008 indicated major concerns regarding noise level, temperature and ventilation, cleanliness, lighting and availability of adequate electrical outlets in classrooms across the campus. Department chairs are requesting more flexible classroom furniture to accommodate different teaching styles and increased attention to

environmental conditions in specialized science and art classrooms. The unprecedented hiring of large numbers of new faculty in the sciences has put further strain on facilities in that the lead time for lab preparation, often dependent on external approval, can take anywhere from six months to several years. The impact of long lead time for required external approval is a critical issue on a number of fronts. For example, a major fire alarm and safety system upgrade has been stalled at levels outside of university control for several years, leaving the College to fund the necessary upgrade itself.

Safety: In addition to its attention to the physical environment of the campus, the College strives to maintain a safe and healthy environment for all. The [Office of Campus and Community Safety Services](#) maintains a safe and secure atmosphere while at the same time ensures that the rights of every member of the campus community are respected. All campus patrol officers are members of the CUNY Public Safety Service and are sworn New York State Peace Officers who have arrest powers under New York State Criminal Procedure Law. To address pressing concerns about emergency notification, members of the college community are encouraged to enroll in the [CUNY Alert](#) system (introduced in spring 2008) to receive text or voice notifications of campus emergencies or weather related closings. In addition, the College has installed a campus-wide public address system to be used for emergency notification. Two college committees assist in security matters. The President's Advisory Committee on Campus Security reviews current campus security policies and procedures and recommends improvements. The Workplace Violence Advisory Team reports to the President, reviews reported occurrences and makes recommendations to prevent future occurrences. Environmental health and safety on campus are closely monitored and coordinated by the [Office of Environmental Health and Safety](#) (EHS) which implements mandated environmental and occupational health and safety programs and provides technical and administrative support in the areas of chemical and radiation safety, hazardous materials management, public health sanitation, and occupational health and safety.

INFORMATION TECHNOLOGY, LIBRARY, AND OTHER LEARNING RESOURCES

At Brooklyn College, responsibility for providing technology services is shared between Information Technology Services (reporting to the Vice President for Finance and Administration) and the Library/Academic Information Technology (reporting to the Provost and Vice President for Academic Affairs). Over the past decade, two IT Master Plans have guided assessment efforts for the College's technology program. The first, adopted in fall 2002, focused on a comprehensive listing of all of the major responsibilities of the two units. The second IT Master Plan, adopted in March 2007, included the technology related activities of the Center for Teaching in its scope and focused on four IT activities that touch on the lives of most of the members of the college community—the state of public computing laboratories; faculty training in the use of technology for teaching, learning and research; deployment of technology in classrooms (including smart classrooms, mobile carts, and computer classrooms); and online services. Each activity addressed in the 2007 IT Plan included a limited number of multiple objectives, defined activities that addressed the objective, identified expected outcomes for each relevant group of constituents served, and defined an assessment strategy for each objective. The 2007 IT Master Plan is currently completing its first major assessment cycle.

Both IT Plans, 2002 and 2007, were developed under the auspices of the Teaching, Learning, Technology Roundtable (TLTR), which met from 2002 until 2007, and was formed by the Provost to serve as a clearinghouse for information and a vehicle for communication among the various campus groups concerned with technology. It was created partly to address the confusion that existed about the roles and powers of various committees that concerned themselves with one or another aspect of technology and it served as the forum for discussion and action on technology statements and policy for the College, including the Student Technology Fee. Activity of the TLTR was suspended in spring 2008, pending the outcome of a discussion of a more streamlined organization for the various campus committees that deal with technology issues. Policy issues passed by the TLTR in response to requests from the college community included such early and critical policies as the Brooklyn College Software Procurement, Distribution Policy and Process for Requesting Software (November 2004) and the Faculty Computer Replacement Policy (2002).

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

With the initial support of a Title III grant, the WebCentral portal was introduced and version 2 was released in 2007-2008. One of the major features of the Title III project was the implementation of a virtual advisement service based on DegreeProgress, a curriculum planning and advisement tool later adopted CUNY-wide. The portal includes customized information services for students, faculty and staff, and offers many administrative functions on a 24/7 basis. Student elections are carried out in the portal; student evaluation of faculty questionnaires are administered on the web and results are posted within the portal; a faculty directory function captures the latest scholarly accomplishments of our faculty and publishes this information on the college website; electronic appointments can be booked for the Center for Academic Advisement, the Speech and Hearing Clinic and registration; and a host of other services are available. Many locally developed Brooklyn College applications, e.g., WebGrade, have been requested and implemented at other CUNY campuses.

A significant percentage of Student Technology Fee (STF) funds have been earmarked these past five years and ongoing, to support faculty using technology in their teaching, and students using

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

Library/Academic Information Technologies (Library/AIT): The new Brooklyn College Library was completed in August 2002. This large, state-of-the-art facility is wearing well; with space for collections, Internet and computer access, research, and cultural events, as well as an exceptional art collection, the Library serves as the campus’s intellectual hub. The new building’s numerical portrait is an impressive one: 277,650 square feet (6.5 acres); 2,317 student seats; 21.5 miles of shelving; 22 group study rooms; 5 computer classrooms; and over 600 computers for student and faculty access. Between three and four thousand students and faculty enter the Library each day to use the on-line catalog, ask a reference question, borrow a book, listen to a sonata, examine a manuscript, use a booked room for a meeting, or explore the Internet’s global information resources, as well as to attend specially scheduled computer/Internet-based classes or Tanger Auditorium events. As one of the largest and most technologically advanced academic libraries in New York State, the Brooklyn College Library leads the way in information access and dissemination throughout Brooklyn, the City University of New York, and beyond.

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

Educational Resources other than the Library and Computers: In 2007-2008, department chairpersons were asked about the availability of non-computer educational resources, the process of obtaining these resources, and new educational technologies that they perceived were needed in the near future. In general, science chairs reported that current inadequacies of science laboratories would be corrected in the new science complex. Across the board, maintenance of appropriate classroom technologies was deemed a high priority, especially with regard to the effect on recruitment and retention of students in technology-dependent programs. Major concerns included: the need for more smart classrooms, the need for increased wireless access and electrical outlets to support student laptops, and the need to address limitations of CUNY's current BlackBoard course management system. From a process perspective, increased clarity was deemed very important in the process of updating and acquiring new, large instrumentation for student usage. To produce the best instructional outcomes, most respondents called for a realignment of the relationships and responsibilities of ITS, Library/AIT, the technology-oriented programs of the Center for Teaching, and the various committees that provide faculty oversight of instructional resources.

Looking Ahead—Library and Information Technology Support at the College: The arrival of a new Provost in July 2008 and the recruitment of a new Chief Librarian and Executive Director of Academic Information Technologies (position to be filled July 1, 2009) present the College with the opportunity to review its technology policy-making apparatus and create a more streamlined approach to discussion and decision on technology policy and resources. Challenges of resource allocation will continue in both ITS and Library/AIT—especially in terms of recruiting and retaining qualified staff to support networking and instructional design activities.

Looking Ahead—the CUNY First Project and the Implementation of a University-wide ERP: Over the past three years, the entire CUNY community has been engaged in planning for the adoption and implementation of a university wide ERP project based on the PeopleSoft platform and incorporating all three major management functions—finance, human capital management and student records. In accordance with project architecture, the Brooklyn College *CUNY First* team consists of representatives of a broad cross section of involved offices and meets regularly on campus to discuss developments within each of the functional silos that operate at the university level. Campus subject matter experts (e.g., registrar, bursar, financial aid, etc.) participate in extensive review and configuration sessions in preparation for go-live introduction of systems scheduled over the next five years. One problem of college practice identified to date is the idiosyncratic course numbering system and its incompatibility with PeopleSoft conventions. As a result, the College is in the process of adopting a new four-digit course numbering system in 2008-2009—a process that will bring logic and consistency to course numbering. Extensive education efforts to introduce the new system to our staff (prior to implementation currently scheduled for 2011-2012) began in late summer 2008. Among its many services to the larger *CUNY First* effort, the College serves as the Brooklyn borough center for *CUNY First* project training. Planning for migration to the new system is an extremely resource intensive activity at both the college and university level but the anticipated result—a new university-wide common suite of policies, processes and technologically advanced information systems that will enable streamlined processes and more efficient use of resources—is eagerly anticipated.

FINDINGS:**Achievements:**

- Increased transparency and availability of budgetary information and institutional data that are being used to link resources to institutional priorities.
- Development and implementation of Outcomes Assessment Plans and evidence of an evolving culture of continuous improvement at unit, divisional and institutional levels.
- Update of Brooklyn College Facilities Master Plan (June 2009) and an unparalleled Campus Construction Program: the Library and Library Café, West Quad, Tow Performing Arts Center, Roosevelt Science Complex and other major renovations projects either launched or completed since 2000.
- Significant Library and IT developments including construction of new Library and Library Café, massive network and equipment upgrades, an array of online services (including two releases of the WebCentral Portal; original development effort Title III funded), participation in *CUNY First Project* (PeopleSoft).

Challenges:

- **Resources and Effectiveness Issues:** continued alignment of planning, budgeting and assessment activities across the board must include protocols for sunset review in order to reinvest existing resources in new institutional priorities; allocation of human resources will continue as a critical challenge to institutional effectiveness
- **Facilities Issues:** maintaining a balance between the external beauty of the campus and the internal maintenance of older buildings, planning for transitional space for classrooms, labs and offices during major construction, reassigning existing space once new buildings are opened
- **CUNY First:** migration to this promising, powerful environment will be a major challenge—stretching the College’s human capital in key system areas (Budget, HR, Registrar, Enrollment Services, etc.) and demanding massive user education college-wide. One of the first challenges will be adoption of a new course numbering system that is compliant with PeopleSoft conventions.
- **Library, The Center for Teaching, & ITS:** Ensuring adequate support for faculty development in the use of new technologies and tools for instruction and research; ensuring adequate support for students in the use of new technologies and tools and in the pursuit of online courses and programs; ensuring that adequate user education programs are in place to support the adoption of new administrative tools and applications.

CHAPTER 3: GOVERNANCE, LEADERSHIP AND INTEGRITY

This chapter addresses Middle States standards 4, 5 and 6

The College community—faculty and students, administrators and staff—must work together, diligently and productively, using the College’s time-honored governance processes and maintaining open channels of communication. Brooklyn College Strategic Plan, 2005-2010

GOVERNANCE AND LEADERSHIP

As do each of the colleges of The City University of New York, Brooklyn College has its own governance plan, approved by the CUNY Board of Trustees. The “constitution” of the University is *The Bylaws of the Board of Trustees City University of New York* (revised August 2007). All colleges are required to follow the CUNY *Bylaws*, except where the Board of Trustees has approved a college governance plan that may contain variances from the *Bylaws*.

Written descriptions of the college governance structure, its policies and its governing documents are found in *The Bylaws of the Board of Trustees of The City University of New York*; The Brooklyn College Governance Plan (revised June 28, 2004); Brooklyn College Policy Council Bylaws; Brooklyn College Faculty Council Bylaws. All CUNY colleges are also subject to the provisions included in the various collective bargaining agreements between the University and the faculty and staff unions.

The College actively seeks to educate all members of its community about governance matters. The CUNY *Bylaws* are available on the CUNY website. *The Brooklyn College Faculty Handbook* (revised 2007) is given in hard copy to new faculty and is available for downloading on the Brooklyn College/Human Resource Services webpage. College governance and organization are addressed in pages 14 through 24 of the *Faculty Handbook*. The College’s Tables of Organization constitute Appendix A of the *Handbook*. Appendix B comprises organization and functional descriptions of Brooklyn College Faculty Council Charges of Standing committees.

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

The governance follows the procedures authorized, most recently, by the Board of Trustees in the CUNY *Bylaws* and by the Brooklyn College Governance Document approved by the Trustees on June 28, 2004.

Governance at Brooklyn College features multiple components:

- Student Government and Faculty Council, for instance, are chiefly constituent based;
- Other groups are multiple-constituent based. The Council on Administrative Policy (CAP) and the Committee on Personnel and Budget includes academic chairs and college administrators; the Committee on Promotion and Tenure includes department chairs as

voting members and academic deans as non-voting members; Policy Council includes equal representation from all campus constituencies, i.e., equal numbers of administrators, faculty, student members, who are nominated by their constituency group and elected annually by the body.

- Other boards and panels, the Brooklyn College Association and the Auxiliary Enterprises Corporation, for example, serve specifically restricted functions within the College's operations.
- The College benefits from the independently operated Brooklyn College Foundation, which annually funds a number of scholarships and endowed professorships and administers substantial gifts to the College. The President of the College is a non-voting member of the Board of Trustees of The Brooklyn College Foundation.

The several different governing bodies on campus, each with distinctive constituencies, have a number of presiding officers. The President presides over stated meetings of the faculty, and meetings of the Council on Administrative Policy, the Committee on Personnel and Budget, and meetings of Policy Council. An elected faculty member presides over Faculty Council; the elected chair of the Liaison Committee of the Council on Administrative Policy presides at meetings of the Committee on Promotion and Tenure. Other administrative officers preside over those boards and commissions which specifically reside within their respective portfolios; e.g., the Vice President for Finance and Administration presides over the Board of Auxiliary Enterprises Corporation. An elected student presides over the undergraduate and graduate student assemblies.

Re-evaluation and renewal of the governance structure is an ongoing process. In May 2003, as the result of a recommendation by a committee reviewing the tenure and promotion process, the College reconfigured its departments into four divisions (Arts, Humanities, Science, and Social Science), eliminating two extremely small divisions (Performing Arts and College Services). The composition of the College Review Committee on Faculty Personnel (CRC) was also changed to reflect the new division structure. CRC, which is advisory to the President, is comprised of two tenured full professors nominated by each of the four divisions. Chaired by the Provost, this committee reviews the actions of the College Personnel and Tenure committee, together with certain other functions, reporting its recommendations to the President (see **Chapter 5**).

A number of other issues related to changes in governance are currently being explored. During AY 2006-2007, Policy Council discussed how to enhance its effectiveness through more proactive agendas, including more items of interest to all three constituents and more in-depth discussions of these issues. As a result of these discussions, it was determined that Policy Council's role in governance needs to be better defined, especially to the student body. Also, a committee appointed by the Provost is examining the promotion and tenure process (see **Chapter 5**); while another is considering the administrative re-structuring of the School of Education.

Additional adjustments in governance procedures arose in response to directives from the Board of Trustees regarding compliance with New York State's Open Meeting Law and the

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

Clear, open, transparent governance has consistently been our goal, with different forums serving different populations with different needs. An organization as complex and demanding as Brooklyn College—which must respond on different levels to local, city- wide, state-wide, and national agencies and authorities—is bound to be governed by a complicated set of mandates and demands. Such complexity is not problematic as long as it is not obfuscatory, but recent faculty surveys suggest that governance could use a systematic review (see **Chapter 5**). The time may have come for a comprehensive look at the governance structure, including a formal assessment to determine whether or not we are organized effectively in various governance and some administrative configurations.

The Student Assembly is elected annually and students participate in student government. Its responsibilities include all issues related to extra-curricular student life. Students also participate, with voice and vote, in several Faculty Council committees that have immediate bearing on their careers; for example, students are appointed by Student Government officers to serve on Faculty Council’s Undergraduate Committee on Curriculum and Degree Requirements and on the Committee on the Core Curriculum. In addition, students constitute one third of the membership of Policy Council; they serve actively on the Brooklyn College Association, as well as Auxiliary Enterprises Corporation, and on the Student Technology Fees Committee. Limited student interest has been particularly evident in Policy Council as noted above. All dates for Policy Council are now listed in the Administrative Calendar so that students will know them well in advance. While students have many opportunities to participate in governance, they do not always take advantage of those opportunities, a common phenomenon on commuter campuses where students often have part-time off campus jobs and family responsibilities.

The administration tries to work closely with student government and the Division of Student Affairs (DOSA) to recruit responsible students to serve on college wide committees and to ensure that students understand the significant role they should play. The challenge here is to find the best ways to ensure student participation in governance, despite the obstacles.

External and internal obligations and goals contribute to the focus and direction of the College and keep it on track. In addition to the periodic review processes the College undergoes for Middle States accreditation, the College engages in planning and assessment efforts on its own and as a member of the CUNY system on a continuous basis. These activities, such as the CUNY Performance Management Process (PMPs), the College’s five-year strategic planning process and the annual Strategic Action Plan (SAP), are described in detail in **Chapters 1 and 2**. The work of the College is intentional, clearly articulated and evaluated annually, both internally and externally.

ADMINISTRATION

A profile of the Brooklyn College administrative structure is attached in **Exhibit 1**. Since the last Middle States evaluation in 1999, there have been significant changes in the College’s administration.

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

Dr. Kimmich graduated from Haverford College in 1961 with high honors and as a member of Phi Beta Kappa. A Fulbright Scholar from 1961 to 1962, and again, from 1962 to 1963, he earned his doctorate in history from Oxford University, England, in 1964. He spent a year as a visitor at the Institute for Advanced Study, Princeton, in 1983; was a John Simon Guggenheim Memorial Fellow in 1983 – 1984; and held an International Affairs Fellowship at the Council on Foreign Relations in 1974-75. Dr. Kimmich has written several books on German foreign policy in the period between the two World Wars, as well as many articles on German history.

The Provost has changed frequently over the past ten years. During this period, academic affairs was effectively and ably led by Dr. Roberta S. Matthews, who served as Provost and Vice President of Academic Affairs from 2001 until her retirement in 2007. Matthews, who holds a doctoral degree in modern British and Irish Literature has written and lectured extensively on learning communities, active pedagogies and school-college collaborations. She oversaw a number of important curricular and administrative reforms during her tenure, including major progress on implementing outcomes assessment and writing across the curriculum, revamping the College's highly regarded Core curriculum, streamlining registration and transfer policies and procedures, and developing the Brooklyn College Strategic Plan (2005-2010). During the period preceding Dr. Matthews appointment, Dr. Laura Kitch, former chair of the Sociology department served as Acting Provost (1997 – 2000), as did Dr. Elizabeth Beaujour, (2000 – 2001) former dean and professor of Classical and Oriental Studies from Hunter College/CUNY. Dr. Nancy Hager, long-term chair of the Conservatory of Music served as Acting Provost in 2007-2008. On 28 January 2008, President Kimmich announced that, after a two-year national search, Dr. William A. Tramontano had been chosen to serve as Brooklyn College's next Provost, beginning 1 July 2008. A biologist with a wealth of teaching, research, and administrative experience at both public and private institutions, Dr. Tramontano is well positioned to lead academic affairs at the college.

Following a national search, Mr. Steve Little, who had served as acting vice president and in other administrative positions at the College, was appointed as Vice President for Finance and Administration, effective December 1, 2000. He continues to serve in this capacity. Appointments in other key administrative posts include Jerrold Mirotznik as Assistant (now Associate) Provost (2003), Donna Wilson as Dean of Undergraduate Studies (2007), Louise Hainline as Dean of Research and Graduate Studies (2006), Alan Gilbert as Assistant Vice President for Budget and Planning (2000), Michael Hewitt as Assistant Vice President for Human Resource Services (2004), Andrew Sillen as Vice President for Institutional Advancement (2005). All administrators have the appropriate academic credentials and were appointed by the College and the University following established search procedures. Searches

are currently underway to fill the positions of Assistant Vice President for Enrollment Services, and the Chief Librarian and Executive Director of Academic Information Technologies.

Under President Kimmich's leadership and the vision of dedicated administrators working with committed faculty and staff, the College has moved forward during the last ten years and implemented an impressive number of policies, programs, and services that facilitate learning and research/scholarship.

The Brooklyn College governance clearly defines the roles of institutional constituencies in policy development, decision-making, and implementation. The administrative structure provides for sufficient autonomy to insure institutional integrity and to allow the governing bodies to fulfill their responsibilities consistent with policy and resource development and the mission of the institution.

The College is organized into five executive divisions: the Office of the President, the Office of the Provost and Vice President for Academic Affairs, the Office of Student Affairs, the Office of Finance and Administration and the Office of Institutional Advancement.

The administrative structure is comprehensive and executes the various activities and goals of a complex institution. During the academic year, the President meets weekly with his direct reports both individually and in an Executive Committee meeting. Once a month, he convenes an Expanded Executive Committee which includes the Vice Presidents, Deans, Assistant Vice Presidents and other senior administrative staff. Agendas for these meetings emanate from action items delineated in the Strategic Action Plan. Other committees, such as the Expanded Executive Committee and the Dean's Council (which met regularly through 2007) include high-level administrators from across the college and ensure that coordination among and between administrative offices occur with regularity. That all areas will work together for the good of the institution is a core assumption of the administrative structure of the College. Top level administrators meet frequently with members of governance and other constituencies to ensure open lines of communication. Such meetings include: the monthly meetings of the elected CAP Liaison Committee with the President and the Provost to discuss issues of interest and concern to the chairs, monthly meetings of the CAP Agenda Committee with the President, Provost, and Vice President for Finance and Administration to jointly set the agenda for that month's CAP meeting; and meetings of the Faculty Council Steering Committee with the President and Provost before each monthly Faculty Council meeting to review agenda. The President and Provost also meet with the Faculty Council Master Planning Committee each semester. Meetings are held each semester with the President, Provost, Vice President for Finance and Administration and the Assistant Vice President for Human Resource Services with the elected college representatives of the Professional Staff Congress (PSC), the union of the faculty and higher education officers at CUNY. Similar meetings are convened with representatives from District Council (DC) 37 and other unions representing college staff.

INTEGRITY

In the context of the standards under consideration here, the word "integrity" has two meanings, both of which are relevant to Brooklyn College and its mission: the first involves the soundness

of the College's governance, leadership and administrative structures; the second refers to the ethical considerations and values that govern the conduct of students, faculty, and staff.

The College's continued growth and its response to twenty-first century challenges, in spite of a history of recurring financial hardships since 1975, is a tribute to the overall integrity of the institution. As part of a larger institution, The City University of New York, the College, of course, does not have sole control of its destiny. Political considerations in both city and state government—and CUNY priorities—have an enormous impact on planning and development at the College. Unstable budgets—and the periodic cuts they require—make any kind of long range planning a challenge.

In 2006-2007, for instance, CUNY initiated a new multi-year approach to financial and strategic planning, the CUNY Compact. The College adjusted to the new method of financing over the past two years, using the funds it generated to hire additional faculty; make improvements in undergraduate and graduate education; support the library and the writing-across-the-curriculum program; upgrade advising, counseling, and career services; and pay for upgrades in facilities. Given the state's projected budget shortfall, however, CUNY was informed in fall 2008 by the Legislature that "Compact III" will not be funded for FY 2009. Nevertheless, guided by strong administrative leadership, the various constituencies at the College – faculty, staff, and students – continue to implement our Strategic Plan 2005-2010 and to align our goals and objectives with those of our partners.

Both the College and the University hold students, faculty, and staff to high ethical standards. These standards are outlined in numerous policy statements and manuals. The [CUNY Policy on Academic Integrity](#) and the [Brooklyn College Policy on Academic Integrity](#) define cheating, plagiarism, and other instances of academic dishonesty, and clearly discuss policies and procedures related to such offenses. These policies are overseen by the Faculty Council Committee on Academic Integrity. The Faculty Council Committee on Course and Standing, the Undergraduate and Graduate Deans Offices, the Office of Student Affairs, and the Center for Academic Advisement and Student Success also play an important role in ensuring academic integrity on campus. The College Bulletin and faculty syllabi summarize or link to the above web pages so that all students are informed of the College's policies and of their rights should they be accused of violating them. Moreover, all of the information pertaining to academic integrity has been centralized on the WebCentral portal (see **Chapter 4**). With the forthcoming update of Blackboard in the fall 2008, faculty will also have access to SafeAssign, a service that allows faculty to check on the originality of work and that will ensure a level playing field for all students.

Brooklyn College faculty and staff are also required to meet ethical standards set by CUNY and New York State. All employees of Brooklyn College of The City University of New York are covered by the provisions of the New York State Public Officers Law. As stated in the Introduction of the Public Officers Law Handbook, "The Ethics in Government Act" was passed and signed into law in 1987 to restore the public's trust and confidence in government through the prevention of corruption, favoritism, undue influence and abuses of official position. As part of the Act, the ethics law was amended to establish standards of conduct for state officers and employees, as well as certain political party chairs." All employees are covered by the

provisions of the Governor's Executive Order No. 1: Establishment of Ethical Conduct Guidelines. As employees of the State of New York, administrators and all faculty who earn in excess of \$77,661, unless specifically exempted by the Commission, are required annually to complete the New York State Ethics Commission's Annual Financial Disclosure Form.

Chapter 5 provides a complete review of all policies related to the ethical conduct of Brooklyn College faculty.

In addition to those manuals listed above, the college community refers to the following documentation for guidance: the Brooklyn College Procedures for Implementing the CUNY Policy on Academic Integrity, the IRB Summary, Frequently Asked Questions (FAQs) about Procurement at The City University of New York, CUNY Conflict of Interest Policy and the Strategic Plan 2005-2010.

Academic freedom is a long cherished right that also falls under the rubric of institutional integrity. In our highly politicized society today, freedoms of speech and of ideas are not always free from attack on college campuses. The Faculty Council Committee on College Integrity is charged with the "responsibility for protecting the reputation and integrity of the College by prompt comment on such documents, reports, statements or actions as it may judge to be inimical to the welfare of the College." The Faculty Council and the Professional Staff Congress (PSC, the faculty and professional staff union) also play a part in protecting the first amendment rights of faculty and defending the College from outside influences. **Chapter 5** further considers the issue of academic freedom, the Conference on Academic Freedom and follow-up activities sponsored in recent years.

In all aspects of governance, leadership and administration the College strives to conform to its own ethical standards as well as to those of the University, City and State. At the same time, the College is committed to the principles of academic freedom and has responded judiciously as well to support these principles.

CAMPUS CULTURE AND COMMUNICATIONS

The Strategic Plan highlights the centrality of communication in terms of community-building: "The campus community will build a shared sense of purpose only if it is kept apprised of plans and developments...The College's communications approach...must be conceptually integrated and aligned with strategic-plan goals." Inherent in assuring that students and faculty receive updated and current information, is the importance of effective and updated written communications. Efforts to improve communication are a high priority. The latest versions of the undergraduate and graduate bulletins have been completely re-vamped to reflect all policy changes and updates and the technology behind them promises to provide more frequent updates in both print and electronic formats. The external web site has been re-designed; two versions of the WebCentral portal have brought information and services in customized channels for students, faculty and staff, and a web content management system has been implemented to ensure timely update of critical institutional information. To build community, "News of Interest", a clipping service issued electronically three times a week, and a common campus-wide weekly electronic newspaper, "Monday Morning," with announcements, events, and information for the entire campus community, were introduced. A communication plan,

originally developed in 2004, is currently being updated. Initiatives that address transparency and communication with specific reference to our students are discussed in **Chapter 4**.

FINDINGS

The College has a well-established governance system that is shared by the President, the college's administration, the faculty, and the students. Each of these partners has broad and defined areas of responsibility, with authority emanating from the CUNY *Bylaws*, and the approved college governance plan, and university collective bargaining agreements. In general, the governance structure encourages participation in decision-making and provides a forum to voice concerns, express opinions, and present proposals for change in an atmosphere of trust, and mutual respect. Evaluation of the governance structure is an ongoing process, and in some areas should be simplified.

Accomplishments

- College governance bodies have been effective in supporting the goals of the Strategic Plan.
- Under the leadership of the current President, the College has a well-organized administration that works well together to establish specific goals and targets.
- The College has emphasized and enhanced internal and external communications through a variety of improvements.
- The College systematically identifies areas of concern and attempts to address them.

Challenges:

- Continue to define the Policy Council's role in governance, especially to the student body
- Review the academic administrative structure to ensure that the College is properly organized to achieve its goals
- Continue to improve the flow of communications, particularly to the student body.

CHAPTER 4: STUDENTS AND INTEGRITY

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

STUDENTS COME FIRST.** The College must enable students to reach their full potential: to expand and enrich the intellectual, social and ethical qualities that define them. **The Brooklyn College Strategic Plan, 2005-2010

BROOKLYN COLLEGE STUDENTS

In fall 2007, total enrollment was 16,087. Seventy-six percent of our students resided in Brooklyn, with 17.3% living in the other four boroughs of the City of New York. Of those reporting ethnicity, approximately 34% were white/non-Hispanic, 22% were Black/non-Hispanic, 11% were Asian/Pacific Islander and 10% were Hispanic; 23% of respondents did not report ethnicity.

Undergraduate Enrollment Snapshot for Fall 2007: Undergraduate enrollment (n=12,495) represented 78% of total enrollment and included 1,322 first-time freshmen and 1,694 new transfers; 71.8% were full-time students and 95% were enrolled in degree programs. Sixty percent were female and approximately 85% were under the age of 30 (26% under 20; 45% between 20 and 24; 14% between 25 and 29). Brooklyn College students are career-focused—the top five undergraduate majors are Business, Management, and Finance (BS), Accounting, Public Accountancy (BS), Psychology (BA), Childhood Education/Grades 1-6 (BA) and Early Childhood Education/Birth-Grade 2 (BA).

Our students are a busy group. As compared with NSSE 2007 survey participants from identified peer institutions, Brooklyn College first-year students spent more time caring for dependents (65% versus 37%), commuting to class (98% versus 90%), and working for pay off campus (55% versus 47%). Likewise, in 2007, seniors at Brooklyn College spent more time than their NSSE counterparts caring for dependents (72% versus 49%), commuting to class (99% versus 93%), and working off campus (73% versus 68%).

A market research study conducted by Carnegie Communications in 2006-2007 focused on undergraduate applicants (n=520) and confirmed that the College is perceived by prospective undergraduate applicants as an affordable, conveniently situated and academically strong institution. In some cases, prospective students reported little knowledge of Brooklyn College and its focus on the liberal arts through the Core curriculum. The study revealed that the decision to attend Brooklyn College was positively influenced by the cost of attendance (52.1%), location (46.2%), attractiveness of the campus (31.4%), diversity of the student body (30.8%), and the CUNY Honors Program (26%). Students who chose not to attend Brooklyn College cited the following factors: location (28.3%), reputation as a “back-up” or “safety” school (19.8%); and majors/programs offered (16.9%).

Graduate Enrollment Snapshot for Fall 2007: Graduate enrollment (n=3,592) represented 22% of total enrollment and included 1,010 new graduate students; 12% were full-time students and 82% were enrolled in degree programs. Seventy-one percent were female and approximately 58% were 25-39 years of age, with an additional 22% in the 20-24 age category, and 20% who

were over 40. The top five graduate majors are Middle Childhood Education Teacher: Math Specialist Option C (MSED), English (MA), Teaching Students with Disabilities/Grades 5-9 Option B (MSED), Speech-Language Pathology (MS) and Teaching Students with Disabilities: Grades 1-6 Option C (MSED). Career-oriented graduate programs attract the largest numbers of students and affordable tuition is a significant factor; however, a survey of graduate applicants to ascertain why they choose (or not) to attend Brooklyn College and what factors negatively influence their decision has not yet been conducted (see **Chapter 6** for a discussion of graduate programs).

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

Students enrolling as first-time, degree-seeking freshmen at Brooklyn College tend to return in high numbers. In the Fall 2006 cohort, 80.2% of our 1,328 first-time, full-time baccalaureate-seeking freshmen returned to Brooklyn College for a second year. This was the sixth-highest one-year retention rate among a list of 21 peer institutions that participated in the Consortium for Student Retention Data and Exchange (CSRDE). The one-year retention for African American first-time freshmen was also impressive, at 81.1%, the fifth-highest in the CSRDE peer group.

The six-year graduation rate of Fall 2001 first-time, full-time baccalaureate-seeking freshmen was 47.1%; this was the eighth best figure among the 21 peer institutions. The six-year graduation for African American first-time freshmen was also impressive, at 40.1%, the sixth-highest in the CSRDE peer group.

The following table provides a summary of average retention and graduation rates of Brooklyn College students over the period 1997-2006.

Average Retention and Graduation Rates of Brooklyn College Students, 1997-2006

	<i>1-Year Retention Rate</i>	<i>2-Year Retention Rate</i>	<i>4-Year Graduation Rate</i>	<i>6-Year Graduation Rate</i>
First-Time, Full-Time Baccalaureate Degree-Seeking Freshmen	79.1%	64.3%	18.3%	42.5%
Full-time Baccalaureate Degree-Seeking Transfers	72.8%	52.6%	40.1%	48.3%
Master’s Degree-Seeking Graduate .Students	78.3%	41.2%	61.4%	65%

ADMISSIONS

The Brooklyn College Office of Enrollment Services is responsible for all admissions, financial aid, testing, and registrar functions. Since fall 2007, the Office of Enrollment Services has been

temporarily assigned to the Vice President for Finance and Administration (from the Office of the Provost and Vice President) and is being reorganized. The search for an Assistant Vice President to lead the unit is in progress and other key leadership positions have been identified. Since January 2008, the consulting firm of Maguire Associates has been providing support to the unit. In the past year, significant changes have been introduced in the Office of Enrollment Services in terms of organization, personnel, and the extension of technology to support and extend outreach to prospective Brooklyn College students.

Admissions Policies and Procedures: The most current and comprehensive resource on the admissions policies and procedures of Brooklyn College is the [Brooklyn College Admissions web site](#) and includes customized information for first-year students, transfer students, graduate students, international students, visiting students, returning students, Professional Advancement and Continuing Education students (PACE, the College's continuing education program). The site is supported by a Virtual Adviser web service that invites prospective students to submit real-time questions to an on-duty representative or provides timely follow-up to questions posed during off-hours.

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

Undergraduate Admission: Prospective students are informed that a score of 900 in the SAT will qualify them for admission and that a score of 480 on each of the writing and verbal portions of the SAT will exempt them from taking the CUNY Skills Assessment Tests in mathematics, reading and writing. Complete information about the CUNY Assessment Tests is published by the CUNY Office of Academic Affairs on its Testing web site. Test registration and sample test materials are also available on the [Brooklyn College Office of Testing web site](#). The mean SAT score of regularly admitted first-time, full-time freshmen enrolled in baccalaureate programs has remained relatively consistent over the past four years, varying from 1059 in fall 2003 to 1050 in fall 2006 and fall 2007, and it has consistently remained above the mean SAT scores for CUNY senior colleges as well as for the entire University. The mean College Admissions Average (CAA) of regularly admitted first-time full-time freshmen rose from 84.5 in fall 2003 to 85.1 in

fall 2007. Admission criteria are based on CUNY guidelines but the College annually adjusts the admissions index based on a variety of simulations.

Graduate Admission: Admission to the Brooklyn College Division of Graduate Studies is a decentralized process coordinated through the Brooklyn College Admissions Office. [Admissions criteria for graduate programs](#) are set and graduate admissions decisions are made at the department and program level. A significant early outcome of the reorganization of the Office of Enrollment Services has been the introduction of the [online Brooklyn College graduate admissions application](#), including a [status-checking](#) feature that allows the prospective student to determine completeness of the application and monitor its progress. This service was designed and implemented in order to correct an outdated chaotic manual system that had become fraught with multiple points of failure and served only to discourage applicants and exasperate faculty and admissions staff alike. The online process introduced in 2007-2008 resulted in 27 additional applications received, 500 more applications completed, and a 19.4% increase in graduate degree-seeking student enrollment in fall 2008 over fall 2007 under the same recruitment plan. Additional improvements to the technology supporting graduate applications are currently under development.

With respect to Admissions processes, the mandates in the *Brooklyn College Strategic Plan 2005-2010* are clear and most are well underway:

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

Initial efforts to build a marketing plan have begun; however, a coordinated marketing plan remains to be developed and implemented. Continuing priority will be given to shaping entering classes to ensure that admitted students meet University requirements and the College's mission and priorities.

Financial Aid: CUNY offers a complete program of available federal and state grants, loans, and work-study programs to eligible students. The current annual full-time undergraduate tuition rate is \$4,000 for in-state residents and \$3,200 per semester for in-state graduate students. The complete student fee schedule appears in the [Financing Your Education](#) section of the Admissions section of the college web site. In 2006-2007, the Brooklyn College Financial Aid Office administered \$35.9M in scholarships and grants, \$21.2M in student loans, \$738K in federal work study to undergraduate students directly and \$281K in loans to parents of undergraduate students. The recipients of these awards included 74% of full-time undergraduate students and 41.3% of part-time undergraduate students. On average, needs-based awards granted in 2006-2007 met 99% of financial need.

As with the undergraduate admissions function, Financial Aid is a joint effort between the University and the College. The latest information about financial aid policies and procedures is posted on the [CUNY Financial Aid website](#) and in the [Financing Your Education](#) section of the Brooklyn College home page. In order to receive financial aid at CUNY, students must complete the FAFSA and TAP applications and a CUNY Financial Aid Supplement Form (used for APTS/part-time student awards). The CUNY online resource includes three invaluable tools—

[the CUNY Financial Aid Estimator](#); a tabular [summary of available financial aid resources](#), their requirements and award limits; and an online financial aid application status-checking feature. Both sites prominently feature the CUNY Policy on Satisfactory Academic Progress for Financial Aid Purposes.

Within the next five years, the work of the entire Enrollment Services division (Admissions, Financial Aid, Registrar and allied offices) will be revolutionized by the implementation of the *CUNY First* ERP program (see **Chapter 2**). The introduction of this powerful infrastructure for integrated student records, financial, and human resource systems holds great promise for enhanced services to our students as they conduct the business of applying to the College, registering, receiving financial and scholarship aid, paying tuition, and requesting transcripts and other services.

ATTRACTING OUTSTANDING STUDENTS

Undergraduate Honors Programs: Brooklyn College offers several selective programs to highly qualified individuals who are seeking an honors experience in their undergraduate program. The [Brooklyn College Honors Academy](#) enrolls approximately 350 exceptionally well-qualified, eager, imaginative undergraduate students each year in six distinctive programs and occupies a separate space on campus. These separately directed honors programs include four freshman admitting programs: the *William E. Macaulay Honors College*, the City University of New York inter-college honors program; the *Scholars Program*, a four-year program in interdisciplinary honors studies; the *Coordinated B.A.-M.D. Program*, a four-year program for students guaranteed entrance to the State University of New York Downstate College of Medicine; and *Honors Engineering*, a two-year engineering curriculum leading to transfer to engineering studies elsewhere. The latter three are Brooklyn College founded and based. Two upper division honors programs are the *Mellon Mays Undergraduate Fellowship* program, a two-year program for students from underrepresented groups considering scholarly study in the humanities and other fields and *Minority Access to Research Careers (MARC)*, an NIH-funded program in the sciences for minority students. The *Dean's List Honors Research Program* offers opportunities for students who wish to do honors-level research training. The Honors Academy is further enriched by the activities of a rotating scholar in residence who holds the *Carol Zicklin Chair*. Honors Academy graduates have distinguished themselves with an impressive record of prestigious awards and fellowships, including a Rhodes Scholar, a Harry S. Truman Fellow, a finalist for the Marshall Scholarship, and numerous fellowships to prestigious graduate schools throughout the country.

SPECIAL OPPORTUNITY PROGRAMS

The College maintains its commitment to the Borough of Brooklyn and the City of New York to improve the educational attainments of residents through several special opportunity programs.

The [Search for Education, Elevation, and Knowledge Program \(SEEK\)](#) is the higher education opportunity program at CUNY's senior colleges, established 40 years ago to provide comprehensive academic support to assist students who otherwise might not be able to attend college due to their educational and financial circumstances. The Brooklyn College SEEK

program enrolls approximately 900 undergraduate students and is one of the largest and most successful CUNY SEEK programs—the graduation rate for the SEEK Class of 2001 exceeds 40%; 30% of enrolled SEEK students are on the SEEK Honors list and have a GPA greater than 3.0, and 92% of all SEEK students pass the CUNY Proficiency Exam CPE on their first attempt. The CPE is taken by all undergraduate students upon the completion of 45 credits and tests a student's competency in the following areas: reading and interpretation, organization and presentation, written skills, and evaluation of charts and graphs (see **Chapter 7**).

Other specifically targeted special opportunity programs include: the Center for Achievement in Science Education (CASE), Brooklyn Opportunities in Science and Careers (BOSC), the Collegiate Science and Technology Entry Program (CSTEP) and the New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP) in Science, Technology, Engineering, and Mathematics (STEM). Each of these programs supports the entry of NSF-defined minority students into science majors and careers.

The Office of Professional Advancement and Continuing Education (PACE) offers a variety of courses and a full-time program for ESL students under the American Language Academy. These programs are described in **Chapter 6**.

PREPARING QUALIFIED APPLICANTS

Numerous Brooklyn College, CUNY, and grant-funded programs and services reach thousands of K-12 students in the borough of Brooklyn and provide learning experiences that prepare them for college study and often offer opportunities to earn college credit. Students in the School of Education complete their student teaching in 50 elementary, middle and high schools throughout the borough. Ten School of Education faculty members are embedded in three partnership schools (the Performing Arts and Technology High School, the Brooklyn College Academy, and the Bushwick High School for Social Justice) developing teachers, providing guidance services, and teaching or conducting their research. In addition to this ubiquitous presence in schools throughout the borough, the College directly supports several affiliated and collaborative programs with the New York City Department of Education: CUNY College Now at Brooklyn College, Brooklyn College Academy (BCA, named one of the top-performing schools by the Chancellor's Office in June 2003, initiated its early college high school program in fall 2007), and the Science, Technology and Research (STAR) Early College High School (a member of the Woodrow Wilson National Faculty Fellowship Foundation Early College Network opened in 2003 in partnership with the Gateway Institute for Pre-College Education and was one of the first 75 early college high schools of 260 planned nationally and funded by the Bill and Melinda E. Gates Foundation). The well-funded Brooklyn College Community Partnership (BCCP) links the College to communities in Brooklyn and seeks to create networks of educational innovation with local high schools and colleges. BCCP reaches over 1500 students on a yearly basis.

The continuing challenge in regard to our many successful K-12 programs is coordination of effort to ensure that we are communicating consistently with partner schools, that disparate college programs are working in unison at partner school sites, and that the limited resources of these programs are leveraged to provide the highest quality and widest possible range of services at partner sites. To this end, a Braiding Resources Committee was created in fall 2005 and

brought together all the major players in school-college collaboration throughout the College to coordinate their work.

RETENTION AND GRADUATION

In the *Strategic Plan 2005-2010*, the College asserts a vision of its effectiveness in retaining and graduating students. While both retention and graduation rates have increased incrementally over the past decade, we can do more to support students as they struggle to survive the first year, the mythic “sophomore slump,” and progress toward more timely graduation. Massive efforts and resources have been invested in programs that orient new students, ground them in habits of highly successful students, create intentional links between curricular and co-curricular activities, and demystify the relationship between the foundational knowledge of the liberal arts and career preparation. The Office of the Dean of Undergraduate Studies and the Office of the Dean of Student Affairs work in collaboration with academic departments to achieve these goals. Funding has been provided by the combined resources of the operating budget, programmatic allocations under CUNY Compact, and programmatic allocations under the CUNY Coordinated Undergraduate Education (CUE) program and the CUNY Campaign for Success (see **Chapter 2**). Both the Division of Student Affairs (DOSA, formerly the Division of Student Life) and the Office of the Undergraduate Dean have significantly reorganized and launched planning and assessment activities that support advancement of our effort to become a student-centered campus. Participation in CUNY initiatives and in the national Foundations of Excellence Project has aided the two divisions in developing programs and benchmarks for success. The two divisions are working closely to form a more effective partnership. They presented a series of seminars for faculty, staff and students on the results of participation in the 2007 National Survey of Student Engagement, the unique characteristics of Brooklyn College students, and how their experiences compare to those of students at selected peer institutions. Both divisions, in concert with the Campaign for Success Task Force, have conducted extensive reviews of NSSE data and the results of the CUNY Student Experience Survey to shape programs for students and professional development opportunities for faculty.

Major Programmatic Initiatives:

- The *Center for Academic Advisement and Student Success (CAASS)* has been streamlined and designed to more effectively serve first- and second-year students. Professional staff and service hours were added, and a variety of retention intervention programs were implemented (see **Chapter 2**). Aided by technology supports such as the *Degree Progress* tool (which generates individualized roadmaps of degree requirements), online declaration of the major, Student Academic Progress Alerts (SAPA, an early warning system that identifies at-risk students), CAASS has extended its reach and achieved the first milestones in establishing a culture of coordinated, user-friendly and service-oriented advising. One of the most successful early outcomes of the transformed CAASS has been its emphasis on encouraging freshmen to earn 30 credits in their first year. In the first year of implementing this program of frequent, consistent and intrusive advisement, the average number of credits earned by first-time, full-time freshmen in fall 2006 rose to 24.5 over the 22.9 average number of credits earned by the fall 2005 cohort. The *Strategic Plan 2005-2010* calls for a total transformation of the academic advisement process and forging stronger links between CAASS’ professional advising staff and

faculty advisors within the majors. Currently, academic advisement at the level of undergraduate majors varies widely from department to department. Coordination of effort between CAASS and academic advisement in the majors will continue to be a major focus of activity for the Dean's Office over the next five years. One strategy under consideration is the training (by CAASS) of a cadre of peer advisors who will work within the departments to supplement and extend the reach of faculty advisors.

- The [*First College Year Program*](#) has been successfully expanded. Pre-freshman summer institutes, a freshman common reading program, expanded orientation programming, and freshman learning communities, especially a new one dedicated to sustainability issues that responds to student demand and faculty interest, are strong components of the program. A recent and significant addition to the learning community block schedule is the inclusion of an interdisciplinary First Year Seminar course, IDS 2.1: Personal Counseling. Personal Counseling is a two-credit course that examines the psychological, socio-cultural and educational components in the growth and development of the college student. In addition, a 0-60 credit program has been designed with funding from the Mellon Foundation and is ready to be implemented.
- ***Support for Timely Graduation:*** Since its inception in 2001, [*The On Course Advantage \(TOCA\)*](#) has been assisting eligible students in their progress toward timely graduation by providing special privileges such as early registration appointments for every TOCA enrolled semester and guaranteeing that required courses or suitable substitutes are available. The goal of TOCA is to enroll approximately 10% of the total undergraduate population. The online *CUNY e-Permit* application also supports students who may not be able to take required courses at their home campus by providing listings and descriptions of similar courses at other CUNY colleges and allowing for online approval of the proposed e-Permit course. These two highly successful programs, Brooklyn College TOCA and CUNY e-Permit, contribute to more timely degree completion by a significant number of students each year.
- ***Curriculum Mapping:*** TOCA and e-Permit programs aside, a curriculum mapping initiative that clearly indicates which required and elective courses are going to be taught in which semesters over a minimum of two academic years would provide the vast majority of undergraduates and graduate students and the departments that serve them with an efficient planning tool that would speed progress toward the degree. The College must address this critical need.
- ***Transfer Students*** have been targeted as a group for enhanced services and much has been done to ease their transition to the College:
 - Historically, Brooklyn has been one of the leaders in evaluating CUNY courses for transfer in the CUNY TIPPS transfer database. Last year, through a concerted effort in the academic departments, the percentage of evaluated courses designated as non-transferable in TIPPS was reduced from 30.1% to 23.6%.
 - Evaluation of transfer credit has proceeded slowly and transfer students have sometimes been on campus for an entire semester before their transcripts are

completely evaluated. One attempt to address this problem was the development of a central bank of evaluated transfer courses located in the Registrar's Office. Once these courses were evaluated by the academic departments, the Registrar's Office was given the right to automatically assign credit for them in the future. To further address this problem, transfer evaluation days were re-introduced in the fall 2008 registration to speed the evaluation of courses on site, and to lessen the duplication of credits earned that drains limited financial aid resources.

- In 2007, the SOE trained a transfer advisor to facilitate the transfer of students from Kingsborough Community College and the Borough of Manhattan Community College to Brooklyn College. Advisement takes place at least once each semester on-site at both community colleges. The process includes a review of the articulation agreements that both community colleges have with Brooklyn College, indicating what courses will be accepted in the transfer. The advisement includes a list of all the courses, field requirements and degree requirements that will be completed at Brooklyn College so that transfer students have a clear sense of expectations and requirements.
- An advising handbook for transfer students was created in 2008 along with a revised orientation for entering transfer students. These initiatives supplement the preexisting website for the Office of Transfer Student Services. A Coordinator of Transfer Student Services was hired in 2004 and an additional transfer student advisor was hired in 2008. Transfer Interest Groups (TIGs), a series of workshops orienting entering transfer students to academic departments and helping them to bond with each other and the institution, have been in place since 2004..

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

- ***Graduate Students:*** The CUNY Graduate Investment Program (GIP) was launched in 2005 to enhance services to graduate students. At Brooklyn College, GIP is coordinated by the Dean of Research and Graduate Programs. GIP funds have been invested in additional staff in the Office of the Dean of Research and Graduate Studies to increase services to students and graduate deputies. These positions include a Graduate Student Services Coordinator, a CUNY College Assistant and the first of three planned positions intended to provide enhanced services to graduate students and graduate applicants during the critical summer period. GIP has sponsored many workshops designed to improve the success and skills of graduate students including, among other topics, grant writing, public and professional speaking. A new graduate writing assistance program was launched in conjunction with the Learning Center to assist graduate students with their research and thesis writing. GIP has also sponsored graduate students with travel stipends to attend professional conferences and has funded an on-campus internship program.

- The [Learning Center](#) offers free tutoring to support students in courses across the curriculum, particularly in designated gateway courses that ensure student success. The Center employs proven national models such as Peer Led Team Learning (PLTL) and Supplemental Instruction (SI). It provides services such as writing tutoring, Smarttutor online tutorials, “fields” writing tutors (i.e., tutors attached to a specific department or program), offers intensive workshops that help students prepare for the CUNY Proficiency Exam (CPE), and workshops and seminars for graduate students that focus on professional writing and thesis development.
- The [Magner Center for Career Development and Internships](#), created in 2003 with the generous support of Marge Magner ('69), promotes student success by connecting students with the world of work, and collaborates with CAASS to offer targeted advisement on selection of a major and to support students on probation. This comprehensive career center provides career assessments, professional skills development, internship opportunities, an e-recruiting system that links to over 3,600 high profile companies, alumni mentoring, and a corporate visit program (see **Chapter 2**). In 2006-2007, 2,600 Brooklyn College students were placed in internships; 90 of them received Magner Center stipends totaling over \$250,000 that supported unpaid place-based learning experiences students would otherwise have been unable to afford. The Magner Center web site is currently being transformed into a **Virtual Career Center** that will be delivered to students through the WebCentral Portal.
- **The Center for Student Disability Services** (which has expanded its installed technology base to accommodate the 210 currently enrolled students and is conducting assessment toward expanding utilization) and the **Office of International Students** (which helps orient International Students and monitors compliance with applicable regulations) have introduced service improvements to support targeted populations.
- An array of *co-curricular activities* brings students, faculty and Student Affairs partners together to address important college and civic issues and serves to bond students to the College. Such programs include: “Cool Calls”, an activity of the SERVA program that enlists student volunteers in the college wide retention effort by telephoning hundreds of freshmen and transfer students each year to follow up on their initial experiences at the College, the Annual Student Leadership Retreat (involving 30 campus leaders each year), the recently launched Student Coaching Initiative and dozens of events around the theme of diversity such as the annual “Make a Difference Dinner” and the “Dialogues, Diversity and Desserts Seminars.”

STUDENT ACTIVITIES AND SERVICES

In 2006, the Division of Student Affairs (DOSA) was completely reorganized and renamed and, as part of the process, has adopted a divisional learning outcomes assessment framework. The overarching goal of the division is “guiding each student to enhanced personal and academic success” and its programs touch the lives of students from initial orientation through commencement. The [goals of the Division of Student Affairs](#) are articulated on the college website and specifically linked to the mission and the ten Brooklyn College learning goals (see **Chapter 6**): foster knowledge of others; build skills in communication; develop cultural

understanding; promote civic engagement; encourage service; build positive personal and group social interaction; create community; build team spirit; and promote health and wellness. The division is committed to the Diversity and Inclusion program (see **Chapter 1**), taking a proactive stance in identifying and resolving issues that impede community-building, through its many DOSA sponsored dialogues, and newly reorganized Judicial Affairs program and its Student Ombudsperson Services. In the surrounding communities, Brooklyn College students continue to provide significant service through its SERVA (Students Engaged in Responsible Volunteer Action) program.

The *Brooklyn College Student Center* and its recently renovated state-of-the-art Conference Center aim to be a “home away from home” for Brooklyn College students. It provides a relaxed environment and an island of respite for our busy commuter students and also offers a platform for intentional links between curricular and co-curricular activity and for engaging students in the goal of becoming a model citizen. Through participation in the Library of Congress Story Corps project, the Center provides students with an opportunity to contribute personal narratives to a virtual “time capsule,” contributing reflections on community, volunteerism, diversity, and their experience as college students at the dawn of the 21st century in Brooklyn, NY. In collaboration with the Economics Department’s Entrepreneurship Program, the Student Center provides a learning laboratory for enrolled marketing students who gain course credit for their work in operating a small business in the Student Center Café and through the planning and production of major promotional events such as the Halloween Party and the Spring Fever Festival. Through engagement in the Student Center and its programs, students also learn the value of community service as they are coached to facilitate event planning and production services at various community-based organizations (CBOs) and small businesses throughout Brooklyn.

Student Development and Activities: The Center for Student Development and Leadership Programs oversees and promotes student involvement in clubs and organizations, as well as in leadership training and diversity events. Three separate student government organizations provide representation of students in college governance: the Graduate Student Organization (GSO), the College of Liberal Arts and Sciences (CLAS) and the School of General Studies (SGS). Various forums for discussion and resolution of student governance related issues have been developed to address potential conflictive issues as well as to determine current student concerns.

There are approximately 100 registered student organizations on campus, including two newspapers, the [*Kingsman*](#) and the [*Excelsior*](#). One major accomplishment with respect to student organizations over the past two years has been the introduction of an effective budget process to replace an older less effective system. Since its implementation, clubs and student allocating bodies are operating efficiently within the new budget processes.

Athletics: The [Division of Recreation, Intramurals, and Intercollegiate Athletics](#) (DOSA) oversees the athletics programs of the College and includes ten teams (five each for men and women) that compete in Division III of the National Collegiate Athletic Association. When it opens in winter 2009, the new West Quad building will house the athletic programs of the College in a state-of-the-art facility that will include such features as a Fitness Center, swimming

pool and high-diving board, competition and practice gymnasiums, a dance studio, racquetball courts, a fitness center (see **Chapter 2**). CUNY Compact funds have provided expanded hours and additional equipment in athletics facilities and have enabled the introduction of a scholar athlete initiative (EPASO) that provides intervention and counseling to keep athletes on track academically.

Student Services: The College offers a range of services to assist students with health and wellness issues including: free health care at the Brooklyn College Health Clinic, an active emergency medical volunteer squad, and the vibrant recreation and intramural program described above. A Lay Advocate Program provides free legal counseling, and assistance for veterans and reservists is available through the Veterans Affairs and Counseling Program. Among the many improvements introduced in student services over the past decade has been the transformation of Personal Counseling from its previous home within a multi-function center to a stand-alone service that increased the number of individual students served by 60%, doubled group services, and expanded hours to include weekends and four evenings per week during the academic year. The Health Programs/Immunization Office was relocated to a larger space, and staffing and services have been expanded to address student compliance with NYS Immunization laws.

FRAMING COLLEGE WIDE SERVICES FOR OPTIMAL EFFECTIVENESS

In the Strategic Plan 2005-2010, the College embraces the ideal of creating a student-centered campus that is welcoming and hospitable, and that supports students from their first contact through initiation into the alumni association. In the early years of the current decade, a variety of [assessment activities focused on the Brooklyn College student experience](#) (including internal College and CUNY student experience surveys and national assessment efforts such as the Noel Levitz and the National Survey of Student Experience) revealed that service-oriented offices were not operating as they should and coined the phrase the “Brooklyn College Run-Around” to describe the problem. This phenomenon has been identified as a campus culture/civility issue which we continually address by enhancing new faculty and staff orientations, training administrative staff and managers, and providing employee recognition programs. In fall 2008, the President will establish a task force chaired by the Dean of Student Affairs and the Assistant Vice President of Human Resource Services to brainstorm about initiatives to enhance and promote campus civility.

The following are illustrative of the many on-campus and online service improvements introduced in the past decade that have contributed to a marked decrease in the number of student complaints addressed to the Office of Academic Affairs in recent years:

- Ongoing efforts to identify and eliminate obsolete and therefore obstructive rules and regulations, to streamline procedures, coordinate services and to introduce student-friendly processes such as Fresh Start to the everyday operations of the College.
- For several years, a Registration Task Force brought together the heads of all offices involved in the registration process to identify and resolve (either on the spot or within the next few weeks) all identified snafus that had occurred during each particular registration period.

- **The Enrollment Services Center (ESC)** originated as a one-stop shopping center that provided evening students with access to consolidated services from the registrar, bursar and financial aid offices. Its services were so well received that the program was broadened to include consolidated services for all students as a prototype for the kind of integrated services to be housed in the new West Quad building when it opens in winter 2009 (see **Chapter 2**).
- **WebCentral Portal** is an accessible online platform that provides information, facilitates communication among faculty, staff, and students, and allows students to conduct many administrative transactions on a 24/7 basis.
- Online services in the **Scholarship Office** (see **Chapter 2**) provide improved access to information about programs and scholarships, allow students to self-manage their applications, significantly reduce the amount of time it takes to complete an application, and facilitate award notifications while disbursing nearly double the amount of scholarship funds available in 2001.
- With the help of Compact funds, the Brooklyn College **Call Center** was implemented in early 2008 in three pilot offices—Registrar, Admissions, and the Enrollment Services Center—to ensure that students who need assistance are not waiting unreasonable amounts of time when calling in with questions. A centralized Call Center staff is now addressing calls from prospective undergraduate and graduate applicants.
- **Housing:** In spring 2009, approximately 220 Brooklyn College students will have access to newly-constructed, and reasonably-priced local housing at a multi-story residence located approximately two blocks from campus. The College will be acting as a referral service to this privately owned and operated residence hall (see **Chapter 2**).

COMMUNICATING STUDENT RIGHTS AND RESPONSIBILITIES

Academic Policies and Student Rights and Responsibilities: Brooklyn College students are expected to understand and adhere to the basic tenets of academic and intellectual freedom and ethical behavior. Students receive copies of and are introduced to college documents representing policies, rights and responsibilities at orientation. The most convenient and comprehensive posting of College and University policies appears in the [Policies, Rights and Responsibilities](#) page of the college web site. These documents are also explained and referenced in the [College Bulletins](#) and [The Brooklyn College Student Handbook, June 2007](#).

Communication: Communication with students is a major institutional priority (see **Chapter 3**). Information is disseminated regarding the College's co-curricular activities in a systematic way to capture student interest. A variety of strategies are employed: E-bursts (e-mail notifications), bulletin boards, plasma screens and peer information programs, newsletters, Information Booth. To increase the flow of information, Student Affairs launched an awareness campaign to promote these available communications venues. The **Student Information Booth** and the **Mobile Information Booth**, are staffed by volunteers who are recognized for their training and service orientation, provide in-person assistance and a live-chat feature on the college web site to respond to questions remotely. The Brooklyn College **Town Hall Meeting** model helps to

reinforce the basic tenets of academic and intellectual freedom and ethical behavior for students and is based on the principle that every participant has the right to express his/her views and opinions and to ask questions without fear of negative consequences.

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

- Publication of all degree requirements in college bulletins and a formal process for certification of eligibility for graduation based on those requirements conducted by the Registrar's Office.
- Student Discipline policy outlined in the Student Handbook and the procedures governed by Dean of Student Affairs.
- Student evaluations of faculty and their results available online each semester.
- Student options for redress on issues such as pursuing grade appeals through a clearly defined and widely published procedure.
- Student Handbooks distributed in print and available online.
- The Ombudsperson's Office, which focuses on student assistance and referral, was created to ensure the responsiveness of the College to student concerns and problems and the Office of Judicial Services was created to address issues related to student rights, responsibilities and campus policies.
- The Dean of Student Affairs convenes a Town Hall meeting to discuss issues related to student concerns and grievances each semester.
- College and University policies regarding academic freedom, academic integrity, and student and faculty conduct are published online and included in student and faculty handbooks.

FINDINGS

Achievements:

- **Retention and Graduation rates** have improved overall.
- The **Office of Undergraduate Studies** has been reorganized and services to undergraduate students, including the transformation of The Center for Academic Advisement Services and the enhancement of support for transfer students, have been introduced or enhanced.
- The **Division of Student Affairs** has been reorganized in alignment with the College mission, and especially the student-oriented goal of the Strategic Plan, and has created a learning outcomes assessment framework for divisional activities.
- The goal of becoming a **Student-Oriented Campus** has been advanced through on-campus and online services such as the Enrollment Services Center, the Call Center, and the WebCentral Portal—all of which respond directly to student needs and reflect an intentional linking of major resources with a major college priority.
- **Enrollment Services:** the graduate application process was revised; graduate enrollment has increased; the reorganization of Enrollment Services is underway and the search for Assistant Vice President for Enrollment Services is in progress.

Challenges:

- Reorganization of **Enrollment Services** must be completed; marketing and recruitment plans must be revised and refined.
- Improved **Retention and Graduation rates** must continue to be supported by well-designed and carefully assessed programs such as those conducted under the auspices of the Undergraduate Dean and the Campaign for Success/CUE.
- **Curriculum Mapping** must be implemented to support all students in their progress to timely graduation.
- Services to **Transfer Students**, especially efforts to rapidly integrate transfer students into the college culture and community through timely evaluation of transfer credits, must continue. More services properly timed and specially tailored to transfer students must be developed.
- Services to **Graduate Students**, from admissions to graduation, should be examined and enhanced (see discussion of graduate programs in **Chapter 6**)
- Continue efforts to eliminate lingering traces of the “**Brooklyn College Run-Around**”

CHAPTER 5: FACULTY AND INTEGRITY

This chapter addresses Middle States standards 10 and 6

*[The College] glories in a faculty composed of dynamic teacher-scholars, diverse in composition and orientation, committed to teaching, research and service. **The Brooklyn College Strategic Plan, 2005-2010***

THE BROOKLYN COLLEGE FACULTY

As of spring 2008, the Brooklyn College faculty consisted of 538 full-time and 812 part-time members, with 42 new faculty joining the College in September 2008. Of the full-time faculty, 496 are tenured or are in tenure-track lines; the rest hold visiting or substitute positions. Of the 496 tenured and tenured-track faculty, 40% hold the rank of full professor, 31% associate and 23% assistant, and about 6% are instructors or lecturers. As required by CUNY Bylaws, the vast majority, 89%, have Ph.D. degrees or equivalent degrees (e.g., about 7.5% hold Ed.D. or J.D. degrees). Under terms of the CUNY *Bylaws*, special exceptions include 1.6% who have been granted waivers in light of their accomplishments, 8.7% who hold masters degrees (instructors), and less than 1% who hold bachelors degrees (lecturers). The mean age of the faculty is 54.3. Forty-one percent are female and 59% are male. About 78.5% are White, 8.5% Asian, 6.5% Black (non-Hispanic), 6% Hispanic, and 0.5% Native American/Alaskan.

By contrast, in 1999, the College employed 487 full-time and 493 part-time faculty. Since then we have experienced approximately a 10% increase in full-time faculty but a 65% increase in the number of part-time faculty. The average age of full-time faculty in 1999 was 55, slightly older than the mean age of current faculty. In 1999 about 59% were full professors, 23% associates, 13% assistants and 5% lecturers. Today assistant and associate professors constitute the majority of the faculty—a shift that suggests progress in addressing the problem outlined in the last self-study of a “lost middle generation.”

Replacing the “Lost Middle Generation” and Building the Faculty of the Future: Beginning in 2000, the College and the University entered an unprecedented era of faculty hiring (spurred by CUNY leadership and supported by joint college and university funding). As a result of these new faculty line allocations and normal replacements, almost 60% of the current faculty has been hired since 2000. These new faculty hold degrees from some of the world’s finest universities, bring a wide range of experiences and knowledge, and reflect the College’s vision of a dynamic faculty as expressed in the Strategic Plan. According to a spring 2008 survey, factors that attracted these talented new faculty included geographic location, prospects for tenure, and personal commitments to a diverse student body and to public education.

Faculty hiring remains an institutional priority. Full professors represent more than a third of the full-time faculty and are on average 61.4 years old. Seventeen departments currently have substantial numbers of faculty in this group. The challenge is to make more effective and strategic use of new and vacated faculty lines through a comprehensive long-range succession plan. In spring 2002 requests for new faculty lines were standardized in a new format and department chairs were asked to link their requests to their departmental goals, five-year plans (depending on their place in the APR cycle) and the strategic goals of the College. Formal efforts

to introduce succession planning into new faculty line requests began in spring 2008; at that point, departments were (and will continue to be) provided with lists of faculty likely to retire in the next five years and asked to consider these possible retirements as opportunities to plan and implement programmatic and curricular change; requests must be made in the context of well-developed departmental strategic plans that are linked to institutional goals. The graying of the faculty is a national and system-wide phenomenon; local efforts to address succession planning will continue and will be aligned with CUNY activities in this regard.

Faculty survey results and anecdotal feedback indicate that relatively low salaries, inconsistent with the city’s high standard of living, and the large teaching load continue to be barriers for a number of candidates. These impediments, while largely outside of College control, will likely continue to negatively affect both recruitment and retention of faculty and the College must continue efforts to address them in the faculty hiring program.

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

Brooklyn College’s hiring policies and practices are designed to create a highly qualified and diverse faculty that mirrors our student body. Department chairs and search committees work closely with the Office of Affirmative Action, Compliance and Diversity and the Office of Human Resource Services to ensure that faculty are recruited and hired from the broadest applicant pool. Since 2000, all College searches have been guided by the Diversity Plan. Going forward, the Diversity and Inclusion Plan 2008-2013 will guide all future searches (see **Chapter 1**). Diversity is also a priority for the faculty –61% of the surveyed believed that the College could do a better job recruiting a diverse faculty.

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

Brooklyn College Faculty by Ethnicity and Gender-Fall 2000 and Fall 2007*

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

*Information from the University Affirmative Action Summary Report

Embracing New Faculty: With such significant cohorts of new faculty arriving on campus each year for the past eight years, efforts have been expanded to integrate new tenure-track faculty into the college community and to provide them with a context for the College, their students and the borough of Brooklyn. A [*Faculty Handbook*](#), published for the first time in 2003 and updated in fall 2007, is distributed to all new faculty and is also posted online.

A New Faculty Orientation Program, introduced in 1999, began as a welcome luncheon and has evolved over the past nine years into a series of events that starts the week before the first fall semester and extends through the first two years of employment. The two-day kick-off event in late August includes a half-day bus tour of Brooklyn, visiting the neighborhoods from which many of our students come, campus tours, a reception at the home of the President, and another full day organized by the Roberta S. Matthews Center for Teaching that provides detailed information about who our students are, pedagogic strategies that have been found to enhance their learning, and support services that faculty may find useful. Follow-up sessions and workshops cover a broad spectrum of essential issues such as reappointment, tenure and promotion; student affairs; undergraduate education; research and grants; and information technology services. During intersession in the first and second years, a full-day New Faculty Retreat focuses on critical institutional programs and priorities. The program grounds new faculty in the College, providing them with an opportunity to develop critical collegial relationships outside of their home department and giving them a forum for direct access to the Provost and other academic leaders on issues of universal concern. The aforementioned faculty survey confirms the utility of the program: 75.7% of full-time faculty reported that they believe this program is either somewhat or very effective in integrating new faculty into college life. In contrast only about 47% reported department orientation activities to be similarly effective, indicating the need to improve guidance for new faculty at the department level.

Over the next five years, the College will continue to address faculty satisfaction and morale issues if it is to retain its stellar group of recent hires. The full-time faculty survey results indicate that junior faculty were less likely than their senior colleagues, to be satisfied with their position at Brooklyn College-- satisfaction levels reported at 57.2% and 66.3% for junior and senior faculty, respectively. More refined surveys would help identify areas of discontent in order to address them.

Adjunct Faculty: Programs directed at the integration of adjunct faculty have been less successful, due often to the limited amount of time that part-time faculty spend on campus. The Theater Department's comprehensive program for the orientation and development of the working actors and directors who constitute their adjunct faculty provides an example of best practice among academic departments. Theater has developed a departmental handbook for adjuncts and a multi-part orientation program including an assessment/evaluation component that addresses teaching effectiveness. In the college at large, the Writing Across the Curriculum program provides adjunct training, the Core Coordinators have begun to address issues of adjunct training, and the recently approved strategic plan of the Roberta S. Matthews Center for Teaching has established adjunct training as a program priority over the coming years.

FACULTY ROLES AND RESPONSIBILITIES

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

1. Classroom instruction and related activities;
2. Administrative assignments;
3. Research;
4. Scholarly writing;
5. Departmental, college and university assignments;
6. Student guidance;
7. Course and curriculum development;
8. Creative works in the discipline;
9. Public and professional activities in field of specialty.

Teaching Power and Perceived Quality of Instruction: Brooklyn College has always valued its role as a teaching institution. A critical aim in the 2005-2010 Strategic Plan is to “foster a culture that supports, improves, and strengthens teaching” through conscious and significant efforts to enhance teaching excellence on the campus. Since 1999, workshops of many kinds, enhanced student evaluations, and special recognitions for teaching excellence, have demonstrated our commitment to serving our students with the highest caliber of instruction.

Our full-time faculty are highly qualified and expert in their fields. At CUNY, the full-time professoriate is responsible for completing a yearly average of 21 weekly equivalent contact hours. Brooklyn College, like other CUNY faculty, spend approximately 75% of their contractual 21 weekly contact hours in the classroom or engaged in other teaching activities such as supervising independent study and thesis projects. The remainder of faculty time is devoted to research and administrative duties.

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

Total instructional FTEs taught by full-time faculty in fall 2007 were 48.5%, representing a decline of 16.2% since fall 2003, which is attributed to such circumstances as additional re-assigned time allotted by CUNY to new faculty, re-assigned time allotted by the College to senior faculty to encourage research and scholarship, and to the increasing number of faculty on sabbatical leave. Student evaluations conducted each fall semester reveal a consistently high level of student satisfaction with faculty performance and minimal differences between student ratings of full versus part-time faculty, except in the perception that courses taught by full-time faculty are more challenging. Nevertheless, the critical issue of providing students with regular access to full-time faculty throughout their careers must be addressed so that students have access to full-time faculty in the classroom in lower division undergraduate courses, in the major, and in graduate courses. The College should review its assignment of teaching faculty to determine if there are any cases in which they are performing administrative tasks that might be

shifted to qualified non-teaching professional staff. In 2007-2008, full-time faculty received approximately 1500 hours of re-assigned time for service activities, representing approximately 14.3% of total workload hours recorded for the year and equal to approximately 71 full-time faculty lines. Approximately 60% of these hours were allocated for academic department administration, a total that has remained steady for years; approximately 40% were allocated to support college and university administration.

Currently, we are monitoring course enrollment to ensure that sections taught by full-time faculty are fully enrolled before opening adjunct sections. Additional strategies for increasing student FTEs taught by full-time faculty include: hiring and then rewarding full-time faculty committed to teaching general education courses and the Core Curriculum in particular; better incentives for teaching a heavy student load; and reviewing current policy and practice concerning independent study.

Scholarship, Creative Activities and Service: Brooklyn College faculty are required to engage in scholarship, creative activities and service. In 2006 the College created Faculty Profiles, a web-based facility accessible through the portal, to capture and publicize these accomplishments and activities. In 2007, 348 faculty entered data into the system, representing an 18% increase in the number of faculty reporting activity in the first year that profiles were collected. Early results reveal a consistent per capita productivity rate of approximately 2.7 entries per faculty member. Since Faculty Profiles are the basis by which the College reports to CUNY the scholarly and creative activities of its faculty, use of this instrument must be increased. As well, we anticipate that an enhanced Faculty Profiles facility will become the means by which tenure-track faculty organize their dossiers for tenure and promotion decisions.

The number of successful faculty grant proposals has consistently increased since 2003. The Office of Research and Sponsored Programs reports that based on a weighted, rolling, three-year average, total grant awards have increased from \$10M in 2005 to \$11.5M in 2006, to \$14.9M in 2007. In 2008, a year marked by less available research dollars in the federal arena, the grants income was \$11.83M, of which 50.2% was awarded for research. Overall, the percentage of grants awarded to research has increased by 15.5% since 2005. Our goal is to maintain a 50-50 balance between research and program awards and to increase total grant revenue.

ACADEMIC PROGRAM DEVELOPMENT, IMPROVEMENT AND ASSESSMENT

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

- *Faculty research and interests:* Judaic Studies 50/History 25.10 (approved by Faculty Council 12/2007) developed out of a faculty member's research into the Łódź Ghetto; the course incorporates primary resources used as part of that research.
- *Student interest and contemporary issues:* Faculty from diverse fields such as Classics, Education, English, Film, Political Science, Puerto Rican and Latino Studies, and

Television and Radio are designing a new minor in Sexuality Studies in response to strong student interest in courses related to sexuality and LGBT topics.

- *Shifts in disciplinary trends, new accreditation or certification requirements, and other curriculum-based changes:* The Department of Geology recently created six courses for a new Master of Arts in Teaching program that prepares New York City earth science teachers to teach state-mandated curriculum while maintaining strong ties to the local environment and teaching resources.
- The Classics Department conducted a two-day retreat to re-vamp its Core offerings and reformulate the major to better serve the needs of students as they prepare for graduate study and careers. Program revisions focused on outdated approaches in relation to the state of the discipline, the career-motivation of students, and the need for research-based courses.
- *Learning Outcomes Assessment:* In 2006-2007, the Film Department assessed student learning of stated program goals, analyzed course offerings and subsequently made adjustments to its curriculum. It is anticipated that learning outcomes assessment will become a more prominent and influential factor in the curriculum revision process over the next decade (see **Chapter 7**).
- *Program Centrality:* The most sweeping curriculum innovation introduced in the past decade was the implementation of a revised Core curriculum (see **Chapter 6**). A number of concerns had emerged regarding the Core (a signature program that had garnered much national recognition since its inception in 1980), including the sense that it had lost focus, limited rather than nourished interdisciplinarity and diversity, and needed to more effectively engage students and capture their interest. A two-year process of broad consultation and engagement culminated in the introduction of the revised Core in fall 2006. The assessment of the revised Core, focused initially on how the curriculum fosters the ability to think critically and creatively (Common Goal 1), should provide a solid platform for increased influence of learning outcomes assessment on course and program innovation college wide (see **Chapter 7**).

Formal Approval Process and Faculty Control: Faculty acknowledge and act upon their primary responsibility for curriculum and program development. In the 2008 survey, 89% of full-time faculty very much or somewhat agreed that they had authority over curricular decisions made on the department level and 69% agreed they had authority over such decisions made on the college wide level. Proposals for changing or developing curricula and programs proceed through a formal approval process (see **Chapter 6**). The process begins with a proposal from a department, a program, or an interdisciplinary curriculum committee that has been reviewed and approved by department/program curriculum committee, and subsequently by the departments themselves. The proposal is then sent to the appropriate (undergraduate or graduate) Faculty Council Committees on Curriculum and Degree Requirements. Once proposals have been evaluated and vetted, they are sent to Faculty Council as Curriculum Documents. Proposals approved by Faculty Council are entered into the Chancellor's University report for approval by the Board of Trustees, at which point the curriculum change takes effect. Unapproved proposals are returned to the appropriate department/program with comments. The [*Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council*](#) provides a more detailed description of this process and a useful schematic of the curriculum development and approval process.

Supporting and Promoting Curriculum Change: Direct support for curriculum and pedagogical development is provided through a variety of venues and sponsored by such entities as the Roberta S. Matthews Center for Teaching (CFT), the Core Curriculum Office, Library/Academic Information Technologies (Library/AIT), Academic Assessment, and Writing across the Curriculum (WAC) among others. In addition to single topic workshops offered throughout the academic year, semester-long seminars include regularly held programs such as the Transformations Seminar (supported by the Office of the Dean of Undergraduate Studies) and the WAC Seminar. Indirect support for curriculum innovation is also provided through Whiting Fellowships, awarded annually to junior faculty in the humanities for excellence in teaching. The Whiting stipulates that upon return to teaching after a semester spent conducting research, recipients must introduce new scholarship into their course curricula. Another significant support for curriculum improvement has been the training of 17 faculty who will serve as mentors to colleagues in the development of teaching portfolios—an activity that provides faculty with the opportunity to reflect on what they teach, how they teach, and the interrelationship between the two. Peter Seldin, a pioneer in the field, trained the current cadre of mentors in two on-campus workshops held in April 2007 and January 2008. We anticipate that teaching portfolios will become a required component of faculty promotion and tenure dossiers and provide all faculty with the opportunity to reflect on their teaching and student learning.

Challenges to Curriculum Innovation and Program Development: To promote the engagement of faculty in curriculum innovation and program development, the College should address impediments in the following areas:

- ***Recognition for Curriculum Development:*** The College must effectively communicate the process of curriculum development, improvement and assessment to faculty in all departments. The College must recognize and consistently reward faculty during the P&T process for innovative efforts and success in curriculum development, improvement and assessment.
- ***Interdisciplinarity:*** As interdisciplinary courses and programs continue to be the hallmark of modern scholarship, the College must identify viable strategies to support their creation and continued existence. Structural impediments must be creatively addressed and an effective support structure for these programs must be developed.
- ***Online Course and Program Development:*** In addition to participating in CUNY initiatives to develop online courses, the College must strike out on its own. A formal policy for the systematic development and support of online courses and programs is slated for discussion and review in 2008-2009 (see **Chapter 6.**)

PROFESSIONAL SUPPORT AND DEVELOPMENT

The College provides numerous resources to support faculty in maintaining and developing their expertise in teaching, service and scholarship. Faculty responses to these programs vary, with programs aimed at the improvement of teaching attaining the most positive reviews. Seventy-two percent of full-time faculty respondents to the spring 2008 faculty survey strongly agreed or agreed with the statement that the College provides “the kinds of professional development opportunities that enable faculty to become more effective teachers.” Not surprisingly, 80% of junior faculty respondents (those who have been at the College for 10 years or less) reported satisfaction with programs in support of teaching, while only 61% of senior faculty (those at the

College 10 years or more) were similarly satisfied—attributable in part to the success of the new faculty orientation program. Faculty responses to similar questions regarding college-provided support for excellence in scholarship and for enabling faculty to engage in service to the institution were considerably less positive—41% felt that scholarship was well supported and 53.6% reported satisfaction with college support for institutional/community service. Professional development opportunities fall into the following major categories:

- **Teaching:** In the *Brooklyn College Strategic Plan 2005-2010*, outstanding teaching is proclaimed as the first tenet of the College's commitment to academic quality and the transformation of the recently named and revitalized Roberta S. Matthews Center for Teaching is one of the major strategies identified to support this goal. The Center strives to provide effective and practical professional development opportunities for faculty and a full range of activities where faculty exchanges ideas and experiences about effective teaching. Its five-year Strategic Plan (adopted in spring 2008) envisions activities in key areas: expanded mentoring and non-judgmental peer observation programs; increased outreach to adjunct faculty; expanded web-based archive of a wide variety of teaching resources; and opportunities for increased collaboration with other College units. The Center supports the teaching portfolio project which originated from the Office of Academic Affairs and the training of 17 faculty mentors who will guide colleagues in its adoption.
- **Research and Funding:** The [Office of Research and Sponsored Programs](#) (ORSP) works with faculty and staff to secure external funding from public and private sources for research, training, curriculum and program development. Services include identifying funding sources, assisting in proposal development and budget preparation, and post-award grant administration. The ORSP's award winning website provides basic information and referrals; office services also include access to the Sponsored Program Information Network (SPIN), and the Federal Information Exchange (FIE) and email notifications of grant opportunities based on individual or departmental profiles. ORSP serves as the Liaison between the Brooklyn College faculty and the CUNY Research Foundation which is the formal recipient of external grants and provides such administrative support for funded activities. ORSP has undergone significant change since 1999, including appointments of a new director and key staff members and highlighted by increased programming and outreach efforts, resulting in the acquisition of more grants by the College.
- **Incentive Programs for Scholarship and Faculty Day:** The College offers a number of fellowships, awards and other incentives to support faculty: the Whiting Teaching Awards in the Humanities (31 awarded since program inception in 2001); the Ethyl R. Wolfe Institute for the Humanities Fellowships; multiple awards and named professorships, among them the multi-year Broeklundian and Tow professorships; unsponsored research re-assigned time hours under two competitive programs, the Provost's Initiative for Excellence in Research and Scholarship (PIERS, focused on preparation of proposals for external support begun in spring 2006), and the Provost's Unsponsored Research Fund (supporting the completion of ongoing scholarly and creative projects and first awarded in spring 2007). Finally, the Tow Travel grants

support research-related travel for several faculty each year. Many of these awards are announced and celebrated at the annual Faculty Day Conference, a multi-disciplinary event where faculty present scholarly and creative work and discuss academic concerns.

- ***CUNY Provided Opportunities:*** *Re-assigned time for new untenured faculty* is provided under terms of the CUNY-PSC Professional Staff contract (increased from 12 contact hours over the first three years in 2002 to 24 hours over the first five years in 2006). Tenured instructional staff and certificated lecturers who have completed six years of continuous service are eligible to apply for *Fellowship Leaves* that may be taken in one of three patterns: one year at 80% pay; one semester at 80% pay (40% of the annual salary); or one semester at full pay. *Scholar Incentive Awards* of up to one-quarter pay promote documented scholarly work, including creative work in the arts, may extend to two semesters and are available to full-time faculty in professorial titles, instructors and lecturers. A separate *PSC-CUNY Travel Fund* (administered at Brooklyn College by the Office of the Dean of Research and Graduate Studies) supports faculty travel to conferences. The travel fund budget is negotiated under terms of the PSC-CUNY contract and amounts to approximately \$67,000 a year.

PROFESSIONAL EVALUATION, REAPPOINTMENT, PROMOTION AND TENURE

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

Since the last Middle States self-study, Brooklyn College has implemented several changes to its internal policies and procedures for faculty reappointment, promotion and tenure. Pursuant to the *College Governance*, internal promotion and tenure policies and procedures are established by the Council on Administrative Policy (CAP).

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

- ***Student Evaluations:*** In fall 1987, the College established the policy that all teaching faculty, regardless of rank and full- or part-time status, would be evaluated by students once per year (typically in classes taught during the fall semester) and adopted a uniform questionnaire to be used by all departments for student evaluations of faculty. Today's version, a 23-item instrument revised in 2004, has been administered online since spring

2008 and provides individual faculty with their own report as well as a departmental profile. The database can be accessed online in the WebCentral portal. The online response rate for spring 2008 was 30% (paper responses hovered around 80%); strategies to boost participation have been approved by CAP and will be implemented in fall 2008.

- ***Classroom Observations:*** According to the Collective Bargaining Agreement, all members of the teaching faculty who have not yet attained tenure (professorial titles) or the Certificate of Continuous Employment (lecturers), including those appointed as substitutes, must be observed at least once each semester for a full classroom period. Tenured and certificated faculty may also be observed once each semester, but it has been the general practice to observe only those faculty members eligible for promotion. Adjunct teaching personnel must be observed until ten consecutive semesters of service have been completed. Each department Appointments Committee designates a panel, the size to be specified by the chairperson, of department observers (including all members of the Appointments Committee). Written observation reports document the review and are included in the faculty member's personnel file. A follow-up conference is scheduled by the chairperson within two weeks of receipt of the written observation report and a conference memorandum, also placed in the faculty member's personnel file, records the outcome of the post-observation conference. Currently there is no college wide standard peer observation or a post-conference report form, resulting in uneven data for comparative personnel decisions and a missed opportunity to enhance teaching effectiveness.
- ***Annual Conference:*** The Collective Bargaining Agreement requires that each faculty member, with the exception of tenured full professors, must have an evaluation conference with the department chair or an assigned member of the department Appointments Committee at least once each year. The contract also stipulates that adjunct teaching personnel must be evaluated until the adjunct has completed four semesters of service. Tenured full professors may be evaluated, although it is not required. A standardized Annual Conference Report Form, approved in fall 2003, is used in all academic departments to evaluate individual faculty performance for the current year and to set goals and expectations for the future academic year. About 74% of full-time faculty and 49% of adjuncts who responded to the spring 2008 survey reported that their department "somewhat" or "very much so" established clear goals and expectations for them to meet regarding teaching, research/scholarship/creative achievements and service.

PROMOTION AND TENURE

Changes in Tenure and Promotion Processes Since 1999: A schematic of the Promotion and Tenure process is provided in **Exhibit 2**. Five process and four criteria changes in the Promotion and Tenure process introduced during the period since the last self-study include:

- the **2001** revision of CAP Guidelines for Promotion and Tenure to establish special provisions for consideration of non-traditional research;
- the fall **2003** reduction in the number of P&T divisions to four—Humanities, Arts, Science, and Social Science which resulted in a more balanced distribution of

departments within each division and a reduction in the number of committees, faculty members and total faculty hours dedicated to the RTP process.

- the **2003** change in tenure timeline which affords candidates more time to assemble their dossiers;
- the **2004** CAP reduction in the number of outside reviewers from five to four;
- the **2004** CAP approval of the elimination of a required, confidential chairperson's report in favor of an optional chairperson's report which must be initialed by the candidate prior to placement in the personnel file; in addition, a standardized, formal annual evaluation form was introduced as an integral part of the RPT process.
- effective **September 1, 2006**, section 6212 of the New York State Education Department extended the number of years of continuous service required for tenure at CUNY from five to seven years and the *CUNY Bylaws* were amended to reflect this change on September 26, 2006; and
- **other changes**: an email protocol for faculty to inform the Associate Provost of their desire to be considered for promotion was introduced; in **2006**, a web page documenting the promotion and tenure process was introduced.

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

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

The complete tenure application is acted on initially by the department Appointments Committee and subsequently by (1) a Faculty Sub-Committee for Tenure composed of five members in the candidate's P&T division, (2) the Divisional Promotion and Tenure Committee, composed of chairpersons in the division, and (3) the College Promotion and Tenure Committee, composed of all chairpersons in the College and the two academic Deans as non-voting members. Candidates for tenure are also considered by the College Review Committee (composed of two representatives nominated from each division and approved by CAP), which, like the College Promotion and Tenure Committee, makes recommendations to the President. Only the faculty subcommittee interviews candidates and their chairs. Candidates are informed in writing by the department Appointments Committee and by the College Promotion and Tenure Committee whether or not they have been recommended for reappointment with tenure.

The central criteria for reappointment with tenure are (1) teaching effectiveness and (2) scholarship and professional growth. Service to the department, the College, and the public is to be considered as a supplementary factor. These general tenure criteria are further defined in three governing documents, Article 18 of the Collective Bargaining Agreement, the "Max-Kahn

Memorandum” (November 7, 1958), and the *Statement of the Board of Higher Education on Academic Personnel Practices in the City University of New York, effective January 1, 1976*.

How these criteria are applied and weighted varies between divisions, between departments within a division, and may even vary from one individual to another within a department. Faculty responding to the spring 2008 survey reported that they perceive that tenure decisions are weighted as follows: 59.7% scholarship/creative works/grants, 24.6% teaching, and 15.7% service. Asked what the weighted distribution of these criteria should be, faculty respondents preferred distributions of 46.8%, 36.2% and 17% respectively. One third of untenured and one-fifth of tenured faculty members reported that they did not feel that tenure criteria are clear.

Current Promotion Process and Criteria: Faculty holding the rank of assistant professor and associate professor are eligible for promotion to the titles of associate professor and professor. The promotion calendar is similar to the tenure calendar: it begins during the spring semester and extends into the following fall semester. In the fall semester, the President of the College makes recommendations to the board of trustees. Promotion generally becomes effective on January 1st of the next year.

Candidates for promotion to the rank of associate professor are expected to present evidence of scholarly achievement and of continued effectiveness in teaching since their appointment as assistant professor. To be considered for promotion to associate professor, the candidate must present to the department chairperson current curriculum vitae, other completed College forms, and, if untenured, publications or evidence of non-traditional scholarly work completed during the previous three years. If the candidate is untenured, these materials are sent to four external evaluators. The candidacy is first considered by the department Promotions Committee (consisting of all departmental professors and associate professors) and subsequently by (1) a Faculty Sub-Committee for Promotion (composed of five divisional faculty), (2) the Divisional Promotion and Tenure Committee, (3) the College Promotion and Tenure Committee, and (4) the College Review Committee. Only the faculty subcommittee interviews candidates and their chairs. Candidates are informed in writing by the department Promotions Committee and by the College Promotion and Tenure Committee whether or not they have been recommended for promotion. Candidates who do not receive an affirmative vote of a majority of professors and associate professors in the department may still be considered by subsequent committees upon written request to the President.

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

Continuing to Reform the P& T Process: Despite some minor modifications in the P&T processes to date, the publication of the *Faculty Handbook*, and the featured programming on P&T issues provided in the New Faculty Orientation Program, faculty awareness and understanding of these processes varies. According to the faculty survey, 90.5% of tenured full-time faculty while only 66.7% of untenured faculty agreed that they had a clear understanding of the promotion and tenure process. Proportionally speaking almost three times as many untenured as tenured faculty respondents (13.6% versus 5.1% respectively) strongly disagreed with the statement “I have a clear understanding of the tenure and promotion process at Brooklyn College.”

As a result, in December 2007, the Acting Provost appointed an ad hoc Promotion and Tenure Advisory Committee to address the concern that these processes are cumbersome, inefficient and lack appropriate transparency. The committee was charged to propose alternative models for P&T processes and procedures in accordance with the principles and goals of greater efficiency, less duplication of effort. The committee also followed the recommendations for clarity, consistency, candor and caring promulgated in the *Good Practices in Tenure Evaluation* (2000), a joint project of ACE, AAUP and the United Educators Risk Insurance Retention Group. The committee presented its report at the April 2, 2008 CAP meeting and four alternative models were proposed. The report is currently under discussion with the expectation that a final proposal will be presented in fall 2008.

OTHER MAJOR INSTITUTIONAL POLICIES AFFECTING FACULTY MEMBERS

Academic Freedom: [CUNY’s Academic Freedom policy](#) dates from the June 8, 1946 endorsement by the Administrative Council of the American Association of University Professors and the 1940 Statement of Principles as reaffirmed by the Council of Presidents on November 23, 1972. CUNY’s commitment to academic freedom is reiterated in the preamble to Collective Bargaining Agreement between CUNY and the Professional Staff Congress/CUNY, 2002-2007. Over the past ten years, academic freedom at Brooklyn College has been challenged and reported in the local and national media on several occasions—largely as a consequence of contentious city and state politics and also within the context of what appears to be national efforts to constrain faculty autonomy. According to the spring 2008 survey, 80.2 % of faculty strongly agreed or agreed that the College protects academic freedom in teaching and 84% in scholarly/creative work. About 71% strongly agreed/agreed that the academic freedom of untenured faculty was respected; 73% were in agreement that the College fosters a climate of scholarly inquiry and 80.6% that it fosters a climate of respect for differences. Nevertheless, a substantial minority, anywhere from 20% to 30%, felt that the College was not protective of academic freedom; this was somewhat more true for junior rather than senior faculty.

In response to separate incidents in 2005, in which two Brooklyn College faculty were the focus of politically motivated attacks in the local media that expanded and were eventually incorporated into a national campaign to vilify liberal or progressive faculty as “dangerous professors,” the College responded constructively by organizing events to generate discussion of academic freedom and to confirm the College’s commitment to protecting it. The Ethyle R. Wolfe Institute organized a year-long colloquium series culminating in a public conference, “Academic Freedom in a Partisan Age,” with national experts on the issue. The following year

the Wolfe Institute sponsored another conference on “Academic Freedom and the Internet.” Additional events, including panels and roundtable discussions at the annual Faculty Day Conference, continued the focus on academic freedom issues, such as teaching controversial subject matter.

Conflict of Interest: In June 2008, the Board of Trustees approved the [Conflict of Interest Policy](#) (effective July 1, 2008) which specifies, among other things, the general standards of conduct and the rules regarding hiring, employment and contract decisions and supervisory responsibility involving “family members” as defined in the policy. The policy also sets forth specific obligations of employees involved in research and the procedures for managing conflicts of interest that may arise in connection with such activities.

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

Research Integrity: Effective June 25, 2007, the Board of Trustees approved the [CUNY Policy Regarding the Disposition of Allegations of Misconduct in Research and Similar Educational Activities](#) (effective July 1, 2007) which promotes responsible conduct of research and similar educational activities, discourages research misconduct, and establishes initial procedures for the evaluation, inquiry and investigation of allegations of research misconduct involving University faculty, staff, and/or post-doctoral associates. In accordance with the policy, the College appointed a Research Integrity Officer who is an experienced researcher and is trained to discharge the duties specified in the policy.

Computer Use: Effective August 11, 2008, CUNY updated its [Policy on Acceptable Use of Computer Resources](#). The policy sets forth the obligations of users of the university’s computer resources with respect to such issues as: licensing and intellectual property; false identity and harassment; confidentiality; disruptive activities; confidential research information; CUNY marks and trademarks; and the limits upon and procedures for monitoring activity without interfering with academic freedom.

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

Workplace Violence: On June 28, 2004, the Board of Trustees approved the [CUNY Workplace Violence Policy and Procedures](#), affirming the University’s commitment to maintaining a safe and secure academic and work environment that promotes the achievement of its mission of teaching research, scholarship and service. The policy specifies responsibilities of faculty and staff and provides for college and university training opportunities in support of the policy.

FINDINGS

Achievements:

- Approximately 60% of Brooklyn College faculty have been hired since 2000 and Diversity Plans have guided the recruitment of a more diverse faculty
- Efforts at increased communication have resulted in a multi-faceted two-year New Faculty Orientation Program, two editions of the Brooklyn College Faculty Handbook, and enhanced faculty resources in WebCentral Portal
- The Roberta S. Matthews Center for Teaching has been revitalized and has published its strategic plan for 2008-2013conscious and significant efforts to enhance teaching excellence on the campus: special workshops on pedagogy; revision of student evaluation of faculty questionnaire and process; special recognition for teaching excellence.

Challenges:

- Address the issue of succession planning for senior faculty.
- Continue efforts to increase faculty diversity.
- Streamline and clarify the P&T process.
- Expand faculty development programs and promote increased scholarly productivity/grants activity.
- Allocate full-time faculty teaching power to ensure that students have access to the rich and talented resources of our full-time faculty at all points in their careers.
- Clarify and re-vamp re-appointment, tenure and promotion criteria and process by standardizing the peer observation form; emphasizing and including more formative assessment methods; linking the annual evaluation report to the student evaluation data by requiring faculty to report the changes they have made based on student feedback; and by conducting rigorous third year reviews.
- Develop a more refined survey to identify issues and strategies to enhance faculty morale and academic freedom.

CHAPTER 6: ACADEMIC PROGRAMS

This chapter addresses Standards 11, 12 and 13

*Academic quality is anchored in commitment to the highest standards in teaching and learning, in the creative arts, in research and scholarship.... It is inspired by academic programs of rigor and depth, programs infused with knowledge drawn from both individual disciplines and from across disciplines. **Brooklyn College Strategic Plan, 2005-2010***

PROGRAM DEVELOPMENT

Brooklyn College is accredited by the Middle States Commission on Higher Education. Various programs, as appropriate, are accredited by the Council on Education for Public Health, the American Board of Examiners in Speech Pathology and Audiology, the American Dietetic Association, and the National Council for Accreditation of Teacher Education. The College's academic programs are registered by the New York State Department of Education.

The Brooklyn College program development process is articulated in detail in two guides: the "CUNY Revised Faculty Handbook for Preparation of New Academic Programs" (2001) and the "Brooklyn College Manual for Preparing New Academic Programs" (2007), both of which are posted on the [Faculty Council](#) page of the college website. "Before any new program can be offered at the University it must undergo qualitative reviews and meet with the approval of appropriate governing bodies at three levels: the College, the Board of Trustees, and the New York State Education Department." ("CUNY Revised Faculty Handbook...", p. 2.) University and college guidelines for program development mandate appropriate content, rigor and coherence for every new program proposal. Adherence to these articulated and published guidelines for new program development is assured through the shared oversight of the Office of the Provost and Vice President for Academic Affairs and the Faculty Council Committee on Master Planning, Educational Policy and Budget; approval by both is required before any new program proposal moves forward to subsequent levels of curricular scrutiny.

The elaboration of program curriculum at the College (course titles and descriptions, prerequisites, and syllabi with assessment plans) is prescribed, step by step, in the recently revised "Manual for Preparing Curriculum Proposals, Undergraduate and Graduate, for Faculty Council" (2007). The process is further supported by curriculum proposal 'templates' which must be followed by every academic department; they ensure that every new course proposal contains the required components, including those mandated by the College's plan for outcomes assessment. No new course is sent for approval to the floor of Faculty Council unless it meets all curriculum requirements established by Faculty Council and its graduate or undergraduate curriculum committees.

Evaluation of new undergraduate and graduate programs and their curricula is built into the development process. Proposals for new programs must describe both their internal and external evaluation plans (including a discussion of desired outcomes for students and the program) and must indicate measures that will be used in assessment, including any prospective departmental external evaluation. CUNY requires that proposals for new master's and doctoral programs be evaluated by two specialists in the discipline from colleges or universities outside the New York

metropolitan area (“CUNY Revised Faculty Handbook...,” p. 9). New program proposals are required to demonstrate academic quality and conformity with the standards of accrediting agencies and State regulations; document alignment with the College’s mission as well as regional, state and national needs; show that they will provide career opportunities for graduates and that the College has the resources (including faculty) needed for proper implementation of the program. The spring 2005 proposal for the M.A. in Mental Health Counseling illustrates the program proposal process.

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

Once registered, the quality of programs is monitored through a multi-level program review process that is coordinated by the Office of the Associate Provost and described in detail in **Chapter 5**. The process requires an annual departmental report, a decennial self-study and external review process, and a multi-year plan that results from the external review and charts future developments at the department level.

Planning future curriculum: Although the program proposal process is well delineated and provides ample opportunity for judgment about the rigor, content and coherence of academic programs at the proposal stage and beyond, the process is focused at the program and department level and does not always incorporate a strategic institutional view of curriculum development. Historically, most curriculum changes have been driven by individual faculty or departmental interest. Increasingly, other influencing factors have included the need to respond to CUNY’s initiatives, accreditation demands of external bodies, changes in certification exams, developments in disciplines, declining enrollment, work force needs, problems with programs, as well as impetus from faculty and students. Increased attention to assessment at the department level is slowly encouraging departments to reshape existing undergraduate majors through the introduction of new courses, the realignment of content, changes to the sequence of knowledge acquisition, and the creation of new concentrations. Also at the department level, assessment is beginning to focus attention on programs that are not flourishing. For example, the English Department is currently considering abandonment of its Comparative Literature major, a program that has never attracted more than 2-4 students per year. What is lacking in this process is a systematic college wide framework for planning and developing curriculum and its corollary, a clearly articulated sunset review policy that focuses attention on programs with limited enrollments (see **Chapter 2**).

In sum, all proposed degree or certificate programs—or the course work and degree requirements that implement it—move through a demanding approval process that involves the academic

departments and governance, the administration of the College, the University, and finally the State Education Department and are subject to continuing review through a well defined program review process. Major issues to be addressed:

- The process of new program development can be painfully slow. Procedures must be refined so that they maintain quality AND support a more agile response to perceived programmatic needs.
- The Annual Program Review (APR, see **Chapter 5**) process should be linked more closely to the review of standing programs so they may be systematically updated and reviewed, and their courses revised to include learning outcomes, as part of the multi-year plan process that follows each APR program review.
- In the context of a college wide framework for curriculum planning, a sunset review protocol must be developed and implemented.

GENERAL EDUCATION

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

The Core Curriculum is required for all candidates for a baccalaureate degree. Students complete 11 Core courses, for a total of 33 credits. The Core is organized into three groups – Arts and Literatures, Philosophical and Social Inquiry, and Scientific Inquiry – and two tiers. Students satisfy nine courses in the lower tier (with some choice under Scientific Inquiry), and two in the upper tier, one each from two of the three groups. The lower-tier foundational courses have no pre-requisites; the upper-tier, which students may take after completing 60 credits and the lower-tier in the group, comprises a menu of choices and aims to be integrative, innovative, and to allow students to pursue more in-depth study in two areas that interest them. All students who enter with an A.A. or A.S. degree are exempt from the Lower-Tier Core but take two upper-tier Cores and, in most cases, the Writing Intensive course in their major. Allowable substitutions for Lower-Tier Cores are listed in the bulletin. Three small special programs (p. 81) —the Macaulay Honors College, the Special Baccalaureate Program for Adults, and the CUNY Baccalaureate Program may substitute courses whose breadth reflects the three groups of the Core Curriculum and incorporates the skills gained in English 1 and 2.

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

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

Breadth and coherence: The ten common goals of student learning define a broad and coherent framework for general education. Each Core course addresses two to four of those goals; each goal is addressed by several Core courses. The goals are refined into course-specific objectives and outcomes which are beginning to be the target of ongoing Core assessment activities (see **Chapter 7**). The College is in the process of creating formal computer and information literacy requirements. The knowledge and skills developed in General Education are applied in the majors, as a comparison between general education goals and major program goals demonstrates. Computer and information literacies acquired through General Education may also be applied in the majors.

Engagement and student success: The Lower-Tier Core gives students multiple opportunities to explore new fields of study including both western and non-western areas of study. The Upper-Tier Core, which includes many interdisciplinary courses, provides students with an even broader, richer array of opportunities to expand their cultural and global awareness; General Education at Brooklyn College provides students with opportunities for collaborative learning and for exploring new areas of intellectual experience. Syllabi demonstrate that Core and freshman composition courses use numerous strategies to engage students as active rather than passive learners, including laboratory or interactive electronic components, group work, low- and high-stakes writing, class presentations, and field work or experiential learning outside of the classroom. General Education makes use of the resources of New York City: CC 3.32 *Geology: The Science of Our World* typically includes a trip to Central Park to explore the geology of New York City; CC 1.3 *Music: Its Language, History, and Culture* requires students to attend a musical performance outside of class. In 2007-2008, the Borough as Classroom program provided approximately 1200 free tickets for students in introductory courses to select events at Brooklyn cultural institutions. A place-based learning faculty roundtable is exploring ways of using community partnerships, such as the National Parks of New York Harbor, to engage students in experiential learning in General Education as well as in the majors.

The College promotes student success in General Education through a robust First College Year experience, peer-tutoring and early intervention programs. Approximately 400 entering freshmen participate in Learning Communities comprised of linked Core and English 1 courses each fall. This structure encourages integration of learning and promotes student engagement and collaborative learning. The most recent data shows a two-year retention rate of Learning Community participants of 80.3% as compared to 69.5% for the general population. Students in SEEK (Search for Education, Elevation and Knowledge), the higher education opportunity program for educationally or economically disadvantaged students, often enroll in specially designed Core courses and learning communities; they are served by SEEK tutors and counselors.

Over 125 tutors trained in collaborative approaches work with about 3,500 students every year in the Learning Center, with the majority dedicated to General Education courses and to writing. Tutors are further supported by online resources that present interactive, supplemental material for designated general education courses and academic writing. Early intervention systems insure that academically struggling students are identified and receive support, especially in their first 60 credits when they are taking many of their General Education courses. The Student Academic Progress Alert (SAPA) identifies freshmen and sophomores who are performing poorly and refers them to support services. Freshman Academic Success Teams (FAST) provide workshops for freshman reported in SAPA or who earned a 2.0 or less in their first semester.

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

Resources are strategically allocated to the general education program in keeping with its centrality to the mission. In fall 2007, 329 sections of Core were offered, about 34% taught by full-time faculty. Full-time faculty taught 66.7% of Upper-Tier sections, but only 27% of Lower-Tier sections. There were 103 sections of English 1 and 2, about 30% taught by full-time faculty. 85 sections of language courses were offered, though an undetermined number of students in those courses were taking them to meet major requirements or as elective credits. The College allocates 13 courses per year of re-assigned time to support faculty coordination of the Core, English 1, and the Learning Communities program. The College provides additional reassigned time or non-teaching salary for faculty development in General Education. Approximately 45% of the Coordinated Undergraduate Education (CUE) grant of about \$680,000 a year is dedicated to general education initiatives; additionally, of the \$495,000 in Compact funds allocated to the Undergraduate Dean's area, at least 35% was spent directly or indirectly on programs, materials, and staff in support of general education.

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

General Education is rigorous and focused on improvement: Brooklyn College believes that the “College is distinguished by a rigorous core curriculum.” (Strategic Plan) The university and college curricular structures (noted above) promote quality reviews of all curriculum, and especially general education. Post-baccalaureate tests, such as the New York State Liberal Arts and Sciences Test (LAST) for teacher certification, LSATs, and MCATs are an indirect measure of General Education. For the period 2002-2006, the average LAST pass rate of Brooklyn College students was 92.75% (with rates of 95% in both 2004-05 and 2005-06).

Core Curriculum Revision: Over the years, faculty considered the possibility that the entire Core program would benefit from an evaluation and reformulation that would: provide more choice; build effectively in upper-tier courses on knowledge and skills acquired in the lower tier; allow for more interdisciplinary teaching and learning; reflect a global perspective; open upper-tier courses to the entire faculty by inviting professors in any discipline, whether previously associated with the Core Curriculum or not, to create courses that would engage students in topics of current significance; provide for the possibility of cycling upper-tier courses in and out of the upper tier. Students, too, expressed interest in a Core that offered more choice, especially in the Sciences, and that contained courses all of which were 3 credits. Classes of 1998 and 2001 participated in an alumni survey in which 48% of 1998 respondents reported that the Core Curriculum was “very valuable” or “extremely valuable” as compared with only 28% of 2001 graduates.

A process for revision of the Core Curriculum originated in 2002 when a team of Brooklyn College faculty attended the AAC&U Asheville Institute on General Education. They developed a set of goals that became the basis for a two-year discussion of the Core Curriculum. In 2003-04, a 60-member faculty team was organized into subcommittees that developed nine different models for a new Core. The nine blueprints were discussed widely, and three were given over to an elected Review Committee of highly respected faculty that worked over summer 2004 to develop a final model, taking elements from each of the three that had been promoted during the discussion phase. After extended discussion and additional changes, Faculty Council voted to approve one model, and the new Core framework came into place. In 2005-07 the new courses were developed and language was adopted for the Bulletin requirements of the new Core and for transition for students who had begun under the old version. The revised curriculum was implemented in fall 2006.

Continuous Improvement: We monitor the progress of the general education curriculum and focus on its improvement at the sponsoring department level and through two primary college wide mechanisms—the Core Assessment effort (under the direction of the Core Director and the Director of Academic Assessment) and in the CUNY wide Campaign for Student Success/Coordinated Undergraduate Education programs. Both utilize quantitative and qualitative evidence to measure success and plan for improvement.

Core Coordinators, reporting to the Core Director, are tasked with monitoring and guiding the assessment of student learning in the individual lower-tier Core courses and assessment of the Revised Core Curriculum is the first major college wide project of the Office of Academic Assessment. Results of the Core Assessment Report Fall 2006-Fall 2007 are discussed in **Chapter 7**. The Campaign for Student Success and CUE (Coordinated Undergraduate

Education) are funded CUNY initiatives that focus on student retention and graduation, including general education. These programs, largely focused on the first 60 credits of study, are administered by the Dean for Undergraduate Studies who is assisted in planning implementation by an interdisciplinary task force of faculty and professional staff. Both plans focus on college data, such as the 2007 NSSE results and on quantitative CUNY PMP indicators such as the number of credits earned by first-time, full-time freshmen in the first 12 months of study, the one- and two-year retention rates for first-time, full-time freshmen and transfers (see **Chapter 4** for a discussion of these efforts). The task force has been exploring these issues in the context of national trends in undergraduate education, most recently at a Mellon-funded retreat featuring Dr. Scott Evenbeck, Dean of University College at IUPUI, an authority on student learning outcomes, as workshop leader and mentor.

In sum, General Education has a distinguished history at Brooklyn College and is a continuing institutional priority. Important next steps include:

- Revising the College Bulletin so that all general education requirements appear in one place and under a unifying rubric (e.g., “General Education” or “College wide Requirements”); making the foreign language requirement, which is part of the Core Curriculum, more visible; and providing for better coordination and communication between the governance entities that oversee general education to facilitate assessment and a feedback loop for improvement.
- Coherence of knowledge and skills among the Core, the rest of General Education, co-curricular learning, and the majors must become as deliberate and explicit as it is within the Core Curriculum, and after wide discussion, articulated in publications. Awareness of this coherence and its benefits for a liberal education at the College must be raised among faculty, staff, and students; computer and information literacy must be enumerated among the College’s general education goals.
- The Core Outcomes Assessment activity must be continued and it must be aligned with various other components of the General Education curriculum through the Campaign for Student Success/CUE programs. NSSE 2007 results (summarized in [*Experiencing Brooklyn College: the results of the 2007 National Survey of Student Engagement in Perspective*](#)) and other assessment results must be further examined and used as the basis to design program improvements to address significant issues.

THE UNDERGRADUATE MAJOR

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

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

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

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

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

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

History. Following a retreat focused on self-study and planning, the department in 2001 "prepared a preliminary outcomes assessment plan, setting forth the goals and objectives of the undergraduate major, and a tentative timetable to frame assessment tools and implement them." Since then, course objectives, desired outcomes, and assessment methods (such as student performance in writing historical narrative and analysis) have been articulated, but the department is just now in the process of discussing how the program as a whole might assess its

effectiveness. So far, no curriculum changes have taken place as a result of outcomes assessment.

Political Science. Following a self-study and external review in 2004-2005, Political Science generated an outcomes assessment plan. After creating a new mission statement and new learning goals, the department intensified its focus on building social science research skills and changed the major curriculum to include three required classes—a cross-field course, a research methods course, and a capstone senior seminar in which students write substantial research papers. The department hopes to soon utilize its assessment plan to determine the extent to which its new skills-oriented courses are achieving their objectives.

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

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

GRADUATE PROGRAMS

The Brooklyn College Division of Graduate Studies was instituted in 1935 and currently offers over 70 programs leading to the following degrees: master of arts (35), master of fine arts (4), master of music (2), master of public health (1), master of science (9), master of science in education (14), a joint B.S.-M.P.S in computer and information science, and nine advanced certificate programs. In addition to Middle States accreditation, individual programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Council on Education for Public Health, the American Dietetic Association, and the American Board of Examiners in Speech Pathology and Audiology.

Between 2001 and 2007, a total of 8,327 graduate degrees and advanced certificated were conferred as follows: M. S. Ed., 41%; M.A., 27%; M.S., 10%; M.F.A, 7%; M.Mus., 2% M.P.H., 1%; and advanced certificates, 12%. Clearly, the School of Education, which was the first CUNY program to receive full NCATE accreditation and produces the greatest number of certified teachers in the CUNY system, is the largest component of the graduate division. Among its nationally recognized graduate programs are those in Special Education (CEC recognition), Early Childhood Education (NAEYC recognition), English Education (NCTE

recognition), Mathematics Education (NCTM recognition), Science Education (NSTA recognition), and School Psychology (NASP recognition). Examples of programs with strong appeal outside of the School of Education include the M.F.A. in Creative Writing (which draws 350 applicants nationwide for 30 seats each year), the M.S. in Speech-Language Pathology, and the recently developed M. A. in Mental Health Counseling (one of the first registered programs of its type in New York State).

With the singular exception of the School of Education programs, the College has long held the belief that the strength of its graduate division resides in the traditional liberal arts and sciences. However, in response to the vision expressed in the Strategic Plan 2005-2010, an increasing number of graduate programs that better serve the professional needs and interests of the Brooklyn community have been proposed and approved since 2005. The roster of new, career-oriented programs includes the Advanced Certificate in Grief Counseling (March 2005); the M.A., in Mental Health Counseling (April 2005); the M.F.A. in Performance and Interactive Media Arts (PIMA-September 2005); the Advanced Certificate in Autism Spectrum Disorders (December 2006); the M. A.T--Adolescence Science (Grades 7-12) with Specialties in Biology, Chemistry, Physics or Earth Science (February 2008). An M.A. in Human Resource Management and an Advanced Certificate in Parallel and Distributed Computing are also pending approval as of fall 2008. This shift toward the introduction of more and more varied career-oriented programs heralds the need for a comprehensive review of the College's graduate division and its programs—examining the appropriate mix of career-oriented to traditional graduate programs and also exploring the appropriate percentage of graduate programs in the overall mix of instructional programs offered by the College.

The College also plays a role in the development and implementation of doctoral programs offered at the CUNY Graduate Center. Brooklyn College faculty teach courses and supervise dissertations in many CUNY Graduate Center doctoral programs on assignment every semester. In addition, the College is the host location for a CUNY doctoral program in experimental psychology and, with Hunter College and the Graduate Center, was a major partner in the development of the Au.D. degree, the University's first clinical doctoral program. The College is also one of the leading campus partners in the development of doctoral programs associated with the new CUNY School of Public Health.

Enrollment: Brooklyn College graduate programs are largely advertised through individual networks and reputation in the field, and attract a high percentage of part-time students who represent approximately 92% of total graduate student enrollment over the last decade. Graduate enrollment has shifted dramatically over the period, reaching a peak of 5,025 degree and non-degree students in fall 2001 and declining to 3,592 degree and non-degree students in fall 2007—a trend that seems to have been reversed in fall 2008, with an increase of 19.4% in the number of degree-seeking graduate students. Improved application procedures discussed in **Chapter 4** and a changing economic climate have likely contributed to these enrollment gains. The declines experienced earlier in the decade are attributed to two main factors—higher graduation rates for the 2002 and later cohorts that reduced the number of continuing students, and a 2005 change in the CUNY tuition and fee structure (a \$40 per credit increase for in-state residents and a \$75 per credit increase for out-of-state residents) that negatively affected both new and continuing enrollments. Off-campus non-degree programs of the School of Education were particularly

affected by the tuition increase. Although a 2006-2007 CUNY waiver restored competitive pricing for these School of Education programs outside of the five boroughs of the City of New York, recovery has been slow due to the geographical limit of the waiver. International graduate student enrollment has also declined over the past decade, decreasing by 37.8% in the period fall 2003-fall 2007.

As noted in **Chapter 4**, retention and graduation rates in graduate programs merit increased attention and action. The average percentage of master's students entering from fall 1999-fall 2002 who completed their degrees within four years of entry was 62.6% as compared with a CUNY senior college average degree completion rate of 67.1% for master's students entering during the same period. While the introduction of curriculum mapping (recommended in **Chapter 4**) might partially address this issue, more information is required to craft approaches that would accelerate degree completion.

Organization and management: Responsibility for graduate programs resides at the department level and day-to-day operations are managed by approximately 45 Graduate Deputies (called program heads or coordinators in the School of Education). Graduate Deputies report to their department chairs and recruit, admit, advise and manage students in specific programs within their departments. They provide course permissions and other academic approvals, and resolve students' problems at the department level. In some departments they also participate in the hiring of adjuncts to teach in their respective programs. Graduate Deputies who exercise their advisory role with full understanding and dedication play a major role in maintaining program quality. Coordination across programs is accomplished through the efforts of the Dean of Graduate Studies and Research who chairs the Council of Graduate Deputies, which meets four times a year. The Dean and the Office of Research and Graduate Studies work with and provide training for graduate deputies and program heads/coordinators, offering general academic advisement and assistance in support of academic milestones such as comprehensive exams and theses. The Coordinator of Graduate Studies manages the process of student petitions seeking waivers and exemptions from the Faculty Council committee that monitors compliance with academic regulations. In consort with the Graduate Deputies, the Coordinator and the office staff closely monitor students on academic probation, helping them to become more academically successful and providing a number of academic resources. The Dean of Research and Graduate Studies coordinates activities funded under the CUNY Graduate Investment Program, which has provided a range of services to graduate students including workshops on professional development, thesis writing and grant writing, funding for conferences and research expenses, and special master's level internships (see **Chapter 4**).

Transparency: As discussed in **Chapter 3**, the College has made a renewed effort to improve its websites and paper publications as conduits of relevant information for both potential applicants and current students. Online presence has been separated into external and internal branches and information about college programs and policies has been greatly improved. The Office of Research and Graduate Studies, working with the graduate programs and the Office of Publications, recently edited and largely rewrote the 2007-2010 edition of the Brooklyn College Graduate Bulletin. In addition to improving clarity with regard to degree requirements and the rules that govern academic standing, the new bulletin adds career-related descriptions to the prefatory matter for every graduate program. Many individual programs also continue to

produce their own materials, some designed for potential applicants, others as guides to successful and timely completion of the program.

Aligning programmatic goals, objectives, and outcomes: We cannot report that every graduate program addresses all assessment issues listed in the standard. We can, however, affirm that some graduate programs are making significant progress in that direction. More are becoming increasingly reflective and purposeful; others are slowly moving from informal to more formal modes of aligning student learning outcomes with program goals and the College's mission.

Using the Departmental Assessment Status table provided in the [Office of Academic Assessment](#) web site (as of spring 2008), five programs were selected to illustrate the diversity of progress toward robust assessment that one currently finds among the College's graduate programs. Programs were asked to describe and evaluate their progress against the ideal expressed in the standard. At the highest end of the assessment spectrum are graduate programs in Speech-Language Pathology and the School of Education that have met, respectively, the accreditation requirements of ASHA and NCATE. The current status of progress in each program is:

School of Education. The School of Education offers a wide array of graduate-level programs. In response to requirements of NCATE, a formal process of outcomes assessment assures and maintains appropriate content, rigor, and coherence in their graduate programs. In preparation for the NCATE site visit, SOE developed and implemented a mission statement and a conceptual framework that elaborated on its mission. In doing so it embraced an intellectual and educational environment that placed collaboration, critical self-reflection, social justice, and diversity at the center of its mission. The School of Education was accredited, without qualification, by NCATE in 2005. Accreditation by NCATE is a strong endorsement of SOE's contention that it currently maintains appropriate content, rigor, and coherence in its graduate programs.

Speech-Language Pathology. In response to requirements of the American Speech-Language-Hearing Association (ASHA), the Speech-Language Pathology program has articulated clear goals that align with the College's mission as well as program learner outcomes derived from specific knowledge and skills required for the practice of the profession of speech-language pathology. Outcomes are assessed formatively, using course-based presentations, demonstrations, written papers, observations of clinical practicum activities, and student conferences. Remediation is provided as needed for students who do not meet outcomes in a timely fashion, with opportunities for follow-up assessment. Students are assessed summatively by a written comprehensive examination. The Speech-Language Pathology program was re-accredited by ASHA in 2006. The program conducts graduating student exit surveys each semester, as well as an annual survey of first year alumni and their respective employers/supervisors to evaluate the students' educational and clinical training experiences. The results of these surveys over the past five years have been largely positive; specific recommendations have been implemented as an outcome of this feedback. These have included the introduction of an annual faculty retreat, implementation of a more rigorous student advisement process, development of new courses reflecting scope of professional practice, modifications in course scheduling and sequencing, modification of the comprehensive exam format, reduction of student/clinical supervisor ratios, and increased visitation of students at off-campus clinical practicum sites.

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

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

Computer and Information Science. The Computer and Information Science Department is primarily involved with two graduate programs at Brooklyn College: an M.A. in Computer Science and an M.S. in Information Systems. Its 2006 external evaluation raised concerns about the preparation level of entering graduate students and the quality of the programs. The Department has no assessment plan at the graduate level: there is no mission statement for either program and no student learning outcomes. The department cites a difficulty in determining

what constitutes appropriate content, coherence, and rigor in computer science at the master's level, noting that there is little guidance from national organizations: the Accreditation Board for Engineering and Technology does not have accreditation standards for master's level. The Association for Computing Machinery published (in 2006) a model curriculum for a Master's degree in Information Systems, but there is no similar document for a Computer Science Master's degree. The department argues, therefore, that future efforts to implement outcomes assessment will likely rely on input from, and research on, the New York metropolitan information technology industry. The department has, however, taken steps toward being more reflective and has tried to respond to new opportunities. Its 2006 external evaluation recommended the formation of a local computing industry advisory board, a recommendation on which the department has acted in an effort to obtain professional opinion with regard to its graduate curriculum. In response to a demonstrable workforce development need, the department is currently designing a graduate certificate program in Distributed and Parallel Programming.

Graduate Programs—A Mission Critical Issue: The Strategic Plan 2005-2010 sets specific goals with respect to planning, developing and implementing graduate programs that meet student needs. It targets rebuilding graduate enrollment as a major priority of the student-centered campus; calls for an environmental scan to assess markets for new and existing programs; sets the goals of developing master's and advanced certificate programs that offer an "applied" slant directly related to job trends and marketplace, and calls for broadening the College's participation in CUNY's doctoral science programs. Preliminary work has been conducted on all fronts—enrollment of degree-seeking graduate students is up by 19.4% in fall 2008; new degree programs are beginning to address career opportunities that our graduate students seek. Strategic hiring of faculty in the sciences, based on the identification of four interdisciplinary themes identified by faculty in these departments even before the CUNY Decade of the Sciences was announced, and CUNY has encouraged the College to prepare for joint doctoral degree granting status in the sciences as outlined in the **CUNY Master Plan 2008-2012**. With respect to graduate programs, the stage is set for immediate action and the College must respond to the opportunity to strategically plan the growth and development of its graduate division at the institutional level.

RELATED EDUCATIONAL ACTIVITIES

Basic Skills: The CUNY Board of Trustees on January 25, 1999 adopted a resolution phasing out remedial education in all baccalaureate degree programs except during summer sessions. Following the end of remediation, all applicants to Brooklyn College (except non-CUNY transfer students with 45 or more credits) were required to meet admissions criteria and demonstrate readiness for college-level work in English and Mathematics. Basic skills readiness can be demonstrated: (1) by attaining a score of at least 480 on the Critical Reading and 510 on the Math sections of the SAT (or a score of 20 on the ACT); (2) by earning a 75 or higher on the New York State English and Mathematics Regents exams; or (3) by passing the CUNY Skills Assessment Test.

The resolution did not apply to ESL students, who received a secondary education abroad and who otherwise are not in need of remediation, or to SEEK (Search for Education, Elevation and Knowledge) students. The educational activities provided for students who do not meet basic

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

Pre-freshman Academy and Immersion in Reading, Writing, and Math: The Pre-freshman Academy is required for identified conditionally-admitted students who fall just short of admissions requirements and who may or may not need to pass one or more CUNY Assessment Tests; a series of workshops orients students to the College and introduces them to successful academic habits. Immersion workshops are offered in summer and in January for conditionally-admitted and readmitted students who must be certified for admission in reading, writing, or math. The workshops, complemented with peer-tutoring available in the Learning Center, help students to acquire and develop the knowledge and skills required to pass ACT exams and to transition successfully into college academic work. The effectiveness of summer and January programming is assessed quantitatively through tracking persistence and GPAs. (See Brooklyn College CUE Proposals 2007-08 and 2008-2009).

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

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

SEEK (Search for Education, Elevation, and Knowledge) is a New York State legislatively-mandated higher educational opportunity program at each of the senior colleges of the City University of New York. The SEEK Department at Brooklyn College provides academic, financial, tutorial/supplemental instruction and counseling assistance to eligible educationally and economically disadvantaged students entering college for the first time so that they may succeed in a college setting. SEEK was created to further the CUNY mission of providing equality of higher educational opportunity to students who otherwise would not have such access and would not normally qualify through regular admissions criteria for a baccalaureate program at the City University of New York.

A key component of SEEK is the SEEK Pre-Core Program designed for freshmen who have entered Brooklyn College but have not yet demonstrated competency on the CUNY basic skills

assessment tests in reading, writing and mathematics. This program of college-level courses is designed to prepare students for the challenges of Brooklyn College's core curriculum. Designed and revised under three U.S. Department of Education Fund for the Improvement of Post Secondary Education (FIPSE) projects, this program has been designated by FIPSE as an Innovative Model of Post-Secondary Education.

The SEEK Pre-Freshman Summer Program is divided into two groups: students who have passed basic skills tests and those who have not. The former group takes a Core course in combination with a Critical Inquiry course; the latter group takes a Critical Inquiry course along with reading and mathematics intensives. Cultural field trips, counseling sessions, and tutoring are an integral part of the program. In the fall semester, students join a blocked programmed learning community in either the SEEK Core or Pre-Core Programs, based on whether or not they have passed basic skills tests. Students in the latter take college-level compensatory courses designed to prepare them for Brooklyn College's core curriculum. Learning Communities include social science or humanities courses paired with Critical Inquiry workshops such as Readings in Anthropological Studies, Researching the Literature in Cultural and Linguistic Anthropology, Logic, and/or Contemporary Sociology, counseling workshops, and an appropriate mathematics course. Students may participate in the SEEK Pre-Core or Core programs as necessary in the spring semester. A post-freshman summer experience is also available. Students continue to receive SEEK support services including counseling, tutoring/supplemental instruction, and financial aid through graduation.

Pre-freshman STEM Institutes: In addition to immersion preparatory programs in English language skills, Pre-freshman Summer Institutes offer science preparation: the Computer Literacy Summer Institute; the Summer Science Enrichment for intended science majors; and the Summer Science Institute in Chemistry for students with limited or no science preparation intending to enter health related professions.

The effectiveness of summer and January programming is assessed quantitatively, through tracking persistence and GPAs, and quantitatively, and through student evaluations. (See *Brooklyn College CUE Proposals 2007-08 and 2008-2009*).

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

Experiential Learning: The Special Baccalaureate Degree Program is the only program at Brooklyn College that awards life experience credit to its approximately 60 students. To receive life experience credit students must apply to a department, develop a portfolio and follow specified steps. Designated departmental reviewers evaluate the student's experience, which the student must align with a particular course. If approved, the experience counts as credit in that course. Most students receive no more than six credits, but they are entitled to apply for more. Every year about six students use the option and generally receive the credits in business.

Non-credit Offerings: Non-credit programs are offered through Professional Advancement and Continuing Education (PACE). Its mission is to support the commitment of the College to be a model citizen of the borough. PACE fulfills its mission by making affordable educational opportunities available to adults and children in the areas of non-credit training; by providing training in areas designed to respond to workforce demand such as English as a Second Language, health care careers, college preparation, information technology, and academic enrichment for children. PACE also functions as an integrated department of the College by supporting recruitment efforts and generating tuition revenues from course offerings. PACE acts as the administrative arm of the College for nontraditional, off-campus programs in both credit and non-credit areas, and works with departments to assure that appropriate levels of student service and student satisfaction are met.

PACE course offerings contain clearly articulated course goals, procedures, and objectives. Student surveys, course evaluations, and faculty evaluations are completed for each course. PACE faces continuing challenges regarding the ability of the Flatbush area community to afford continuing education tuition. Currently, an advisory task force has been established to explore revenue opportunities; costs are being reviewed, with the goal to reduce fixed costs in the area.

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

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

Distance or Distributed Learning: According to university data, only 1.2% of instructional FTEs were offered fully online and 6.1% were “partially online” at Brooklyn College (*University Performance Management Report, 2007-2008*), ranking second among CUNY senior colleges in both categories of online offerings. Currently Brooklyn has no fully online programs and no immediate plans to offer a fully online program. In spring 2008, the Acting Provost convened a *Task Force for Distance Learning* to develop guidelines for online learning. Conversation on these issues continues in recognition of the arrival of a new Provost and recruitment of the Chief Librarian/Executive Director of Academic Information Technologies, a unit clearly instrumental to online educational activities.

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

The Speech-Language Pathology program maintains contracts with clinical sites including schools, hospitals, nursing homes, and other health care agencies throughout the New York metropolitan region. Students in our graduate program obtain clinical practicum hours at these sites under the supervision of licensed, certified speech-language pathologists. College guidelines governing affiliated sites are strictly enforced and exceed the ASHA standards under which the program is nationally accredited.

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

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

FINDINGS

Achievements:

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

Challenges:

- **Program Development:** create a more agile new program identification procedure and development process that responds to shifting interests and demands while maintaining quality; link the systematic update of standing programs more closely to the Annual Program Review process; develop and implement a sunset review protocol; in sum, develop an intentional, systematic and strategic process of program review and development.
- **Coherence:** coherence of knowledge and skills among Core, the rest of general education, co-curricular learning and the majors must become as explicit as it is within Core; coordinate entities that govern the general education program to facilitate assessment and implementation of feedback loops; continue and expand the Core assessment program. Existing undergraduate certificate programs and some graduate programs need to align more effectively with the mission and goals of the departments and the College.
- **Graduate Programs:** The College must examine its fundamental mission as it relates to graduate students and graduate programs and strategically plan the future of graduate programs.

CHAPTER 7: ASSESSMENT OF STUDENT LEARNING

This chapter addresses Middle States Standard 14

*Brooklyn College has established an assessment framework that enables it to measure its progress, allow for corrections, and shape future directions. **Brooklyn College Strategic Plan, 2005-2010***

THE EVOLUTION OF A CULTURE OF ASSESSMENT

Over the past decade, the College has been steadily moving toward achieving its goal of incorporating a “culture of evidence.” All levels of administration understand that they must respond to data that gives them cause both to celebrate accomplishments and address revealed challenges. As discussed in **Chapters 1 and 2**, the College is accustomed to annual accounting and “mid-course” adjustments in response to data generated both locally and at the system level. For example, the projections generated in setting admissions standards each year yield information that is used to target particular student populations and develop better programs and services for them. The impact of these activities is most clearly reflected in the academic area and especially in the panoply of programs and services developed for students in the first two years. Close attention to detail and data has resulted in a constant re-evaluation of services and initiatives that enhance what we offer to students and how we offer it. The process often results in policy refinements, such as the small but significant change regarding the number of times a student may re-register for a course, from which one has failed or withdrawn, without special permission from the Center for Academic Advisement and Student Success (CAASS).

The degree to which assessment has become part of the institutional fabric related to student learning is perhaps best illustrated by the independent but parallel reorganization efforts of the Office of the Undergraduate Dean (whose office is responsible for the educational experiences of almost 80% of the Brooklyn College student body) and of the Division of Student Affairs (DOSA). Discussion of the DOSA reorganization and its alignment with the College’s mission and goals is detailed in **Chapter 4**; the successful results of the reorganization of the Office of the Undergraduate Dean are evident in improvements in the relevant CUNY PMP indicators and documented through the CUE/Campaign for Success plans and reports discussed in **Chapter 1**.

With regard to the specific assessment of student learning in academic programs, progress has been steady but uneven, dependent as it is on the commitment of individual chairpersons and the leadership they provide in their departments. The range of individual faculty commitment to transparent assessment and the quality of information they provide to their students also varies widely: some faculty still believe that grades provided in exchange for a traditional midterm, final, and (perhaps) a paper constitute sufficient “assessment” of student performance. But, many do not adhere to the old standard; the quality of the assignments these faculty create and the feedback they provide to students immeasurably enriches the educational experience at Brooklyn College. The challenge is to support these efforts and assure that they are recognized by the reward system. Such initiatives as the teaching portfolio and the Whiting Fellowship support the commitment to excellent teaching and learning (see **Chapter 5**) and the essential role of assessment for improvement.

In 1999 the only significant direct measure of student skills of reading, writing and analysis was the exit exam from Composition I and the CUNY Proficiency Exam (CPE), required by CUNY of all students for graduation. Over the course of the decade, learning outcomes assessment methodologies have been considerably broadened. Traditional measures such as graduation and retention rates at the institutional level and individual grades at the program and course level have been supplemented with measures such as the National Survey of Student Engagement (NSSE), and the CUNY Student Experience Survey (SES) as well as locally designed surveys of graduates and alumni. Capstone experiences such as writing and directing a film in the department of Film or participating in a senior seminar in the department of Political Science are beginning to be used to assess student learning outcomes at the program level. As expected, leaders in the assessment of student learning outcomes on the program level have been those departments with specialized accreditation and/or programs leading to external certification (e.g. the National Council for Accreditation of Teacher Education (NCATE), the American Dietetic Association (ADA), the American Speech Language Association (ASHA) and the Certified Public Accountant Examination [CPA]). The SEEK department is recognized as a FIPSE Innovative Model of Post-Secondary Education and has served as a model student learning outcomes assessment program for over 40 colleges nationwide. From the outset, faculty leaders for college wide assessment efforts were recruited from the cadre of departments and programs representing effective assessment practice.

Planning, Implementation, and Administrative Support 1999-2008: The process of change began substantially as a result of the 1999 Report of the Evaluation Team of the Middle States Association of Colleges and Schools. It included the recommendation that "a campus-wide comprehensive outcomes assessment plan be developed and implemented." In response to this recommendation, the Outcomes Assessment Plan Committee (OAPC) of Brooklyn College was formed in December 2000, representing a cross section of the College and charged with developing an Outcomes Assessment Plan.

In fall 2001 OPAC submitted the *Brooklyn College Outcomes Assessment Plan* to MSCHE and once it was accepted, shared it with the college community. It outlined five areas for assessment that included aspects of both institutional assessment and the assessment of student learning, and set principles for Brooklyn College's assessment efforts (see **Chapter 2**). The principles articulated were consistent with sound assessment practices and established appropriate uses for information gathered in the assessment process. MSCHE requested permission (and received it) to use the Brooklyn College plan as a model for other colleges.

This assessment plan, along with the more explicit statement of expectations for the learning outcomes of Brooklyn College graduates in the revised mission statement (see **Chapter 1**) constituted the bedrock on which all subsequent assessment of student learning efforts were founded. The plan was a comprehensive document that embraced institutional, degree/program and course assessment related to student learning. From the beginning, the outcomes assessment effort in the academic area was a special interest of the Provost. The goal was to promote both the intrinsic value of intentional assessment as a means of improving educational quality and student learning based on (relatively) new knowledge in cognitive development, as well as the extrinsic value of demonstrating the validity of internal assessment as an antidote to the imposition of simplistic measures from outside. The process was both deductive—beginning

with classroom assessment—and inductive—asking each department to develop a mission statement and department/program goals and to relate them to each other as illustrated in the College's assessment manual (see **Exhibit 3**). Over the course of the past ten years, three Brooklyn College assessment manuals were produced, with all materials developed by Brooklyn College faculty. Quality of the manuals varied but they reflect active faculty involvement and honest attempts to address the issues. In addition to inclusion of course outcomes and assignments specifically designed to provide Brooklyn College students with the opportunity to demonstrate their learning, manuals referenced outside resources, including disciplinary web sites that articulated discipline-specific learning goals and examples of exemplary course and program assessment processes. The manuals were supplemented by a series of annual workshops that were offered using local talent as well as outside experts such as Middle States Commission Vice President Linda Suskie (fall 2006).

As the original plan was implemented, adjustments were made, particularly when aspects of the proposed structure proved unwieldy. Initially, the plan called for a College Assessment Committee consisting of 18 people chaired by the Provost, five Assessment Coordinating Subcommittees, and an Assessment Coordinator, but the committees devoted to overseeing undergraduate and graduate outcomes assessment were disbanded and responsibility transferred to the academic chairs. The Assessment Task Force, comprised of faculty and chairs from each academic division, directors of various programs within academic affairs and the Dean of Student Affairs was created by the Provost in 2003 and has maintained a broad focus on general education and more general issues related to the assessment of student learning throughout the period. Progress on assessment was tracked annually and program improvements were introduced based on the reported experience of the previous year as reported in Department Annual Reports.

In addition to engaging academic department chairs and individual faculty in the efforts to assess student learning, the College has invested heavily in the coordination of these efforts. Initially, a visiting professor from another CUNY college served as the first Assessment Coordinator and contributed to a focus on classroom level assessment and its relation to teaching techniques. Program level assessment, it was hoped, would emerge from this emphasis. (See *Brooklyn College Outcomes Assessment Resource Manual*, 2nd and 3rd Editions 2004-05). The emphasis on classroom level assessment, meant to counteract very early attempts to rely totally on proxy measures, may have contributed to departmental and faculty resistance. Between 2002 and 2006, the visiting Assessment Coordinator and (once she returned to her home college) a faculty representative from each of the four academic divisions, worked with faculty in all academic departments to create course learning outcomes. In 2006, the position of Director of Academic Assessment was created. Under the auspices of the director, a more concise assessment manual and an assessment webpage have been created, and an array of presentations and workshops has helped improve coordination and communication of the overall assessment goals, principles and priorities of the College. Ongoing efforts to integrate the assessment of student learning with other College processes have resulted in assessment becoming a more explicit part of program review, the end of year reporting process, and the process for changes in the curriculum. (See *Annual Report Form for Academic Year 2007-2008*, *Guidelines for Departmental Self-Study in Preparation for External Evaluation*, and *Manual for Preparing Curriculum Proposals*,

Undergraduate and Graduate for Faculty Council). The Director of Academic Assessment now chairs the Assessment Task Force.

With respect to administrative support and planning, the College looks forward to sustaining its considerable momentum while addressing the following challenges:

- Increasing efforts to improve the transparency of assessment mechanisms and assessment information.
- Revising the 2001 assessment plan to reflect current structures and processes and recasting the Assessment Task Force to be more task-centered rather than primarily advisory.
- Defining a dedicated funding mechanism for assessment activities and possibly acquiring commercial assessment management software.
- More fully integrating assessment of student learning into the strategic planning and budget processes.

Assessment of General Education and Core Curriculum: One of the most significant areas of advancement in terms of a system of assessment has been in General Education, specifically in the area of the Core Curriculum. With the creation of the 2001 assessment plan, an assessment subcommittee began the process of examining the Core Curriculum with the goal of developing learning goals for the Core. An original list of 32 goals was developed and eventually narrowed the goals to ten. These were first adopted as goals for the Core curriculum and then, with slight modification, adopted as college wide learning goals for Brooklyn College. The revised Core Curriculum embodied the new learning goals and went into effect in fall of 2006 (Brooklyn College, *The Core Curriculum*).

Assessment was built into the revised Core from its inception. Common Core goals linked to both the College's mission and the course goals, but the creation of common rubrics/standards remained to be addressed. The existing emphasis on course assessment was used to build a culture of assessment in the Core faculty, accustom them to the process, and use course level rubrics as a basis for building common Core course rubrics for the future.

The focus for 2006-2007 centered on skills in Goal #1, beginning with "Critical Thinking." Over the course of three semesters there was a huge increase in the participation in Core assessment (see **Exhibit 4**). The steady increase in participation was aided by the funding of re-assigned time for coordinators for each of the Core courses and the leadership of the Dean for Undergraduate Studies. In addition, having coordinators responsible to both the Core Director and the Director of Academic Assessment has helped raise awareness and improve participation, and increased buy-in for the creation of common assessment rubrics. Clearly, once a common rubric has been developed for Common Goal #1, the development of common rubrics for all the common goals is the next direct step, with Core coordinators concentrating from the very beginning on identifying the common as opposed to the unique manifestations of each goal.

Areas that need to be addressed as the assessment of the Core continues include:

- Establishing a basis for comparability of results across courses through the creation of a common rubric.
- Exploration of alternatives to the current wording of questions on the student evaluation of faculty questionnaire to provide more direct measures
- Review and reduction of the current list of Brooklyn College learning goals (which for practical assessment purposes are both too many and too “dense” in that they contain multiple learning goals) to the more concise standards of other CUNY institutions and similar institutions nationally. (See [Core Assessment](#), on the Office of Academic Assessment web site).
- Alignment of the assessment of Core with assessment of the other elements of the General Education program (i.e., Composition, Math, Speech, and Language) and the CUNY Proficiency exam (CPE), a required junior level exam required of all CUNY students that tests for analytical ability, reading, and writing. Though it has some merit as a widely used direct measure, the CPE has some challenges in the usefulness of the results to improve learning. (For CPE see *A Description of the CUNY Proficiency Exam: Information for Students, 2007-2008* and the [CUNY CPE Reference Guide](#)).

Undergraduate Program Level Assessment: The College’s academic culture has been transforming itself and has gradually become more “mindful,” “evidence-based,” and “transparent.” In 1999 (as stated in the self study of that year), the prevailing view of assessment was as follows:

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

A new culture of assessment, one that considers appropriateness of content, rigor, coherence, and student mastery as outcomes that can and should be investigated and measured, is taking root. The degree of transition to this new culture varies as is demonstrated by a review of the [Academic Department Assessment Activities](#) on the Office of Academic Assessment web site. While some departments have come to understand outcomes assessment and worked hard to integrate its principles into their framework of programmatic planning, others have been slow to respond. The departments that have made the most progress have created clear opportunities to judge how well they are succeeding in educating students in the major. In terms of program level assessment of student learning, some undergraduate programs have made significant strides since 2001. Building on initial progress on developing mission and goals statements in 2002-2005, a more coordinated and focused effort on program assessment began in 2006. By 2008 the majority of undergraduate programs had mission statements and learning goals/objectives/outcomes. Most had also mapped these goals/objectives to their curriculum and many have well-developed assessment cycles/plans (see [Overall Status of Departments](#) chart on the Office of Academic Assessment web site). The level of thoroughness and articulation varies.

The College has, of course, always aimed to provide a quality undergraduate education to our students; we have recently, however, gotten smarter about how to do it. Some departments, Chemistry, Biology, and Economics/Business, for example, have very detailed articulations of student learning goals/objectives/outcomes. Those that have not proceeded to this step are at an “aspirational” stage; they recognize the need to put such assessment tools in place as soon as possible. In departments/programs with specialized accreditation, principally those in Education with NCATE, the whole process is well articulated and highly developed. Another outstanding example is the SEEK program which is currently implementing a pilot e-portfolio project for all first-year students due in November 2008 (building on an earlier, paper portfolio requirement) and will be extending the pilot to include all second-year students as of March 2009.

A number of programs without specialized accreditation have progressed to collecting evidence. Film, Philosophy, English, Modern Language, Computer and Information Sciences, and Judaic Studies for example, have all collected some assessment data as part of their regular assessment plans. Some of these departments have closed the loop by using their assessments to make programmatic changes. Film, for example, had a jury of their faculty score senior films with rubrics they developed. Their results triangulated with other information the department had gathered on its writing sequence of courses and was used to support a change in its program. In Art, a pilot assessment in the BFA program led to a course proposal for a seminar stressing professional practices. Finally, changes have been made as a result of the process. In the Classics department, work on the articulation of mission and goals and mapping these to the curriculum resulted in the faculty having a grant-funded retreat to redesign the curriculum. The new Classics curriculum that resulted will take effect in the fall of 2008. For an analysis of the range of departmental assessment activities with respect to the undergraduate major, see **Chapter 6**.

Graduate Program Level Assessment: Those graduate programs with outside accreditation have the most fully developed program assessment plans and processes in place. For example, the largest numbers of graduate students are in Education programs and these all have NCATE accreditation and assessment efforts are documented in the [2005 self-study](#) (currently being updated in anticipation of a site visit in 2009-2010). The [M.S. in Speech-Language Pathology](#), accredited by the ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology has a highly developed assessment program. Outside of specially accredited programs, however, assessment at the program level is not as advanced as in undergraduate programs, though some strides are being made. Chemistry has articulated learning goals/objectives that clearly distinguish graduate level competency. In Art, an assessment system instituted for the M.F.A. degree has collected useful information currently being looked at by the faculty. For an analysis of the range of departmental assessment activities with respect to graduate programs, see **Chapter 6**. More needs to be done, but since many programs have capstone experiences, there is much potential for alignment of student learning outcomes in graduate programs. Assessment will be a major focus of the review of the College’s mission as it applies to graduate students and graduate programs proposed in **Chapter 6**.

Classroom Level Assessment: As departments are ultimately responsible for implementing their own assessment programs, they are also the custodians of assessment records. The College requires that instructors provide students, in all courses, with syllabi on the first day of class.

Departments are responsible for monitoring that these syllabi delineate course objectives, instruments/modes of assessment, and the bases on which student progress will be evaluated. Departments collect these syllabi, in accordance with requirements of the New York State Department of Education (NYSED). Students must know at the semester's start what is expected of them and what skills and knowledge they can expect to acquire from the course.

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

In practice, it is somewhat difficult to ascertain a detailed picture of the prevalence and quality of assessment practices at the classroom level. The College requires that all new course proposals include goals/objectives/outcomes for student learning as well as assessments. However, for courses that existed before the introduction of these new requirements, information about associated learning goals and assessment strategies is not readily available. In addition, practices about the collection of faculty syllabi vary greatly from department to department. In some programs, most often those with outside accreditation or those exploring it, there is good evidence of the articulation of classroom level goals and objectives. In other areas this is less clear. A survey conducted in spring 2008 offers a glimpse at the variety of assessment techniques employed in the classroom. Departments were asked to indicate the level of use in their department of a variety of assessment techniques. The results show a wide variety of techniques employed college wide, with the widest variety employed in the School of Education.

In general, improvement of program and classroom assessment practices depends on:

- Greater and more consistent involvement of the department chairs in promoting the assessment process and engaging their faculty in assessment efforts;
- Increased faculty development that addresses these issues and provides faculty with hands-on opportunities to see the value of assessment;
- Greater coordination of syllabi collection policies across the various departments; and
- Continued efforts to emphasize the relationship between the various levels (institutional, program, and classroom) of assessment

STRENGTH OF EVIDENCE

The quality of the evidence of student learning that we currently possess, and thus the confidence with which we can use it to make changes, varies greatly. We have much indirect survey data that can be used with a fair amount of confidence as long as we understand its limits. In programs with specialized accreditation, like the School of Education and the M.S. in Speech-Language Pathology, multiple and reliable points of evidence have been used with confidence to inform improvements. In some cohesive programs, where locally developed rubrics have been used by cooperative groups of faculty, self-reflective assessment results have been used with confidence, as in Philosophy, Art, and Film. As program level assessment efforts mature, the quality of the information and the confidence with which it can be used will improve.

In a number of areas we need to improve the quality of our evidence. As discussed in detail above, improvements in the assessment of the Core curriculum must include creation of common rubrics for the college wide learning goals; alignment of the wording of the questions asked about student learning on the student evaluation of faculty form with the college wide learning goals, and revision of the data reporting and analysis of the CPE exam. These improvements will inform the collection of evidence at the program and classroom level beyond the Core and General Education.

STUDENT AWARENESS OF ASSESSMENT

The importance of assessment is communicated to the student population in a variety of ways. The college administration, through the Center for Teaching, circulates requirements that course syllabi highlight “learning outcomes.” Some departments have included aspects of assessment on their websites. Many include mission statements; some include other information. For instance, [Psychology](#) lists 11 learning goals, while [Economics](#) links to a downloadable listing of the outcomes of virtually all business courses. [Sociology](#)’s mission statement specifies a number of critical thinking learning outcomes. [TV & Radio](#) features an online video showing what students will learn in that program. A number of departmental homepages go to the Blackboard site when the syllabus link is clicked where registered students can find the appropriate course outline.

The “Student Evaluation of Faculty” questionnaire completed at the end of each semester provides further information, with the qualifications noted above. While this evidence needs to be used carefully, some of the items in that questionnaire provide insight into our questions about “student understanding”. College wide, around 95%- 98% of those responding reported that they received a written syllabus during the first week of class (Item 1 in the “Student Evaluation of Faculty”). Item 11 of the questionnaire asks students to rate “The clarity of information provided about the course requirements and assignments” on a scale from “Excellent” to “Poor”/“Unacceptable.” Our assumption here is that course requirements and assignments are indicative of “learning outcomes.” Summarizing the college wide results from 2006 and 2007, the responses are:

- 83% of the students responding to #11 answered “Excellent” or “Good.” (Range: 66%-100%).
- “Excellent” ratings tended to be higher than “Good” ratings. (54%/30%)

Of course, even if we accept these data as representing “student understanding,” is an average of 83% across the College reaches an acceptable threshold of accomplishment?

There remain a number of challenges around student awareness:

- The college needs to discuss the overall issue of transparency of assessment plans and data in order to better guide department chairs and faculty about student awareness.
- Most importantly, we need to reach out to students directly to fully inform them and raise their expectations about the importance of assessment activities.

SUPPORT FOR FACULTY IN ASSESSMENT AND IMPROVEMENT OF TEACHING

Assessment initiatives have focused primarily on educating the faculty about how to do assessment, and providing support for departments as they set up their assessment programs. Supporting individual faculty in their assessment work remains almost exclusively the domain of department chairs, although it was a feature of the early outreach around the development of course outcomes.

In nearly all of the departments surveyed, neither participation in, nor oversight of, assessment was a highly valued activity. Most faculty in charge of assessment ranked their department's support for participation in assessment at a 2 (on a 1-to-5 scale), some as low as a 1 and no one above a 3. Most departments, 66%, rely on an individual faculty member to oversee outcomes assessment; in one of the departments surveyed, a HEO oversees assessment. The remaining departments use a committee, and members are almost all chosen by the Chair rather than by self-selection or by the department as a whole. For department members not involved in overseeing assessment, the primary value of oversight work is that it relieves them from having to do it.

The rewards for involvement in assessment are few. As one respondent observed, "if one participates in assessment, one's reward is more assessment work." The Core coordinator, in departments which run a lower-tier Core course, is given a course release in part for work on assessment. Some departmental assessment coordinators receive a small amount of re-assigned time and the strong support of their chair, some simply receive "the appreciation of the chair" and some receive nothing. Similar answers were obtained to the question about assessment's importance in promotion and tenure decisions. Most department chairs surveyed ranked its importance at 3 (out of 5); two chairpersons gave it a 1, and only one gave it a 5. Most departmental assessment coordinators, in response to the same question, ranked it at 1. A partial exception is programs with specialized accreditation —e.g. health sciences—where more weight is given to participation in assessment activities.

Respondents to the spring 2008 survey cited the following additional College structures that support the improvement of teaching and could be more closely allied with efforts to assess student learning outcomes:

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

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

The quantitative data from the survey of the department chairs indicates that, overall, pedagogy is a high priority among all departments; 70% of those surveyed reported that pedagogy is a topic of discussion at departmental meetings, most departments regularly provide venues for discussion of teaching practices (e.g., retreats, lunches and meetings) and 70% of department chairs reported that they refer junior faculty to senior faculty for guidance and advice. The most common rewards for exceptional teaching include favorable consideration in annual evaluations for promotion and tenure, and more favorable teaching assignments. Several departments (3 of 14 department chairs surveyed) stated that they provide no reward for teaching.

While teaching and the improvement of teaching is reported as a high priority, there remain some key challenges in terms of relating assessment of student learning to improvement of teaching. Explicit links between the two must be consistent and must be engineered across all faculty development efforts—at the college level, in the department, and in the specialized faculty development programs enumerated here and in **Chapter 5**.

FINDINGS

Accomplishments:

- **Evolving assessment culture** that is sustained, efficient, useful, integrated, using multiple points of evidence and grounded in a learner-centered college mission and a high awareness of college mission and goals.
- **Prominent Student Outcomes Assessment Project in the Signature Core Program:** Revision of the Core Curriculum, Adoption of the 10 Learning Goals, Efforts to Evaluate College Goal #1, Critical Thinking.
- **Infrastructure to support continued growth and development**—creation of Office of Academic Assessment and website; integration of Learning Outcomes Expectations into the Curriculum and Program Review Manuals and course proposal forms.

Challenges:

- Update the 2001 Outcomes Assessment Plan to reflect current realities and more closely link student learning outcomes with planning and budgeting processes.
- Complete implementation of program level assessment efforts across all college programs, undergraduate and graduate.
- Improve the quality of evidence in support of student learning, e.g., create common rubrics for college wide learning goals, and revise student evaluation of faculty questionnaire to provide better indirect measures of student learning.
- Promote student awareness of assessment beyond distribution of the required course syllabus.
- Provide support for individual faculty in their assessment efforts and reward these efforts.
- Clearly link the assessment of student learning with the improvement of teaching.

**EXHIBIT 1:
PROFILE OF BROOKLYN COLLEGE ADMINISTRATIVE ORGANIZATION**

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

The Provost and Vice President for Academic Affairs is Dr. William A. Tramontano. Reporting to the Provost is a group of senior administrators known as the Bi-Weekly Group: Jerrold Mirotznik, Associate Provost; Deborah Shanley, Dean of the School of Education; Louise Hainline, Dean of Graduate Studies and Research; Donna Wilson, Dean of Undergraduate Studies; Colette Wagner, Assistant Dean; and Maurice Callahan, Executive Assistant to the Provost. Academic Affairs also includes the Office of Enrollment Services, directed by an Assistant Vice President for Enrollment Services. This office has been temporarily reporting to the Vice President for Finance and Administration since fall 2007 and is expected to return to its permanent reporting structure by fall 2009. The Assistant President for Enrollment Services position is currently vacant. Stephanie Walker, Acting Chief Librarian and Executive Director of Academic Information Technologies, also reports to Provost. Searches for both positions—the Assistant Vice President for Enrollment Services and the Chief Librarian—are in progress.

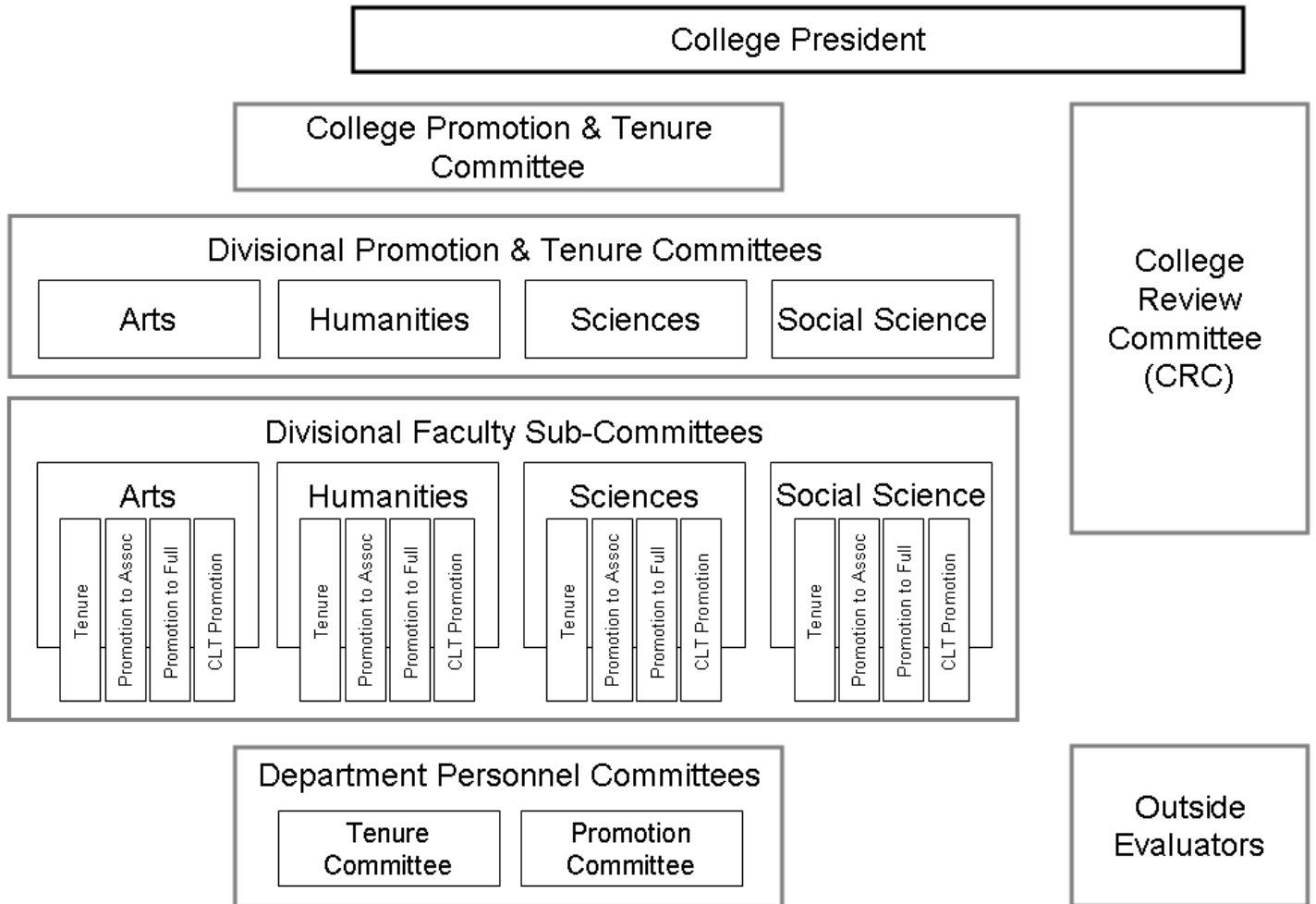
The Vice President for Finance and Administration is Steve Little. Senior administrators in the division include Steve Czarak, Assistant Vice President for Facilities, Planning and Operations; Alan Gilbert, Assistant Vice President for Finance, Budget and Planning/Comptroller; Mark Gold, Assistant Vice President for Information Technology Services/Chief Technology Officer; Michael Hewitt; Assistant Vice President for Human Resources Services/Labor Designee; Jules Levine, Director of Internal Audit and Property Management; and Pamela Pollack, Director of Legal Services; and Donald Wenz, Director of Campus Security and Public Safety. The Office of Enrollment Services has been temporarily assigned to the Vice President for Finance and Administration since fall 2007.

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

The Vice President for Institutional Advancement is Dr. Andrew Sillen. Senior administrators in the division include Beth Levine, Director of Development of the Brooklyn College Foundation, and Marla Schreibman, Director of Alumni Affairs.

EXHIBIT 2: BROOKLYN COLLEGE PROMOTION AND TENURE PROCESS

Brooklyn College Promotion & Tenure Process



**EXHIBIT 3: SCHEMATIC OF LEARNING OUTCOMES
AT THE DEPARTMENT LEVEL**

Brooklyn College Outcomes Assessment Manual 2nd Edition

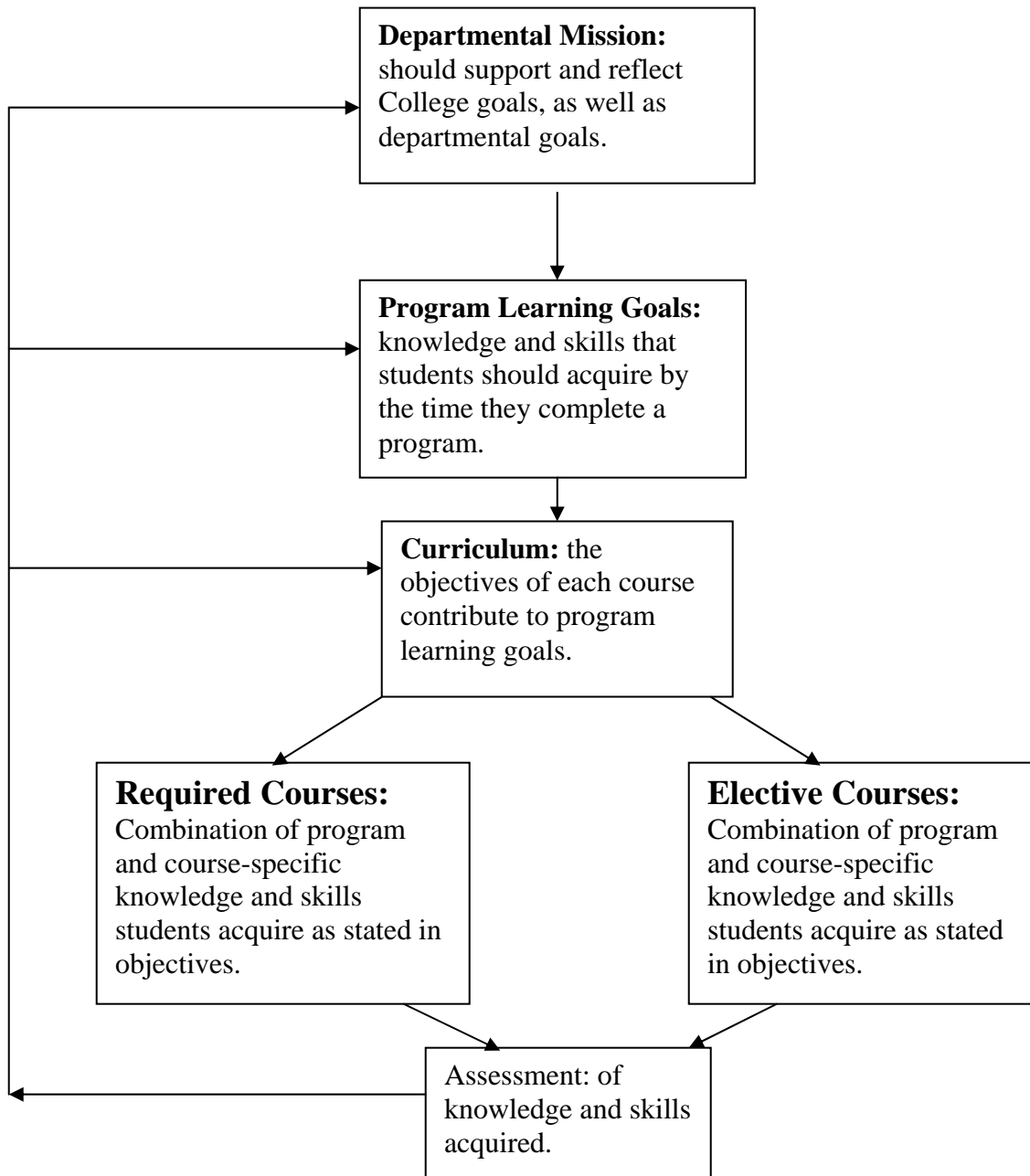


EXHIBIT 4: Core Assessment Participation Summaries

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

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