KINGSBOROUGH
BROOKLYN'S COMMUNITY COLLEGE

KINGSBOROUGH COMMUNITY COLLEGE
COLLEGE COUNCIL

October 6, 2026 at 3:00 PM
Room: U-219
Meeting of the College Council Volume 54 Number 1

The College Council will met on Tuesday, October 6, 2026 at 3:00 PM in U-219. In attendance were:

Armstrong, Rick	Elmore, Hattie	Merced, Melissa	Trotman, Grace
Barnaby, Carlene	Escobar, Andres	Mikalopas, John	Yarmish, Rina
Berco, Jaime	Faucette, Azure	Migliaccio, Anne	Zaloom, Joan
Berran, Bridget	Franquiz, Juan	Mintz, Tommy	
Cally, Scott	Friedman, Shoshana	Mullen, Avery	
Cohen, Judith	Gabay, Esther Michelle	Olvina, Cynthia	**Students**
Cook, Sharon Warren	Hume, Don	Pashkovskiy, Igor	Brown, Shawnea
Corbin, Jessica	Jaret, Steven	Phillips, Audry	Kassim, Aymen
Cowan, Robert	Jedlicka, Carrie	Polizzotto, Kristin	Mamasakhlisi, Barbare
D'Alessandro, Mark	Kalin, Amanda	Ricciardi, Paul	Reese, Alissa
Davidowitz, Michelle	Kane, Daniel	Risolo, Paula	Riaz, Abdullah
Dawson, Mary	Kirby, Michael	Rodriguez, Michael	Subbotin, Gabriel
Delgado, Jeffrey	Kopel, Tina	Rothacker, Thomas	Taylor, Tianka
DelPrincipe, Ann	Landau, Laura	Segal, Jacob	Torres, Carlyne
Devany, Emral	Lax, Jeffrey	Shah, Ashiza	Wianecki, Adam
Dillon, Sarah	Levy, Dawn	Spear, Michael	Wianecki, Adam
Dublin, Damali	Mariani, Roberto	Stein, Joanna	
Duitch, Suri	McKinney, Ryan	Thompson, Keisha	

College Council Chair, Daniel Kane, called the meeting to order at 3:03 PM.

I. The minutes of the meetings held on June 2, 2026 were approved by acclamation.

II. Reports

A. Remarks from the Chair of College Council, Daniel Kane

Good afternoon, everybody. Welcome back.

As we kick off the Fall 2026 semester, I just want to say thank you to everybody for your upcoming service, and I'm looking forward to another amazing College Council. Since I started as Chair three years ago, my goal has been to continually improve College Council and how we do things here. Last year's theme was to encourage the college community to go through our Standing Committees. I believe that

was a success, as many of the motions that are now being brought to College Council are first discussed and voted on at the Standing Committee level.

This year, my goal is participation. Since the start of the semester, I've been receiving emails about the difficulty of scheduling Standing Committee meetings, as well as from members who are unable to participate. A council member's responsibility is not only at council meetings but also to participate in Standing Committees. A lot of work is being done at the Standing Committee level, and the chairs of those committees are working hard right now on building agendas, which we'll hear about in a few minutes. I've discussed this at the Steering Committee meeting. This semester, if a Standing Committee is having difficulty reaching quorum, I will make a special ruling to lower that Committee's quorum at a College Council meeting. I hope that we don't reach that point and that all members of College Council can participate in their Standing Committees.

We've talked a lot about and raised our membership over the past few years. Within the membership discussion, questions have come up, such as: how can we keep track of it? How do we do something if a member isn't showing up? Since we have increased our numbers, our quorums have gone up, making it necessary for all members to participate. Unfortunately, if a person didn't show up to a meeting, we wouldn't be able to tell whether they were absent or abstaining. Every member has a right to abstain. But to help track attendance, we now have an abstain sign-in list at the front, next to the attendance list. A member can show up, sign it to indicate they are abstaining from the meeting, and then leave. If they don't show up and don't sign that list, then they are considered absent. We will also be keeping track of attendance at standing committee meetings. The meeting minutes will show not only who attended but also who did not attend.

I think this is important because we've increased College Council membership steadily over the past few years. By the end of this College Council term, at the final meeting, we should be able to show the attendance metrics for College Council and Standing Committees. This data can help all of us determine whether we are making the right decision to continue raising membership or need to revisit that conversation.

Today's agenda is extensive. We have the Procedural Guide being introduced and voted on as part of the two-meeting rule vote, and the Chairs of Standing Committees introducing themselves and discussing their goals. We also have the Strategic Plan being entered into the Two-Meeting Rule Discussion. I hope everybody had a chance to read it to prepare for a wonderful conversation today. As you listen and observe today, it's important for us to know that we are doing a great job here at Kingsborough.

Also, the budget is not being presented at this meeting. It will be presented at the November meeting. By then, all the numbers should be updated. Other than that, if you have any questions, please email me.

Thank you very much, and I'm looking forward to another excellent college council.

B. Remarks from the Vice Chair of College Council, Cynthia Olvina

The College Council Vice Chair welcomed returning and new members, Student Government Association representatives, and guests. The Vice Chair acknowledged the importance of active participation, student representation, and continued commitment to shared governance. Members were reminded of the importance of maintaining decorum, engaging in respectful and constructive dialogue, and utilizing

microphones when addressing the Council to ensure all attendees could hear and participate in the proceedings.

C. President's Remarks, Suri Duitch

I'm happy to be here at our first College Council meeting of the year. I said when I spoke at my presidential investiture last spring that I want for Kingsborough to have ambitions that are equal to the ambitions of our students and of Brooklyn itself, and I'm starting to feel like we are getting there.

There has been so much going on, on campus in the past few weeks. First of all, I want to again acknowledge tremendous work of our student affairs staff in massively increasing participation in the redesigned new student experience, including an increase in in-person attendance at orientation, going from 480 a year ago to 1264 this year. The fall term started on September 14th – I'm sure we will hear from those who have any concerns, but it seems like front gate access and access to classrooms has generally gone smoothly.

We held a tremendous opening of the RISE center last Monday – about a 150 people showed up to celebrate this step forward at the college in supporting immigrant and international students – many KCC students, faculty and staff as well as leaders from across the university. Congratulations to Dean Natasha Edwards and center director Gavin Ireland on a great kick-off. This was followed by a well-attended fall faculty and staff convocation with Vice Chancellor Lauren Anderson about the CUNY Beyond career-connected learning initiative, and two information sessions about CUNY Beyond offered by our Academy for Excellence in Teaching and Learning and our two faculty fellows. We had yesterday's planting of five new cherry trees led by our environmental and sustainability student club. And lastly, the Journey to Justice discussion that I had with Calvin Duncan yesterday afternoon – we still have copies of his book for students who want to come by the men's resource center or the president's office.

We had all of these amazing events, and there is more to come, including our annual scholarship fundraiser on November 10th (also the date of a college council meeting), which will take place in Gowanus for the first time, and an event and panel discussion focused on the future of Brooklyn's workforce on December 1st at Industry City.

Strategic Plan

Aaron Charlop-Powers is presenting the draft strategic plan as the final item on today's agenda. I want to cover a few related items from my perspective. First, I want to express gratitude to Aaron for getting us to this place. His work has been exactly what we needed; making our plans concrete, leading an open and productive process of moving forward, and designing the implementation process.

Second, I want to say something about finances. I knew that the plan wouldn't be meaningful without resources tied to it. It was, honestly, kind of a scary conversation to have starting several months ago, to think about how we were going to get to fiscal sustainability and make important investments in the college, with our recent history of deficits. We are getting to a much better place now, where we can see a path to achieving our goal of having the $5M operating reserve and the ability to spend $1.5M on investments related to strategic priorities by the end of FY30.

I want to reflect on one aspect of feedback on the draft. We have received several helpful comments during the meeting presentations and goal workshops over the past few weeks. One question that has come up is how do we address KCC's future as an in-person institution? I am clear on this – KCC offers

online courses and majors, and providing an excellent education and strong student experience for students who are online is a priority. At the same time, we are primarily an on-ground institution with a strong in-person culture of supporting student success. We can build an initiative and a metric into the plan related to supporting our on ground academic experience and student success culture. We could use additional feedback regarding what should be the initiative and metric for measuring progress in this area.

12/6 Task Force

One of the initiatives in the strategic plan is to assess the 12/6 academic schedule. This schedule at the college goes back to the 1970s and is also used at two other colleges. The last time it was looked at was 15 years ago as part of the creation of Guttman Community College – the analysis was of whether or not Kingsborough and LaGuardia Community College students were benefitting from improved retention and progress toward degrees. The answer from that analysis was yes, and so Guttman adopted the same schedule.

I think it is time to take another look at the schedule and at whether or not it still makes sense. Several important factors have evolved in the past few decades – the labor market, how we see our mission as a college, the structure and functions of the university and even, arguably the needs of the KCC student body. Thanks to Professor John Mikalopas and Enrollment Management VP Deon Bergeron for leading a task force of faculty and staff who will start meeting in the next several days to analyze student success data from many different points of view to develop a recommendation to me regarding whether or not to maintain the current schedule. I don't have a preconceived notion of what should happen, and appreciate that the task force members don't, either. This is an opportunity to either move away from the schedule or to recommit to it and make it more effective. I have asked the task force to give me a recommendation in early March of 2027.

College Finances

I want to end by speaking about the college's finances, where we have some good news. While the numbers are not yet final, it seems that we have ended the fiscal year with a surplus that we are carrying forward. You may remember that our original projection was to have about $100K as a positive year-end balance; there was a point at which we thought the amount would even be lower because of expenses related to the severe winter storms. As a reminder, this is the first time in seven years that we didn't end with a deficit – at its height the deficit was about $19M. two years ago it was $5.4M and last year $3M.

Due to a lot of hard work by many in this room and elsewhere in the college, improvements to processes for managing personnel expenses, and a lot of discipline. I especially want to call out that our adjunct expenses last year decreased – that had not been the pattern in recent years and took a great deal of effort from many people in this room.

We are finalizing the budget year that ended June 30th having carried forward a surplus of $1.3M. Congratulation to the finance and admin staff, but also, truly, to all of us for the heavy lifting in this area. There are two major reasons why we carried over a larger amount than initially planned. First, we were extremely conservative in our projections about the cost related to an annual leave payout to faculty for which we had significantly underestimated in recent years. A year ago, for example, we underbudgeted for this item by $1M. This year, we overestimated the cost by several hundred thousand dollars. Second, the central office essentially gave us back half a million that they had held from our initial financial plan, in case they needed to gather funds once again to cover our deficit

As a reminder, we started the current year with a deficit of $3.3M off the bat, due to collective bargaining pay increases that were not covered by the state or the city. So we still had to include a plan for mitigating that deficit, and those proposed spending cuts are still in place. We have a bit more breathing room, but still have to maintain aggressive financial controls. Every dollar, whether in revenue or saved in expenses, counts.

The major benefit of carrying over the $1.3M is that we have made significant progress toward creating the $5M operating reserve that is part of our strategic plan, and we can start to spend a bit of money toward the $1.5 investment pool that is also in our plan. Andres Escobar will have a much more detailed presentation on college finances at the next college council meeting.

D. Shared Governance, Jacob Segal, Chair

The Shared Governance Committee introduced their new Chair and shared that the Committee will be focused on the meaning of shared governance and developing an assessment of shared governance. It was noted that the Academic Freedom Subcommittee had their first meeting.

The Resolution to Adopt the Procedural Guide was presented for vote.

> WHEREAS, the Kingsborough Community College Constitution charges the Shared Governance Committee of the College Council with developing and maintaining a Procedural Handbook for the Council; and
>
> WHEREAS, the Shared Governance Committee has prepared a College Council Procedural Guide for Academic Year 2026/27, attached hereto as Exhibit A, which aims to clarify Council operations, explain key processes and protocols, and support meaningful participation in shared governance by all Council members; and
>
> WHEREAS, the guide has been developed collaboratively, with input from the Steering Committee and other governance stakeholders, and is intended to be reviewed and updated on a yearly basis with input from all Council members; and
>
> WHEREAS, the guide does not amend the College Council Constitution or supersede any existing governance policies, but rather provides practical guidance to support members in carrying out their responsibilities under the Constitution;
>
> BE IT THEREFORE RESOLVED, That the College Council of Kingsborough Community College adopts the College Council Procedural Guide for Academic Year 2026/27, as attached hereto as Attachment A, as a resource for Council members.

The resolution **passed** by majority **48 (Yes), 0 (No), and 12 (Abstentions)**.

The Procedural Guide is included as *Attachment A: Shared Governance - Procedural Guide*.

E. Introduction of Steering Committee Chairs and Fall 2026 Goals

- Curriculum Committee, Scott Cally, Chair

  Highlighted that the Fall 2026 curricular work is underway and noted the upcoming Curriculum Committee meetings for the semester.

- Diversity, Equity, and Inclusion Committee, Cynthia Olvina, Chair

  Highlighted the Committees continued building on work from 2025-2026, which includes continued campus-wide collaborations with the Office of Equal Opportunity and Diversity and the Academy for Excellence in Teaching and Learning. The Chair highlighted continued implementation of the Constructive Dialogue Initiative (CDI), including ongoing training opportunities, as well as efforts to raise awareness of Lenapehoking, the ancestral homeland of the Lenape people on which Kingsborough Community College is situated.

- Facilities Committee, Steven Jaret, Chair (See Attachment B)

  Highlighted the Committee charge, where the Facilities Committee is concerned with the functionality, comfort, and safety of the physical College campus environment to enhance its efficiency for the benefit of the College community. The Committee shared that they held their first meeting of the semester where the potential for electronic charging stations on campus was discussed. They also shared information concerning the new Archibus System for work order requests as well as ensuring the different campus areas know who their assigned reporters are (see *Attachment B - Facilities Committee*).

- Instructional Committee, Robert Cowan, Chair

  The new Committee Chair was introduced. The Chair highlighted that the Committee will continue the work from the 2025-2026 term regarding Student Evaluations focusing on historical and current response rate trends. Given that Student Evaluation data directly impacts promotion and tenure, once minimum thresholds are reached, ensuring equitable and reliable data is critical.

- Legislative Committee, Shoshana Friedman, Chair

  Highlighted that the ratified College Council Constitution is available on the College Council web page. The Committee continues to supervise and administer elections, inclusive of Department elections, with a focus on ensuring the process is transparent and reflective of the current practices.

  The Chair shared that two "Delegate-at-Large" seats were vacated before November 1st, which requires holding a special election. Nominations will take place Monday, October 26 through Tuesday, October 27 at 5:00 p.m. The election will take place from Thursday, October 29 at 9:00 a.m. through Friday, October 30 at 5:00 p.m. The nominee with the most votes will be elected to the three-year term (2026-2029), the nominee with the second most votes will be elected to the one-year term (2026-2027). Full-time faculty, HEOs, full-time CLTs, and ECPs are eligible to vote and run in this election.

- Strategic Planning and Budget Committee, Rick Armstrong, Chair

  The new Committee Chair was introduced. The Chair highlighted the charge of the Committee. The Committee held its first meeting on September 16, where VP Escobar presented the budget report and VP Aaron Charlop-Powers presented the Strategic Plan. The Committee deferred voting on the Strategic Plan to allows for scheduled feedback opportunities and anticipated revisions. The Committee will reconvene prior to the November 10 meeting of College Council to review the updated Strategic Plan and vote.

- Students Committee, Paula Risolo, Chair

  The Chair welcomed the SGA representatives to their first College Council meeting. The Chair shared that the SGA completed a mock College Council meeting to prepare the new SGA members for College Council proceedings and engagement. The Chair noted scheduling Standing Committee meetings while taking into account student's schedules. Additionally, the Chair highlighted ongoing work regarding AI from the student perspective and continued implementation of Navigate 360 as a tool to support student academic success.

F. Strategic Plan, Aaron Charlop-Powers, Vice President of Strategy and Chief of Staff

The 2025-2030 Strategic Plan was submitted under the Two-Meeting Rule for initial discussion, led by the Vice President of Strategy and Chief of Staff, Aaron Charlop-Powers. The College community was invited to submit feedback via the proved QR code by Tuesday, October 20. The PowerPoint presentation as well as the 2025-2030 Strategic Plan is included as *Attachment C- Strategic Plan.*

III. New Business

There was no New Business

IV. Events/Announcements

- Rob Cowan announced the *Get Lit Reading Series* featuring Fiction Writer Alejandro Heredia who will be reading from their novel LOCA. The event will take place on Thursday, October 22 at 3:00 PM in the Cove and is sponsored by the Literary Studies and Creative Writing concentrations of Liberal Arts.
- Ryan McKinney announced the CUNY Innovative Teaching Academy (CITA) on Navigate 360 on October 22 at 3:00 PM.

The meeting was adjourned at 4:46 p.m.

Respectfully Submitted,



Amanda Kalin, Secretary

COLLEGE COUNCIL CALENDAR 2026-2027

- Tuesday, November 10, 2026 @ 3 00 PM in U-219
- Tuesday, December 8, 2026 @ 3:00 in U-219

Attachment A - Shared Governance: Procedural Guide

COLLEGE COUNCIL PROCEDURAL GUIDE

for Academic Year 2026/27

Kingsborough Community College / CUNY

DRAFT — PENDING COLLEGE COUNCIL APPROVAL

May 2026 — For Review and Comment

Prepared by the Shared Governance Committee of the College Council

On a yearly basis, the Shared Governance Committee of College Council will solicit input from all members on the content of the procedural guide and make necessary revisions.

This procedural guide aims to clarify how Kingsborough's College Council works in order to encourage participation in shared governance at our college. Created by the Shared Governance Committee of the College Council, the guide explains key processes and protocols to help members participate in and contribute to the Council's work.

The guide does not claim to be definitive. It will always be a work in progress. Members of the Council are encouraged to direct suggestions and recommendations to the Shared Governance Committee, which is responsible for its ongoing development, or to the College Council Chairperson. We welcome any and all clarifications, corrections, or additions that clarify and strengthen shared governance at our college.

Table of Contents

Section 1: Shared Governance at Kingsborough

Section 2: How the College Council Is Organized

Section 3: Responsibilities of Council Committees

Section 4: How Council Meetings Work

Section 5: How to Make a Resolution to the Council

Appendix A: Robert's Rules for Council Members

Appendix B: Committee Descriptions from the KCC Constitution

Appendix C: Language Approved by College Council for this Procedural Guide

Appendix D: Rules for Amending the Constitution

Appendix E: Examples of Past Council Resolutions

Section 1: Shared Governance at Kingsborough

A. Background

Every CUNY college maintains its own governance plan, as required by the CUNY Bylaws. Kingsborough's plan, the College Council Constitution, establishes the basic framework for shared decision-making at our institution. The constitution specifies the Council's composition, committee structure, and operating procedures, and serves as a blueprint for its role in shared governance at our college. Amending the constitution requires a proposal with new constitutional language that College Council approves with a two-thirds vote. The amendment must also be approved by the CUNY Board of Trustees.

In spring 2024, following extensive community consultation, the Kingsborough College Council approved significant governance reforms. These changes — making the Council Chairperson an elected position, creating a new Vice Chairperson role, and creating additional standing committees (Shared Governance, Facilities, and DEI) — represent important steps toward more participatory, inclusive, and effective shared governance at Kingsborough.

B. The College Council

The College Council is Kingsborough Community College's primary governance body, designed to bring together faculty, administration, staff, and students in service to the college's mission. The Council has the potential to shape policies, influence institutional priorities, and ensure that multiple perspectives inform college decision-making.

Building an effective Council requires active participation from all constituencies. When members engage fully in Council processes, we create opportunities for meaningful dialogue about college policies and directions. This engagement helps build the trust and shared responsibility needed for Kingsborough to serve our students and community.

C. Understanding Shared Governance in Higher Education

Shared governance is an important concept in American higher education that recognizes colleges and universities function best when stakeholders are involved in decision-making. Shared governance distributes decision-making responsibilities across different groups. Faculty typically maintain primary responsibility for curriculum, instruction, academic standards, and educational policies.

The American Association of University Professors' 1966 Statement on Government of Colleges and Universities describes an “inescapable interdependence” among governing boards, administration, faculty, students, and others. This interdependence means communication and collaboration between the different stakeholders are essential.

Effective shared governance doesn't mean everyone decides everything. Rather, it creates structures where stakeholders can meaningfully contribute to decisions that affect the institution. At Kingsborough, the College Council provides a key venue for this collaborative work, though shared governance extends

beyond any single body to include the academic departments and various forms of consultation, committee work, and deliberative processes.

Section 2: How the College Council Is Organized

The college constitution establishes who serves on the Council from different constituencies within the college community, creates leadership roles within the Council (Chair, Vice Chair, Secretary, and Parliamentarian), provides for Standing Committees and Special Committees, and otherwise stipulates how the Council is organized.

A. Council Composition

The Council's membership includes the following constituencies:

Senior Administration	Four members: College President, VP of Finance, VP of Academic Affairs (Chief Academic Officer), and the Registrar.
Departmental Chairpersons	One from each academic department, including the library, serving for the duration of their chairpersonship.
Departmental Representatives	Two elected representatives from each academic department, serving three-year terms. (A second representative per department was approved by the Council in spring 2025; these new representatives will join in a staggered sequence based on when each department holds its next elections.)
Instructional Staff Delegates-at-Large	Fourteen delegates, elected for three-year terms.
HEO Delegates-at-Large	Seven delegates, elected for three-year terms.
Support Staff Delegates-at-Large	Three delegates, elected by full-time regularly appointed non-probationary supporting staff.
Part-Time Faculty Representatives	Three representatives, elected for two-year terms.
University Faculty Senate Senators	Seven elected UFS senators, elected by Kingsborough faculty (if senators choose to accept Council membership).
Students	Twenty delegates from student government, serving one-year terms.
Emeritus/Emerita Teaching Faculty Delegate-at-Large	One non-voting delegate-at-large seat.

Any member of the college community — student, staff, faculty — can attend and is eligible to be recognized and speak at Council meetings under the NY State Open Meeting Law. While only elected members vote, the participation of others in our community enriches Council discussions and decision-making.

B. College Council Leadership

The Constitution establishes leadership positions to ensure that the Council functions effectively, follows proper procedure, and fulfills its role in shared governance. The table below summarizes each leadership role and its core responsibilities.

Council Chairperson	Elected for a one-year term at the final Council meeting of each academic year. Duties include: • Running Council meetings with a focus on hearing all voices • Working with the Steering Committee to develop meeting agendas • Maintaining meeting neutrality to ensure fair debate • Presenting Council recommendations to college administration • Providing governance leadership in campus-wide matters • Making rulings on parliamentary procedure in consultation with the Parliamentarian *When held by a faculty member, the Chair also serves as Faculty Governance Leader. When held by a staff member, the Council elects a separate Faculty Governance Leader.*
Council Vice Chairperson	Elected for a one-year term at the final Council meeting of each academic year. Duties include: • Assisting with Council leadership duties • Serving as Chair when needed (absence or temporary step-down) • Helping ensure continuity of Council work • Contributing to agenda development and meeting planning *Like the Chair, the Vice Chair can be faculty or staff, but not a student.*
Council Secretary	Elected for a one-year term. Duties include: • Recording and distributing meeting minutes that document Council decisions • Coordinating with the Chair and Vice Chair on meeting scheduling • Ensuring Council records are preserved and accessible on the College Council website • Supporting clear communication with the college community
Council Parliamentarian	Elected for a two-year term. The Parliamentarian is the resident expert on rules of procedure based on Robert's Rules of Order and advises the Chair, Vice Chair, and the Council on correct organizational process. The Parliamentarian can be

	elected from within the membership of the Council or can be a non-Council member.
Standing Committee Chairpersons	Elected for a one-year term by members of the committee. Duties include: • Organizing the committee's work to fulfill its constitutional charge • Setting agendas in collaboration with committee members and the committee secretary • Convening regular meetings throughout the semester that comply with New York State Open Meetings Law • Reporting on committee activities to the full Council at least once per semester • Maintaining regular communication with the Council Chair on matters requiring coordination

C. The Steering Committee

The Steering Committee serves as the executive committee of the Council, guiding the Council and acting in its place between meetings. It includes the Council's leadership and the chairs of standing committees, and meets before each Council meeting and at other times as needed. The committee prepares meeting agendas, coordinates work between different committees, and ensures that the Council is conducted in an effective manner. Their primary task is to keep Council business organized and moving forward.

D. Committee Structure

Each Council member is assigned to one of the Council's eight standing committees, each of which has a specific area of responsibility. Committee membership provides opportunities for community members serving on the Council to make tangible contributions to college governance.

E. Making the Structure Work

The Council's membership structure establishes channels for participation from members of the Council. Effective governance requires consistent engagement through these established processes. Members contribute to Council work through regular meeting attendance, representation of constituency perspectives, and participation in committee assignments. Council members serve an important communication function, both conveying information about Council activities to colleagues and bringing departmental or constituency concerns to Council attention.

These basic practices of attendance, representation, and communication help maintain the Council's role in college decision-making processes.

F. Committee Membership

Assignment to committees is determined by a special committee known as the Committee on Committees, based on preferences provided by new members. The Committee on Committees meets once a year, at the end of the academic year, to make these committee membership assignments. Additional meetings may be held as needed. Members will be assigned to their committee for the length of their term. Should they wish, Council members at the end of each year of their term can make a request to the Committee on Committees to change their committee assignment.

The Curriculum Committee has a specific membership structure. Each academic department chair serves on the committee. A chair who prefers a different standing committee may designate a full-time, Council-member colleague from their department to serve in their place. The committee also includes the Provost or their designee, the Director of Curriculum Development (who serves as secretary), the Registrar, up to three student Council members, and three additional faculty seats, one each representing the STEM, Career and Health Sciences, and Liberal Arts department clusters. Department chairs and Executive Compensation Plan members are not eligible for these faculty cluster seats. The full text of the resolution is available in the minutes of the May 27, 2025 meeting.

Section 3: Responsibilities of Council Committees

Much of the Council's work happens in committees. Committees consider issues related to their charges and develop recommendations for consideration by the full body. This section explains committee structures and procedures to help members understand how committees function within the governance system. The Constitution establishes two types of committees: Special and Standing. Committee descriptions written into the Kingsborough Constitution are shown in Appendix B.

A. Special Committees

Steering Committee	Made up of the Council Chair, Vice Chair, Secretary, Parliamentarian, and chairpersons of the eight College Council standing committees, the Steering Committee serves as a kind of executive committee of the Council. It is responsible for preparing agendas for Council meetings, referring matters to appropriate committees, reviewing recommendations from the college community, and coordinating committee activities.
Committee on Committees	Meets once a year, and more often as needed, with a single purpose: to assign Council members to standing committees based on their preferences. The Committee on Committees also handles committee vacancies and manages reassignment requests.

B. Standing Committees

A standing committee is a permanent committee that continues from year to year. Standing committees handle regular, continuing aspects of Council work. The Constitution establishes eight standing committees, each made up of Council members and focused on specific aspects of college governance.

Curriculum Committee	Reviews and evaluates proposals for new or modified degrees, certificates, and courses, considering their alignment with the college's mission, content, learning outcomes, and articulation expectations.
Instructional Committee	Examines teaching processes and standards, including evaluation methods, student assessment of instruction, peer review, and factors that may impact the instructional process.
Legislative Committee	Oversees governance procedures including the College Council Constitution, election processes, bylaws, and reviews legislation concerning the college.
Strategic Planning and Budget Committee	Reviews resource allocation and planning to ensure assessment results inform evidence-based planning and fiscal decisions support academic and institutional priorities.
Students Committee	Addresses policies affecting student recruitment, admission, retention, academic standards, graduation, counseling, student health services, and extracurricular activities.
Shared Governance Committee	Assesses governance effectiveness, provides training for Council members, maintains the Procedural Handbook, and communicates about the Council's work and shared governance principles.
Facilities Committee	Reviews campus space usage and infrastructure needs, focusing on functionality, comfort, and safety of the physical environment to benefit the college community.
Diversity, Equity, and Inclusion Committee	Advances diversity, equity, and inclusion across the college, cultivating an environment of respect, understanding, and belonging for faculty, staff, and students.

C. Committee Chairpersons

Each committee elects a chair from among its members to serve for a one-year term, with the possibility of reelection. The chairperson schedules regular meetings, sets priorities and prepares agendas in consultation with members, makes sure meeting minutes are taken and shared with the Council Secretary for posting on the Council website, and orients new committee members.

During meetings, the chair starts and ends sessions on time, ensures balanced discussion, maintains focus on agenda items, works toward consensus when possible, and calls for votes when necessary. The goal of the chair is to facilitate productive meetings that allow the committee to do its work.

The chair also provides updates to the College Council, ensures committee goals align with Council priorities, and serves on the Steering Committee.

D. Committee Secretaries

To maintain open governance processes, committees must document their work. Each committee notifies the Council Secretary of upcoming meetings so the Secretary can send out announcements to the college. Meeting agendas are distributed to members and are likewise shared with the college. Minutes are taken for all meetings and, after committee approval, posted by the Council Secretary to the Council website. Minutes follow the protocols in Robert's Rules of Order: they document attendance, main points of discussion, all formal motions and votes, and key decisions and actions.

E. Subcommittees

The constitution provides for any standing committee to create subcommittees to address specific issues within their scope of responsibility. Subcommittee membership is not limited to members of College Council. When forming a subcommittee, the standing committee defines its purpose, scope, and expected duration; establishes appropriate membership; and sets clear reporting requirements. Subcommittees report to their parent committee, which remains responsible for bringing recommendations to the full Council.

Subcommittees provide opportunities to involve the college community beyond Council members in governance work.

F. Ad Hoc Committees

The College Council may establish ad hoc committees for specific issues not falling within existing committee responsibilities. Creating an ad hoc committee requires a formal motion specifying the committee's purpose, membership requirements, and duration if applicable. The motion requires majority approval from the Council.

To establish an ad hoc committee, a Council member prepares a written proposal detailing the committee's purpose, proposed membership structure, expected timeline, and reporting requirements. Like subcommittees, ad hoc committees may include non-Council members. Standing committees may also create their own ad hoc committees.

Section 4: How Council Meetings Work

College Council meets approximately three times a semester. The College Council Chair facilitates the meetings. All members of the Kingsborough community are always welcome to attend and speak at

meetings, whether they are Council members or not. Typically, meetings start with remarks from the Council Chair and the College President, and — once a semester — the student government president, followed by discussion of agenda items.

A. Meeting Agenda

Agendas for Council meetings are set by the Steering Committee and sent to Council members, and the full college community, prior to the meeting. Supporting materials include resolutions to be voted on at the meeting and anything else to be discussed. All Council members are encouraged to review the materials before meetings.

B. Meeting Procedures

1. Quorum

Following Robert's Rules, votes require a quorum of 50% plus one member to be present. For our College Council, this means that at least half of the total number of members, plus one, must be present in person at the meeting for a vote to count. The Secretary determines if a quorum is present at the start of each meeting. Only physically present members count toward quorum.

If quorum isn't initially present, the Chair may proceed with information items and hold non-voting discussions while waiting for additional members to arrive.

2. Discussion

The goal of discussions at Council meetings is to create space for all voices while maintaining focus and progress. Following Robert's Rules of Order, the Chair recognizes members who wish to speak. Members should wait to be recognized by the Chair. Each person may speak twice on any motion, but cannot make their second contribution until others have had a chance to speak.

During discussion, members use the structure of Robert's Rules to help maintain orderly discussion. Appendix A of this Procedural Guide lists some of the most commonly used parliamentary tools in Robert's Rules.

3. Amendments

Resolutions — also known as motions or proposals — that come before the Council may be amended during discussion. Members can suggest changes to proposals by adding, removing, or modifying language in the proposal. A member introduces an amendment by raising their hand, being recognized by the chair, and then saying something like, “I move to amend the motion by …” followed by the proposed change.

Each proposed amendment needs a second from another member and gets discussed before voting. Further adjustments (secondary amendments) can modify primary amendments. For example, a motion about “regular committee reports” might be amended to specify “annual committee reports,” then further amended to “annual written committee reports.”

4. Two-Meeting Rule

The two-meeting rule is an important procedural tool that allows the Council to avoid rushed votes and arrive at more thoughtful decisions through broader engagement. Under this rule, proposals are discussed at one meeting and voted on at a subsequent meeting. At the first meeting, members present proposals and engage in initial discussion, allowing the community to understand the issues and raise questions or concerns. Between meetings, members can consult with colleagues and consider implications. At the second meeting, further discussion precedes any vote.

The two-meeting rule does not apply to items that come out of the Curriculum Committee. Any member can propose that the two-meeting rule be waived for any motion; the proposal then comes to a vote of the Council, and if approved, the rule is waived for that proposal.

5. Voting

All members of the College Council — faculty, staff, students, and administration — have equal voting rights on most matters that come before the body. The one exception is curriculum: only faculty members of the Council vote on resolutions prepared by the Curriculum Committee, reflecting the principle that faculty hold primary responsibility over academic programs.

Votes are facilitated by the Chair of the Legislative Committee. Most votes are conducted by show of hands or voice vote. Any member may request a ballot vote without needing a second. The Council does not record how individual members vote.

A simple majority of those present and voting is required to pass most motions. A two-thirds vote is required to close debate (a member moves to “call the question” or “close discussion,” which must be seconded) and to amend the College Council Constitution. Special rules for constitutional amendments have been adopted; see Appendix D.

If you are unclear about what you are being asked to vote on, raise your hand and say “Point of information” to ask for clarification before the vote is taken. If you are unsure whether to vote yes or no, you may abstain. Abstentions are counted separately and do not count as either a yes or a no vote.

6. New Business

Following meeting protocol under Robert's Rules, “New Business” is the part of the meeting where the Council Chair asks members to introduce new matters — motions, proposals, or topics — that haven't been previously discussed, haven't appeared on previous agendas, and/or aren't related to committee work or proposals emerging from committees. The specific steps for New Business motions are as follows:

Step	Action
Introduce	A member makes a motion under New Business by saying, “I move that…”
Second	Another member seconds the motion by saying, “I second it.”

Step	Action
Restate	The chair restates the motion. New Business motions must be emailed to the Secretary as a Word-compatible document by noon one business day before the meeting.
Discuss	The maker of the motion starts the discussion.
Amend	A member may move to amend the motion ("I move to amend the motion …"). Requires a second; discussion follows; decided by majority (show of hands).
Refer	A member may move to refer the motion to committee ("I move to refer the motion to [the standing committee] to report on this topic."). Requires a second; no discussion; decided by majority (show of hands).
Table	A member may move to postpone considering a motion ("I move to table the motion."). Requires a second; no discussion; decided by majority. A member may move to "take from the table" at the current meeting or the next meeting.
Close	The chair closes discussion.
Vote	Voting follows the Two-Meeting Rule, which in turn follows the regular Rules of Order.

7. Reports and Remarks

The Parliamentarian has outlined the distinction between reports and remarks:

Category	Details
Purpose	Distinguishing between Remarks and Reports ensures that institutional information is shared in a timely, useful, and well-organized manner.
Remarks on the Agenda	Purpose: provide strategic guidance, institutional context, and items for consideration. Format: oral (no written report required). Who makes remarks: the Council Chair and the College President.
Reports on the Agenda	Purpose: motions for Council action, factual communications, or progress updates (must include a written document). Submission requirement: a written report must be submitted to the Council Secretary at least five business days before the meeting. Who submits: all speakers listed on the agenda.
Application	This distinction does not restrict debate or discussion by members or the college community on motions, factual communications, or progress updates.
Enforcement	The Chair will remove from the agenda any report not submitted in writing to the Secretary, and will notify the Council accordingly.

Category	Details
Exception	In consultation with the Steering Committee, the Chair may change or waive the submission deadline for a specific report, and must inform the Council of this decision.

C. Meeting Minutes

The Secretary maintains minutes of all Council meetings. The minutes follow the protocols for minutes in Robert's Rules of Order: they document attendance, main points of discussion, all formal motions and votes, and key decisions and actions. Draft minutes of meetings are distributed to Council members and voted on at the beginning of the next meeting. Once approved, they are posted to the College Council website.

Section 5: How to Make a Resolution to the Council

A resolution is a formal proposal that asks the Council to take a position, make a decision, or implement a specific action. Resolutions are the standard format for members to bring substantive matters to the Council for consideration. They provide a structured way to present ideas and request specific actions.

College Council resolutions typically are developed through relevant standing committees. This approach allows for initial review by committee members, creates opportunities to refine proposals, includes a built-in consultation process, and provides a structured path to the full Council.

A. First Steps on Creating a Resolution

If you wish to introduce a resolution to the Council, a first step would be to identify the appropriate standing committee for your proposal. Reach out to the chair of that committee and ask that your resolution be put on their agenda. If approved by the standing committee, the proposal moves to the Steering Committee and then on to the Council agenda.

Another way to introduce a resolution would be to reach out directly to the Council Chair, let them know what you are thinking, and discuss what the best legislative avenue would be for your idea.

B. Preparing a Resolution

Any resolution that you wish to bring before College Council should include background context and the specific changes or actions that you are proposing. It often helps to say why you believe this change is needed. Supporting documentation often strengthens proposals.

Resolutions follow relatively standard conventions to ensure clear presentation. Appendix C of this Procedural Guide offers examples of resolutions that have been approved by the Council; you can use

and refer to these as models. Resolutions need to be shared in a Word document format that allows for real-time editing and clear presentation of edits and amendments to the Council.

C. Relevant Considerations

Timing affects a resolution's progress through the Council. If you submit a resolution earlier in a semester, you have a greater chance of it completing the two-meeting process before the term ends. Consider the academic calendar, committee meeting schedules, implementation timelines, and any required approval deadlines.

It is often a good idea to consult with others in the Council before submitting your proposal. Discuss your ideas with your department's Council representatives, committee chairs familiar with the subject matter, or colleagues affected by the proposal. The Council Secretary can provide procedural guidance, the Parliamentarian can answer format questions, and the Council Chair can offer general process advice. This preparation often identifies potential concerns and builds necessary support.

Appendix A: Robert's Rules for Council Members

Robert's Rules of Order provides a standard framework for conducting meetings, ensuring everyone has equal opportunity to be heard while maintaining orderly discussion. The formal phrases below serve specific purposes — proposing ideas, modifying suggestions, requesting information, or managing meeting flow. By using these standard expressions, Council members can clearly communicate their intentions within our governance process. While initially seeming formal, these phrases help create more inclusive, orderly meetings where all voices can participate in decision-making.

Purpose	What to Say
To propose an action	“I move that we adopt the resolution previously submitted” or “I move that we approve the revised curriculum proposal.”
To modify a proposal	“I move to amend the motion by changing ‘monthly reports’ to ‘quarterly reports.’”
To send to committee	“I move to refer this matter to the Instructional Committee for further study.”
To delay consideration	“I move to postpone this discussion until our next meeting.”
To end debate	“I move to call the question.” (Requires majority vote)
To raise a procedure concern	“Point of order. The amendment being discussed isn’t related to the main motion.”
To get information	“Point of information. Could the chair clarify what committee would work on this?”
To speak against a motion	“I speak against this motion because…”
To support a motion	“I support this motion because…”
To request better explanation	“Would the maker of the motion please clarify the implementation timeline?”
To end the meeting	“I move to adjourn.”
To request a ballot vote	“I request that the vote on this motion be taken by ballot.”
To limit discussion time	“I move to limit debate on this motion to 15 minutes.”
When confused about procedure	“Point of parliamentary inquiry. What is the correct procedure for…”

Appendix B: Committee Descriptions from the KCC Constitution

Standing Committees

Curriculum Committee: Must be concerned with the formulation, development, modification, and evaluation of curricula. (1) The committee must receive proposals from any member of the instructional staff. Such proposals (in approved, standard format) must be submitted through and approved by appropriate department curriculum committees, forwarded to the Provost for review, and then referred to the chairperson of the committee for recommendation and evaluation. Proposals may also be forwarded to the Provost from the Coordinator of Liberal Arts or the Chairs of duly appointed college task forces (e.g., General Education). (2) The Chair of the committee must establish a curriculum proposal submission calendar for each semester in consultation with the Provost. (3) The committee must consider proposals for new or modified degrees, certificates, and courses with regard to such factors as their relation to the college's mission and existing curriculum, as well as their hours, credits, content, learning outcomes, evaluation criteria, and expected articulation. (4) The committee must report its recommendations to the College Council for review and approval. (Minor changes — such as course numbering, modifications of course names — must be reported to the College Council as informational items.)

Instructional Committee: Must review matters regarding instruction and the instructional process. This includes, but is not limited to: instruments and procedures to provide evaluative data on instruction and instructional effectiveness; student evaluation of instruction; peer review of instruction; and any issues of personnel, procedures, or technologies that may impact the instructional process. (1) The data provided by instruments must be considered confidential and made available only to the faculty member directly concerned and departmental and college-wide committees and college officers responsible for the evaluation of instructional effectiveness. (2) The committee may receive proposals from any member of the instructional staff or the student body through the chairperson of the committee, regarding the instructional process.

Legislative Committee: Must be concerned with the Governance of the College, including the constitution and amendments, election procedures, Bylaws of the College Council, and initiation and review of all outside legislation concerning the College.

Strategic Planning and Budget Committee: Must review the strategic and financial plans for the College to ensure that assessment results affect planning; planning is evidence based; strategic plans affect fiscal decisions; and these fiscal decisions support academic priorities, staff and organizational development, facilities plans, and other institutional priorities. (1) The Committee will approve and/or recommend strategic plans and budget priorities to the College Council. It will not deal with specific budget allocations or monitoring of expenditures. (2) To enable the Committee to serve as a vehicle for budgetary transparency, the Chief Administrative Officer must designate an administrator to appear before the Committee at the beginning of each semester to report on the College budget.

Students Committee: Must be concerned with policy pertaining to student recruitment, admission, attendance, retention, discharge, discipline, counseling, academic standards, graduation, ceremonies, student health and other services, extracurricular activities including athletics, and other activities relating to the students.

Shared Governance Committee: Must conduct ongoing assessment of the college's system of shared governance, hold trainings for new College Council members as well as all members of the college community, develop and maintain a Procedural Handbook for the Council, and communicate with the college regarding the Council's work and the principles and values of shared governance.

Facilities Committee: Must be concerned with the functionality, comfort, and safety of the physical college campus environment to enhance its efficiency for the benefit of the college community.

Diversity, Equity, and Inclusion Committee: Must be concerned with advancing diversity, equity, and inclusion across our college community, cultivating an environment of respect, understanding, and belonging for faculty, staff, and students at all levels of academic and campus life.

Special Committees

Steering Committee: Must prepare the agenda for College Council meetings. (1) The committee must refer matters brought to its attention to the appropriate committee, and must receive all recommendations and resolutions from the college community prior to submission to the College Council. (2) The committee must submit such recommendations and resolutions to the full College Council or return them to the appropriate committee with comments. If a recommendation or resolution is returned to a committee and the committee passes it a second time, it must be placed on the agenda of the next Council meeting. By submission of a petition signed by one-third of the members of the College Council, the Steering Committee must send to the full Council any recommendations and resolutions submitted to it at the next scheduled meeting. (3) The Steering Committee must also have the power to call the College Council into session, to coordinate the activities of all committees, and must be responsible for informing the instructional staff of its activities each semester.

Committee on Committees: Must name the members of each of the eight standing committees and determine the number of members based on a list of preferences (a minimum of three) obtained from each member of the Council. (1) The committee must name replacements to the eight standing committees from the list of preferences of each member, which it must maintain. The committee must consider written petitions from any member requesting reassignment to an alternative standing committee for the duration of their term, and must make such decisions at its discretion.

Appendix C: Language Approved by College Council for this Procedural Guide

1. For College Council Chair and Vice Chair

A) The Chairperson and Vice Chairperson will serve for one year and can be re-elected after the completion of their terms.

B) The Chairperson sets the Steering Committee meetings and College Council meetings, chairs the Steering Committee, helps set the agenda, and calls meetings to order and to a close.

C) During College Council meetings the Chairperson is a neutral party throughout discussions. If the Chairperson wants to share their opinion, the Vice Chairperson takes the role of Chairperson until discussion on that topic is complete, and then the Chairperson resumes their original role.

D) The Chairperson of the College Council presents the recommendations of the College Council meeting to the President of the College.

E) The Chairperson of College Council may be called upon to participate in campus-wide matters as a representative of College Council, providing Shared Governance leadership in campus-wide communities.

F) If the Chairperson elected is a faculty member, the Chairperson also assumes the role of faculty governance leader. If the Chairperson is not a faculty member, the faculty members elect a separate faculty governance leader to serve for one year.

G) The Vice Chairperson assumes the responsibilities of the Chairperson if the Chairperson is unable to attend College Council or Steering Committee.

2. For Shared Governance Committee

A) Review and suggest improvements to the College Council Constitution and Shared Governance Plan. Develop and maintain a College Council Procedural Handbook containing all the details of the operations and procedures of the College Council.

B) Maintain ongoing communication with the college community on shared governance principles and how shared governance works at KCC. Assist the College Council Secretary with regularly updating the website and college community on governance happenings.

C) Create and oversee the onboarding process for new College Council members and continuing education of Council members on shared governance best practices, including material on Robert's Rules and parliamentary procedures.

D) Request and maintain year-end reports of the College Council and standing committees. Conduct and disseminate yearly assessments on the achievements and effectiveness of college shared governance.

E) Track levels of shared governance participation at KCC and make recommendations for increasing participation. Liaise with the faculty governance leader on effective shared governance.

3. For Facilities Committee

A) Assess, consult, and recommend policy regarding the allocation of space and facilities.

B) Assess, forecast, and make recommendations for future college needs regarding environmental sustainability, facility improvement, and expansion.

C) Work closely with the Campus Facilities offices to collaborate and make recommendations.

4. For DEI Committee

A) Consult, collaborate with, and amplify the perspectives of individuals who have already worked on and created institutional structures related to DEI, such as the Equity & Anti-Racism Symposium (EARS), the Historically Underrepresented Faculty & Staff Resource Center (HURFS-RC), the Men's Resource Center, Safe Zone, Access Ability Services, the Student Union and Intercultural Center, the Women's Center, and the position of Chief Diversity Officer.

B) Propose recommendations to promote the institution's commitment to an effective, unifying, and consistent campus-wide DEI vision and plan.

C) Propose resolutions that can enhance Kingsborough's success at addressing diversity, equity, and inclusion campus-wide, including within the College Council.

D) Promote and expand DEI efforts on campus by collaborating with the Office of Equal Opportunity and other DEI-related offices.

Appendix D: Rules for Amending the Constitution

This appendix is a placeholder. Language on special rules for amending the College Council Constitution has been referenced in Section 4 (Voting) but has not yet been drafted for inclusion here. The Shared Governance Committee should supply this language before the guide is finalized.

Appendix E: Examples of Past Council Resolutions

Example 1: Strategic Planning Committee

May 23, 2019 — Meeting of College Council, Volume 46, Number 4

WHEREAS, the Strategic Planning Committee, as part of a periodic review of the Kingsborough Community College Mission Statement, has gathered input from the College community and updated the Statement to reflect those ideas, and WHEREAS, based upon this input the Committee has formulated an updated Vision Statement and a new Statement of Values; BE IT THEREFORE RESOLVED that the following will be the Kingsborough Community College Statements of Mission, Vision, and Values:

Mission Statement: Kingsborough Community College responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The college strives for equity and seeks to provide each student with the appropriate resources and supports to foster success.

Example 2: Students Committee

April 10, 2018 — Meeting of College Council, Volume 45, Number 3

Resolution to Amend the College Council Constitution

WHEREAS, the Kingsborough Community College Student Government Association (KCCSGA) has long operated under a system of multiple councils without central governance; and WHEREAS, national best practices support a single undergraduate student government association to serve all students; and WHEREAS, the College Council voted on November 14, 2017 to support passage of the student referendum promoting consolidation of KCCSGA into a single association; and WHEREAS, the inclusion of detailed provisions of student governance in the campus governance plan requires that any changes to student governance receive College Council and Board of Trustees approval; and WHEREAS, typical practice throughout the City University of New York is to establish a relationship between campus-wide and student governance while allowing each to maintain self-governance; and WHEREAS, the integrity of student governance is ensured by guidelines set by the CUNY Board of Trustees; THEREFORE BE IT RESOLVED that the KCCSGA shall consolidate into a single association; and RESOLVED that the spring 2018 KCCSGA elections shall reflect the needs of this new structure; and RESOLVED that the KCC College Council Constitution and Governance Plan shall be amended as shown in the attached KCC College Council Constitution and Governance Plan.

Example 3: Curriculum Committee

November 19, 2024 — Meeting of College Council, Volume 52, Number 3

WHEREAS the New York State Education Department (NYSED) policy states, “The faculty are clearly responsible for developing, implementing, and evaluating curricular design”; and WHEREAS CUNY Bylaws Section 6.4.b states that, except for administrative-only appointments, all original appointments to the instructional staff shall be made to a department; and WHEREAS the CUNY Manual of General Policy 5.01(1) recognizes the historic tradition vesting academic governance privileges and responsibilities in the faculty of a college; and WHEREAS the CUNY Manual of General Policy 5.02 requires adjunct appointments to follow college and University procedures for line appointments; and WHEREAS the PSC-CUNY Collective Bargaining Agreement Article 18.2(b).1 requires non-tenured and non-certificated teaching staff to be observed for a full classroom period at least once each academic semester; and WHEREAS the department of Student Development is currently defunct, with no chairperson, no P&B Committee, and no faculty; and WHEREAS the courses SD 10, SD 11 & SD 12 are not required for any degree program; and WHEREAS instructors are being appointed to adjunct faculty positions outside of academic departments in violation of several foundational governance principles; and WHEREAS instructors for SD 10, SD 11 & SD 12 are not being observed or evaluated according to college procedures; and WHEREAS the course content for SD 10 varies between on-campus and College Now sections; BE IT RESOLVED THAT the College Council expresses its deep concern to the administration regarding this structure and strongly encourages the administration to take immediate steps to bring these courses into compliance with governance; and BE IT FURTHER RESOLVED THAT SD 10, SD 11, & SD 12 sections be restricted to College Now students only and not offered to fully matriculated students; and BE IT FURTHER RESOLVED THAT the College Council encourages the administration to take steps to formally abolish the department of Student Development.

Attachment B - Facilities Committee

Facilities Committee

Charge: The Facilities Committee is concerned with the functionality, comfort, and safety of the physical college campus environment to enhance its efficiency for the benefit of the college community.

Facilities Committee

The Facilities Standing Committee is a governance body of the College Council charged with providing recommendations related to the college's physical environment. The committee is responsible for:

1. Reviewing, prioritizing, and recommending facilities projects, including construction, renovation, maintenance, technology infrastructure, and space utilization, in alignment with the College Mission, Strategic Plan, and Educational Plan.

2. Advising on the development, review, and implementation of the Facilities Plan.

3. Ensuring that health, safety, accessibility, and sustainability considerations are incorporated into facilities planning and operations.

4. Facilitating communication with and among college constituencies regarding facilities-related matters.

5. Forwarding recommendations to the College Council for discussion and approval.

Shared Services

Do you know who your reporter is?

Attachment C - Strategic Plan

Kingsborough Community College 2025-2030 Strategic Plan

College Council

Wednesday, October 6, 2026

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Purpose and Agenda

Purpose:

1. Share the latest draft content of the KCC 2025-2030 Strategic Plan
2. Establish a shared understanding of the process and timeline to provide feedback and finalize the plan through shared governance

Proposed Agenda:

1. Process and Timeline
2. Presentation of Draft Kingsborough 2025-2030 Strategic Plan
3. Discussion, Process for Comment and Feedback
    - Please note: there is a lot of content in this deck. This PPT will be circulated to the college community and the draft Strategic Plan will be posted for review and comment.

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Timeline

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

How the Plan Was Developed

College-wide planning process started in 2024

Process managed by an executive leadership group with periodic input from Steering Committee.

2024

- August: Steering Committee retreat to brainstorm potential goals
- September: Process, structure and potential goals presented at Fall Convocation with a poll for comments; web page launched
- October: Executive Leadership finalized goals
- November: Committees created for each goal to draft initiatives and metrics
- November/December: Committees charged, developed proposed initiatives

2025

- January: Committees submitted draft initiatives
- February: Committees submitted updates and proposed metrics
- February: Steering Committee provided feedback on committee proposals
- April: Additional feedback collected at Spring 2025 Convocation; **Middle States Self-Study site visit prompts sixth goal on operational effectiveness**
- Summer 2025: Operational effectiveness goal committee developed draft initiatives and metrics

2026

- March: VP of Strategy and Chief of Staff hired
- April – May: Meetings of Strategic Plan goal committees
- June: Presentation to College Council

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Current Year Timeline

- July – August
  - Monthly updates sent to the college community
  - Focus on draft document; Goals, Metrics and Quantitative Framework; Financial Plans
  - Final monthly Update
  - Future updates on the Strategic Plan webpage: https://www.kbcc.cuny.edu/2025-strategic-plan/
- September
  - Senior Staff review: 9/10
  - 1:1 meetings with key stakeholders
  - Present draft plan to Strategic Planning and Budget Committee: 9/16, 12pm
  - Draft plan circulated to the Strategic Planning and Budget Committee, Steering Committee and Chairs for review and comment
  - Presentation at College Council Steering Committee: 9/22
  - Presentation to Chairs: 9/23
  - Submit draft of the Strategic Plan to College Council Steering Committee as an agenda item for 10/6
    - Post plan online, with ability for college community to provide comments

- September and October: All-college goal-specific workshops:
  - Goal 1: Retention and Timely Graduation
    - Wednesday, 9/30, 9-10:30am
  - **Goal 2:** High-Quality Academic Programs that Support Community Needs
    - Wednesday, 9/23, 1-2:30pm
  - **Goal 3:** Reduce Racial/Ethnic Equity Gaps
    - Friday, 10/02, 3-4:30pm
  - **Goal 4: Successful Transfer**
    - Thursday, 10/1, 3-4:30pm
  - **Goal 5: Successful Workforce Outcomes**
    - Monday, 10/5 10-11:30am
  - **Goal 6: Operational Effectiveness**
    - Monday 9/28, 3-4:30pm

- Registration link

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Timeline, continued

Take the plan through shared governance in Fall 2026. Post approval, focus on implementation.

October

- **Present at College Council: Tuesday 10/6, 3pm (first presentation under two-meeting rule)**
  - Revise the plan based on feedback
- Present at College Council Steering Committee (for November meeting): Tuesday 10/27
- **Final version of all Strategic Plan documents – narrative, metrics, financial projections**

November

- Present at College Council to request ratification (second presentation under two-meeting rule): Tuesday 11/10, 3pm
- **Publish the plan**

November/December

- College-wide event to celebrate the release of the plan (to be planned)
- Focus on implementation (ongoing)

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Strategic Plan Content

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Purpose

Kingsborough is Brooklyn's community college.

Each year Kingsborough serves roughly 10,000 degree students, 14,000 in continuing education, and 11,000 in dual enrollment courses for high school students. These students originate in 140 countries, most of them first-generation and low-income, coming to Kingsborough seeking education and economic opportunity to better themselves and to support their families and communities. Kingsborough’s 2025-2030 Strategic Plan is the roadmap for delivering on our commitment to them.

To serve students effectively requires focus and attention to execution. As a result, the plan is deliberately limited to a set of priority goals, initiatives and projects — not everything the college does, but what matters most right now and in the coming years — and it's structured to be adjusted through a bi-annual reporting and review process.

This plan is a decision-making tool for the college and a map for all Kingsborough stakeholders, identifying collective goals toward which the college will strive by 2030.

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Structure

- **Vitals**
- **6 Goals**
  - Each goal has 2-3 metrics and a target for 2030
  - Each goal has an owner responsible for coordinating the work and ensuring prioritization, focus and execution
- **Initiatives**
  - Initiatives sit within goals
  - Each initiative has 4-6 metrics and 2030 targets
- **Projects**
  - Projects are the work that advance an Initiative and power progress towards the goals
  - Each project has an owner at Kingsborough responsible to advance that discrete body of work

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Strategic Plan Goals

Goal 1: Improve Student Retention and Timely Graduation [Lead: Dr. Avery Mullen]

Increase student retention and timely completion by tracking early momentum (credit accumulation, gateway course success, and term-to-term persistence), and better enable interventions and initiatives to improve these measures.

Goal 2: Offer High-Quality Academic Programs that Support Community Needs [Lead: Provost Sharon Warren Cook]

Develop and re-design high-quality academic programs that are effective within the urban community college context and meet the needs of current and future students.

Goal 3: Reduce Racial/Ethnic Equity Gaps [Lead: Dean Natasha Edwards]

KCC will reduce racial and ethnic disparities in DFWI (D, F, Withdrawal, and Incomplete) rates in General Education courses through the implementation of targeted academic support, financial assistance, early intervention strategies, and student success programs. These efforts will focus on removing barriers to academic achievement, increasing course completion, and improving equitable outcomes for historically underserved student populations.

Goal 4: Prepare Students for Successful Transfer [Lead: Juliana Bayol]

Significantly improve transfer outcomes for students, including rates of transfer, numbers of credits that transfer into bachelor's degree majors, and six-year graduation rates.

Goal 5: Support Students in Successful Workforce Outcomes [Lead: CUNY Beyond AVP]

Prepare all students, regardless of major, to launch careers of their choosing at competitive salaries (or family sustaining wages)

Goal 6: Increase the College's Operational Effectiveness [Lead: Vice President Andres Escobar]

KCC will develop and improve systems and processes that enable staff and faculty to successfully steward college resources, that support them to achieve the plan's strategic goals, and support student success.

>> KCC Vitals: Annual Degree Program Headcount, Graduation Rates, and Financial Position [Lead: President Suri Duitch]

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Vitals

The plan tracks dozens of metrics across six goals. The three data points below will serve as the three top indicators to reflect the college's position. Together, they function as the college's vital signs — the fastest read on whether Kingsborough is attracting students, successfully educating them, and doing so on stable financial footing. These three indicators tell us, at a glance, whether the institution is healthy and moving in the right direction, in compliment to the data points described throughout this plan.

	Baseline	2030 Target
Full Time Equivalent (FTE)	6,272 (FY 26)	6,657
Three-Year Graduation Rate	28%	40%
Financial Position	$0	$5M reserve

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Strategic Plan Metrics and 2030 Targets, Goals 1-3

		Baseline	2030 Target
Goal 1: Improve Student Retention and Timely Graduation	**Fall-to-Fall Retention Rate of First-time Full-time Freshmen**	71%	75%
Goal 1: Improve Student Retention and Timely Graduation	**Three-Year Graduation Rate of First-time Full-time Freshmen**	28%	40%
Goal 2: Offer High-Quality Academic Programs that Support Community Needs	% of programs whose students meet benchmarks for Program Learning Outcomes (PLO) achievement	--	100%
Goal 2: Offer High-Quality Academic Programs that Support Community Needs	% of graduates who report being Proficient or Excelling on all of the nine (9) NACE competency-related Cap & Gown Survey questions	56%	60%
Goal 2: Offer High-Quality Academic Programs that Support Community Needs	New or substantially revised academic degree programs (annually)	--	3
Goal 2: Offer High-Quality Academic Programs that Support Community Needs	% of AA/AS graduates either enrolled at a four-year college or employed within one year of graduation	66.50%	72%
Goal 3: Reduce Racial/Ethnic Equity Gaps	**Racial/ethnic DFWI gap in General Education courses**	-10.50%	-5%
Goal 3: Reduce Racial/Ethnic Equity Gaps	**Racial/ethnic gap in retention among full-time students**	-10.23%	-8%

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Strategic Plan Metrics and 2030 Targets, Goals 4-6

		Baseline	2030 Target
Goal 4: Prepare Students for Successful Transfer	**Six-year baccalaureate graduation rate**	13.80%	33%
Goal 4: Prepare Students for Successful Transfer	% of students transfer to another college within one year of graduation	58% (60.9% AA/AS only)	64%
Goal 4: Prepare Students for Successful Transfer	% of former KCC students who graduate with a bachelor's within four years of admissions to a bachelor's degree program	50%	60%
Goal 4: Prepare Students for Successful Transfer	**% Universal Transfer Path courses in an Associate program that transfer to the same major in a baccalaureate degree program within CUNY**	93%	100%
Goal 5: Support Students in Successful Workforce Outcomes	% of AAS degree graduates employed at time of graduation	59.6%	75%
Goal 5: Support Students in Successful Workforce Outcomes	% of AAS degree graduates consistently employed after 1 year	59%	80%
Goal 5: Support Students in Successful Workforce Outcomes	% of graduates who completed a paid internship while at KCC	18%	30%
Goal 5: Support Students in Successful Workforce Outcomes	Number of employers actively recruiting KCC students for paid internships and post-graduation employment	25	50
Goal 6: Increase the College's Operational Effectiveness	Operational Reserve	$0	$5M
Goal 6: Increase the College's Operational Effectiveness	Strategic Investment Pool *(to be accumulated and spent by the end of FY'30)*	$0	$1.5M

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 1: Improve Student Retention and Timely Graduation

Lead: Registrar Avery Mullen

Initiative 1.1: Integrated Student Support Systems

Build a cohesive, effective and efficient Student Support and Academic Advisement system to maximize student success.

- Use Navigate consistently across campus to maximize its impact on student persistence and success
- Develop, implement and continuously improve an Early Warning System to identify, support and retain high-risk students

	Baseline	2030 Target
1.1.1 Fall-to-Spring Retention of First-time Full-time Freshmen	84.4%	87.0%
1.1.2 % of continuing students enrolled in an academic year who have either graduated or are still enrolled the following Fall.	44.2%	48%

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 1: Improve Student Retention and Timely Graduation

Lead: Registrar Avery Mullen

Initiative 1.2: Improve Campus Communication

Streamline and coordinate campus communication to increase student engagement and bolster a sense of belonging

- Develop an annual, centralized college-wide Communication Plan, including campus events, to more effectively engage students, staff and faculty
- Convene an annual student-focused Convocation
- Organize, implement and continuously improve the New Student Experience
- Assess, map and streamline student-facing communications, including format/medium, frequency and the "sender," to reduce "noise" and improve engagement
-

	Baseline	2030 Target
1.2.1 Total # of students voting in SGA elections	--	
1.2.2 Total # of students participating in student-facing events (unique students and participation overall)	--	
1.2.3 Open and engagement rates on Kingsborough correspondence -- emails, Navigate, etc.	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 1: Improve Student Retention and Timely Graduation

Lead: Registrar Avery Mullen

Initiative 1.3: Bolster Academic Momentum

Enhance supports to improve retention and graduation rates

- Implement evidence-based strategies to promote retention, academic progress, and course success in gateway Math and English courses.
- Track and adjust course scheduling to meet student needs and support credit accumulation
- Implement a "freshman forgiveness" policy to boost retention and bring KCC into line with peer institution policies
- Assess the 12/6 course schedule to ensure that it enables student success

	Baseline	2030 Target
1.3.1 Gateway Math[1] First Year Completion Rate	31.60%	44%
1.3.2 Gateway English First Year Completion Rate	66.50%	73%
1.3.3 % of students earning 30 credits or more in their first year	23.6%	27%

Initiative 1.4: Offer Effective Programs for Immigrants and Multilingual Students

Strengthen and grow courses and services for immigrant and multilingual students

- Assess and update multilingual instruction programs and initiatives to serve more people and build a pipeline to degree enrollment and completion
- Launch and expand cohesive and comprehensive supports for immigrant students through the Resources for Immigrant Student Success in Education (RISE) Center

	Baseline	2030 Target
1.4.1 % of CLIP students who meet English proficiency after CLIP participation	--	
1.4.2 % of CLIP participants who register at KCC after participation	--	
1.4.3 Graduation rate of ESL students	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 2: Offer High-Quality Academic Programs that Support Community Needs

Lead: Provost Sharon Warren Cook

Initiative 2.1: Advance Academic Excellence

Engage in regular review of academic programs to ensure they successfully educate students in their field of study and help them build skills to succeed in their future careers.

- Enhance Annual Program Review process to ensure that academic program review processes lead to improvements in the student experience and student outcomes including program completion, transfer, and workforce results.
- Utilize student learning outcomes assessment to ensure that the college is consistently providing students with opportunities to acquire relevant knowledge and skills within their field of study and for their future career and educational goals.
- Engage in regular reviews of the College's portfolio of academic programs to ensure they meet the needs of students and the overall community.
- Implement student-facing components of Constructive Dialogue to support students' development of interpersonal and workplace skills
-

	Baseline	2030 Target
2.1.1 Program-level rates: completion, transfer and employment rates	--	
2.1.2 # of PLOs assessed per year	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 2: Offer High-Quality Academic Programs that Support Community Needs

Lead: Provost Sharon Warren Cook

Initiative 2.2: Advance High-Impact Practices Among Students and Faculty

Leverage KCC's history of success in supporting faculty professional development and implementation of High Impact Practices to support integrative and community-connected learning.

- Launch, expand and measure the efficacy of the Academy for Excellence in Teaching and Learning
- Revamp and energize High-Impact Practices such as undergraduate research, honors program, and internships
- Assess and improve the efficacy of the Civic Engagement graduation requirement as integrated into KCC Pathways courses
- Proactively engage students to promote the development of a community of learners

	Baseline	2030 Target
2.2.1 - # of faculty participating in PD opportunities that support development of innovative pedagogical practices that foster active student learning and community engagement.	--	
2.2.2. # of students participating in at least one High Impact Practice (Undergraduate Research, Honors, and/or Internships)	--	

Initiative 2.3 Promote Quality Online Instruction

Establish and apply standards to ensure high-quality online instruction

- Ensure that all KCC online courses meet an independent, national standard for quality
- Regularly assess student outcomes to ensure equity in student learning and student success in courses across modality.

	Baseline	2030 Target
2.3.1 % of online courses certified according to national standards	--	100%
2.3.2 % of courses whose student outcomes are equivalent across modalities	--	100%

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 2: Offer High-Quality Academic Programs that Support Community Needs

Lead: Provost Sharon Warren Cook

Initiative 2.4: Leverage Kingsborough's Unique Strengths

Establish and/or scale programs that leverage KCC's unique programs and other significant assets and expertise.

- Strengthen Kingsborough's position as a leader in Allied Health to better serve more students, offer additional credit and non-credit programs and connect students to quality jobs
- Build on Kingsborough's unique Maritime Program to establish the college as New York City's leading education and workforce institution supporting the maritime industry
- Build on Kingsborough's unique Culinary Arts Program to serve more students, diversify credit and non-credit course offerings and connect students to quality jobs
- Expand and modernize Kingsborough's Continuing Education and Workforce programs to respond to labor market trends, student demand, and employer needs
- Develop and launch a Professional Writing Liberal Arts Concentration

	Baseline	2030 Target
2.4.1 enrollment in non-credit programs offered through Continuing Education	14,560	16,378
2.4.2 Enrollment, in non-credit and for-credit programs-Maritime, Culinary and Allied Health	2,441 in non-credit programs; 1437 in for-credit programs	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 2: Offer High-Quality Academic Programs that Support Community Needs

Lead: Provost Sharon Warren Cook

Initiative 2.5: Develop and Introduce AI Policies and Strategy

Implement college-wide standards for the use of Artificial Intelligence (AI)

- Through the AI Pedagogy & Curriculum Institute, offered by the American Association of Colleges and Universities, develop and deploy a college-wide approach to AI use in pedagogy and instruction, and in college administration and operations (i.e., finance, enrollment management, etc.).
- Utilize the Academy for Excellence in Teaching and Learning to train college faculty and staff in relevant AI tools

	Baseline	2030 Target
2.5.2 % of SES respondents that agree KCC offers adequate AI training	80%	90%
2.5.3 # of college operations that have incorporated AI to improve efficiency	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 3: Reduce Racial/Ethnic Achievement Gap

Lead: Dean of Student Affairs Natasha Edwards

Initiative 3.1: Course Success Equity

Reduce racial/ethnic disparities in course DFWI rates through targeted interventions

- Increase academic support for students in courses with high "DFWI" rates through increased connections to tutoring support and embedded supplemental instruction
- Develop targeted advisement strategies, including workshops in time management and study skills, and one-on-one coaching to help students successfully navigate college.
- Offer professional development to faculty through the Center for Excellence in Teaching and Learning to enhance their instruction of diverse learners.
- Provide training to academic advisors in interpreting Accuplacer Testing results to support student placement in courses.
- Increase early intervention opportunities by improving utilization of Navigate Early Alerts.

	Baseline	2030 Target
3.1.1 Increased utilization of advising URM	--	
3.1.2 Increased utilization of student support services by Under-Represented Minorities (URM)	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 3: Reduce Racial/Ethnic Achievement Gap

Lead: Dean of Student Affairs Natasha Edwards

•

Initiative 3.2: Increase Educational Access and Persistence

Recruit and support high-need students through proactive, dedicated programs, and financial support

- Increase visibility of and access to need-based scholarships
- Utilize programs for specific groups of students, such as College Discovery, ASAP, and Explorers, to improve retention and graduation outcomes for high-need students
- Design and launch "KCC Ready," a Summer Bridge Program, to support high-need incoming degree program students
- Increase awareness and utilization of services that support student success (e.g., Access Resource Center, Men's Resource Center, counseling)

	Baseline	2030 Target
3.2.1 #/$ of need-based scholarships awarded	--	
3.2.2 Decrease in bursar holds	--	
3.2.3 Retention and graduation rates in College Discovery, ASAP, Summer Bridge	Retention: 78% for CD and 74.4% for ASAP	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 4: Prepare Students for Successful Transfer

Lead: Transfer Manager Juliana Bayol

Initiative 4.1: Transfer Center

Reimagine the Transfer Center to expand resources and build a campus-wide culture of transfer success

- Emphasize transfer exploration throughout the first year for all students
- Expand resources and technology to support students' decision-making about transfer
- Update articulation agreements into a student-friendly format
- Coordinate with faculty and staff to optimize student transfer pathways and maximize transferability of courses for all degree programs

	Baseline	2030 Target
4.1.1 Transfer Intention to Admission Rate	--	
4.1.2 One-year retention rate post-transfer	72%	75%
4.1.3 # of scholarships awarded to students transferring to a 4-year college	--	
4.1.4 $$ of scholarships awarded to students transferring to a 4-year college	--	
4.1.5 % of Credits transferred as Major/Pre-major Credits	18.6	23

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 5: Support Students in Successful Workforce Outcomes

Lead: CUNY Beyond Assistant Vice President (to be hired)

Initiative 5.1: Career Exposure and Exploration

Students consistently identify and explore careers aligned with their interests early in their educational journey

- Increase usage of Lightcast Career Coach
- Strengthen supports and pathways into college and careers for students in KCC's continuing education and workforce programs.

	Baseline	2030 Target
5.1.1 Lightcast Career Coach usage	--	
5.1.2 # of Continuing Education students converting to degree paths/# of credits transferring from non-credit to credit		

Initiative 5.2: Integrated Career and Academic Advisement

Students receive meaningful, integrated academic and career advising that helps them understand career goals and pathways

- Display and track career milestones in student-facing platforms (e.g., Navigate) to help students understand their path to academic and career success.
- Join the CUNY "Inclusive Economy Initiative" to embed integrated Academic & Career Advisors within academic departments.

	Baseline	2030 Target
5.2.1 % of students tracking career milestones in Navigate	--	
5.2.2 % of students meeting with advisors (transfer, career, or academic) to plan for their career	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 5: Support Students in Successful Workforce Outcomes

Lead: CUNY Beyond Assistant Vice President (to be hired)

Initiative 5.3: Career-Connected Learning

Students consistently access career-connected learning that provides skills necessary for career success

- Develop a First-Year student experience that incorporates career-connected content
- Offer training for faculty on career-connected learning through the Academy for Excellence in Teaching and Learning

	Baseline	2030 Target
5.3.1 # of faculty participating in career-connected learning through the Academy for Excellence in Teaching and Learning	--	
5.3.2 # of first year students participating in at least one first-year career-related experience	--	

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 5: Support Students in Successful Workforce Outcomes

Lead: CUNY Beyond Assistant Vice President (to be hired)

Initiative 5.4: Paid Work-Based Learning

Students participate in early-career professional experiences, including paid internships and apprenticeships, that are integrated into degree paths

- Increase number of applications and participation in paid work-based learning opportunities (including through participation in CUNY-wide paid work-based programs)
- Develop and maintain an inventory of credit-bearing work-based learning opportunities within degree programs
- Significantly increase numbers of on-campus paid internships

	Baseline	2030 Target
5.4.1 # of applications to paid-based work opportunities; increased rate of acceptance to CUNY-wide paid internships	--	
5.4.2 # of internship courses by department and total enrollment in courses	--	

Initiative 5.5: Employer Engagement

Students connect to a good first job (or promotion) through sector-specific employer engagement or transfer with a clear career plan

- Double the number of existing industry partners
- Increase the number of employers that are "quality partners"
- *Increase the # of AAS students who apply to a full-time job*

	Baseline	2030 Target
5.5.1 Increase # of existing industry partners	--	
5.5.2 # of employers that are "quality partners"	--	
5.5.3 # of AAS students who applied to a FT job	--	

Goal 6: Increase the College's Operational Effectiveness

Lead: Vice President Andres Escobar

Initiative 6.1: Financial Planning

Achieve a balanced budget, build a 5% reserve, and deploy a $1.5M strategic investment pool by FY'30

- Engage the college community in financial planning and decision-making
- Restructure finance and operations functions, processes and systems to improve controls and more effectively manage both personnel and non-personnel spending
- Increase fundraising and auxiliary revenue generation to support college strategic priorities
- Design and execute a strategy for increasing administrative overhead rate collection on Research Foundation grants
- Evaluate student-related expenses and fees to balance maximizing revenue with managing students' financial responsibilities and burdens; where appropriate, increase student fees

	Baseline	2030 Target
6.1.1 Increase fundraising $$ (3-year weighted average)	$600,000	
6.1.2 Increase tuition collection rates	90%	95%
6.1.3 Increase auxiliary and non-tuition revenues	$653,000	$1.8M
6.1.4 $ year-end balance	$0 (FY25)	$5,000,000

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 6: Increase the College's Operational Effectiveness

Lead: Vice President Andres Escobar

Initiative 6.2: Facilities Optimization

Maximize space utilization and modernize campus maintenance operations

- Manage transition to CUNY Facilities Hub model to minimize operations disruptions
- Restructure facilities management and staffing to improve campus and facilities project planning
- Conduct a comprehensive Space Utilization Assessment; improve space utilization
- Proactively communicate with the college community about planning, priorities, funding, and management of space/facilities projects

	Baseline	2030 Target
6.2.1 Archibus Utilization Rates	0	100%
6.2.2 Work order on-time completion rates	60%	100%

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Goal 6: Increase the College's Operational Effectiveness

Lead: Vice President Andres Escobar

Initiative 6.3: Business Process Improvements

Develop frameworks and capacity for college-wide process improvement

- Conduct business process mapping to identify areas to make operations more efficient and cost effective
- Work effectively with CUNY Central to design and implement projects at Kingsborough

	Baseline	2030 Targets
6.3.1 # of process improvements scoped, implemented and sustained, per year	0	5

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Discussion

Reactions?
Questions?
Comments?

Your constructive input and suggestions will make this plan more consequential. Please email and/or use the QR code to share your ideas.

Aaron.Charlop-Powers@kbcc.cuny.edu

KCC Strategic Plan -- Feedback and Comments

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Input on the Draft Plan

The plan will be available for comment starting on Wednesday morning, 10/7.

The draft document can be found on Inside KCC: Inside.Kingsborough.edu

To submit comments:

1. Log in to Inside KCC
2. Navigate to the "Document Collab" App
3. Select the KCC 2025-2030 Strategic Plan
4. Use the tool to review the document, input comments and suggestions
5. Feedback will be reviewed on a rolling basis

Please submit any comments by COB Tuesday October 20th.

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Implementation

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Strategic Plan Implementation

Implementation Principles

- ***Kingsborough 2030.*** Once approved, it becomes a shared roadmap for advancing student success, institutional strength, and impact.
- ***College-Wide.*** Each of us has a critical part in the plan's success.
- ***Focused.*** Limited priorities provide clarity and collective focus.
- ***Ownership.*** Each goal and project has a lead. The person is accountable to advance that segment of the plan, working collaboratively across the college.
- ***Measure + Track.*** Regular assessment and measurement keep us on track.
- ***Investments.*** Strategic goals directly tied to resource decisions, financial planning, and staffing priorities.
- ***Modify as Needed.*** Updates and modifications as we go, at least annually.
- ***Transparency.*** Annual college-wide meeting; bi-annual updates on the plan web page.

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Strategic Plan Implementation

Implementation is not separate from operations; it will integrate into how KCC plans, budgets, measures progress, and makes decisions.

Staff and faculty buy-in are critical for success.

Roles and Responsibilities:

- College leadership confirms annual priorities and resource alignment.
- Office of Institutional Effectiveness supports measurement and data reporting.
- All units and departments align their efforts to the goals.
- Each goal has a "lead" and project owners to manage initiatives, milestones, and cross-functional teams.

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Implementation Calendar

Bi-Annual assessment and reporting:

- Early January meeting with Goal and Project Leads:
  - Assess outcomes and identify strengths and weaknesses
  - Course correct, as needed

- Late May college-wide meeting:
  - Assessment of outcomes
  - Update impact framework
    - Tie to CUNY's annual Strategic Alignment Report (SAR/PMP)
  - Tie upcoming FY investments to Strategic Plan priorities
  - Communicate revisions and updates, ensure understanding of coming year priorities

KINGSBOROUGH COMMUNITY COLLEGE | CUNY

Kingsborough Community College
2025-2030 Strategic Plan

Letter from President Duitch

(Content under development)

Kingsborough Mission, Vision and Values

MISSION STATEMENT:

Kingsborough Community College responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce. The college strives for equity and seeks to provide each student with the appropriate resources and student supports to foster success.

VISION:

Kingsborough Community College encourages students to take an active role in their own learning. The College strives for high quality and continuous improvement in all areas related to student learning, including academic programs, teaching, student services, administration and support, and the campus environment.

VALUES:

- Respect - Civility, acceptance, appreciation, and support of individual differences
- Diversity - The proactive fostering of greater inclusion and ultimately equity at every level of college life
- Integrity - Fair and ethical standards in all policies, procedures, and practices
- Excellence - High-quality teaching, student services, administration, and community engagement; and high standards for student achievement
- Accountability - Taking responsibility for our actions and outcomes
- Innovation - Creative thinking and approaches that enhance learning and support continuous improvement

About Kingsborough

(Content under development)

Kingsborough Today

(Content under development)

Student Profiles

(Content under development)

Program Profiles

(Content under development)

Kingsborough Foundation

The Kingsborough Community College Foundation is the tax exempt 501(c)(3) philanthropic organization through which individuals, foundations and corporations can make tax exempt gifts to benefit our students, faculty and college. It is governed by an independent Board of Trustees elected on a rotating basis.

The KCC Foundation Board of Trustees represents the commercial, financial, publishing, philanthropic, utilities, legal, real estate, health care, community development, and public relations industries of New York City. Alumni and college faculty and administration also serve on the Board

Learn more at: https://www.kbcc.cuny.edu/advancement/foundation/index.html

2025-2030 Strategic Plan

Purpose

Kingsborough is Brooklyn's community college.

Each year Kingsborough serves roughly 10,000 degree students, 14,000 in continuing education, and 11,000 in dual enrollment courses for high school students. These students originate in 140 countries, most of them first-generation and low-income, coming to Kingsborough seeking education and economic opportunity to better themselves and to support their families and communities. Kingsborough's 2025-2030 Strategic Plan is the roadmap for delivering on our commitment to them.

To serve students effectively requires focus and attention to execution. As a result, the plan is deliberately limited to a set of priority goals, initiatives and projects — not everything the college does, but what matters most right now and in the coming years — and it's structured to be adjusted through a bi-annual reporting and review process.

This plan is a decision-making tool for the college and a map for all Kingsborough stakeholders, identifying collective goals toward which the college will strive by 2030.

Values Guiding the Development of the 2025-2030 Strategic Plan

The work to develop the 2025-2030 Strategic Plan was guided by these values. The process and substance of the plan are:

- Collaborative, participatory, and transparent.
- Data-informed and technology-supported.
- Equity-focused and respecting diversity of all types.
- Maximizing success through operational effectiveness and strategic resource management.
- Forging community through strategic communication and purposeful relationship building.

KCC Vitals

While this plan tracks dozens of metrics across six goals, three numbers will be tracked, to use a medical analogy, as "vitals" for Kingsborough in the coming years: enrollment, three-year graduation rate, and financial position. Together, they function as the college's vital signs — the fastest read on whether Kingsborough is attracting students, successfully educating them, and doing so on stable financial footing. Reviewed regularly, these three indicators tell us, at a glance, whether the institution is healthy and moving in the right direction, in compliment to the data points described throughout this plan.

	Baseline	2030 Target
Full-Time Equivalent (FTE) Student Headcount	6,272 (FY 2026)	6,657
Three-Year Graduation Rate	28%	40%
Operating Budget Reserve	$0	$5M

Goal 1: Improve Student Retention and Timely Graduation

Increase student retention and timely completion by tracking early momentum (credit accumulation, gateway course success, and term-to-term persistence) and better enable interventions and initiatives to improve these measures.

Impact Metrics

	Baseline	2030 Target
Fall-to-Fall Retention Rate of First-time Full-time Freshmen	71%	75%
Three-Year Graduation Rate of First-time Full-time Freshmen	28%	40%

Goal 1 Initiatives

Initiative 1.1: Integrated Student Support Systems

Build a cohesive, effective and efficient Student Support and Academic Advisement system to maximize student success.

Impact Metrics

	Baseline	2030 Target
1.1.1 Fall-to-Spring Retention of First-time Full-time Freshmen	84.4%	87.0%
1.1.2 % of continuing students enrolled in an academic year who have either graduated or are still enrolled the following Fall.	44.2%	48%

Projects:

A. Use Navigate consistently across campus to increase student engagement, persistence and success.

B. Develop, implement and improve an Early Warning System to identify, support and retain students who are at risk of stopping out.

Initiative 1.2: Improve Campus Communication

Streamline and coordinate campus communication to increase student engagement and bolster a sense of belonging

Impact Metrics

	Baseline	2030 Target
1.2.1 Total # of students voting in SGA elections	--	
1.2.2 Total # of students participating in student-facing events (unique students and participation overall)	--	
1.2.3 Open and engagement rates on Kingsborough correspondence -- emails, Navigate, etc.	--	

Projects:

A. Develop an annual, centralized college-wide Communication Plan, including campus events, to more effectively engage students, staff and faculty

B. Convene an annual student-focused Convocation

C. Organize, implement and continuously improve the New Student Experience

D. Assess, map and streamline student-facing communications, including format/medium, frequency and the "sender," to reduce "noise" and improve engagement

Initiative 1.3: Bolster Academic Momentum

Enhance supports to improve retention and graduation rates.

Impact Metrics

	Baseline	2030 Target
1.3.1 Gateway Math[1] First Year Completion Rate	31.60%	44%
1.3.2 Gateway English First Year Completion Rate	66.50%	73%
1.3.3 % of students earning 30 credits or more in their first year	23.6%	27%

Projects:

[1] insert definition, for Math and English

A. Implement evidence-based strategies to promote retention, academic progress, and course success in gateway Math and English courses.

B. Track and adjust course scheduling to meet student needs and support credit accumulation

C. Implement a “freshman forgiveness” policy to boost retention and bring KCC into line with peer institution policies

D. Assess the 12/6 course schedule to ensure that it enables student success

Initiative 1.4: Offer Effective Programs for Immigrants and Multilingual Students

Strengthen and grow courses and services for immigrant and multilingual students

Impact Metrics

	Baseline	2030 Target
1.4.1 % of CLIP students who meet English proficiency after CLIP participation	--	
1.4.2 % of CLIP participants who register at KCC after participation	--	
1.4.3 Graduation rate of ESL students	--	

Projects:

A. Assess and update multilingual instruction programs and initiatives to serve more people and build a pipeline to degree enrollment and completion

B. Launch and expand cohesive and comprehensive supports for immigrant students through the Resources for Immigrant Student Success in Education (RISE) Center

Goal 2 Offer High-Quality Academic Programs that Support Community Needs

Develop and re-design high-quality academic programs that are effective within the urban community college context and meet the needs of current and future students.

Impact Metrics

	Baseline	2030 Target
% of programs whose students meet benchmarks for Program Learning Outcomes (PLO) achievement	--	100%
% of graduates who report being Proficient or Excelling on all of the nine (9) NACE competency-related Cap & Gown Survey questions	56%	60%
New or substantially revised academic degree programs (annually)	--	3
% of AA/AS graduates either enrolled at a four-year college or employed within one year of graduation	66.5%	72%

Initiative 2.1: Advance Academic Excellence

Engage in regular review of academic programs to ensure they successfully educate students in their field of study and help them build skills to succeed in their future careers.

	Baseline	2030 Target
2.1.1 Program-level rates: completion, transfer and employment rates	--	
2.1.2 # of PLOs assessed per year	--	

Projects:

A. Enhance Annual Program Review process to ensure that academic program review processes lead to improvements in the student experience and student outcomes including program completion, transfer, and workforce results

B. Utilize student learning outcomes assessment to ensure that the college is consistently providing students with opportunities to acquire relevant knowledge and skills within their field of study and for their future career and educational goals

C. Engage in regular reviews of the College's portfolio of academic programs to ensure they meet the needs of students and the overall community

D. Implement student-facing components of Constructive Dialogue to support students' development of interpersonal and workplace skills

Initiative 2.2: Advance High-Impact Practices Among Students and Faculty

Leverage KCC's history of success in supporting faculty professional development and implementation of High Impact Practices to support integrative and community-connected learning.

	Baseline	2030 Target
2.2.1 - # of faculty participating in PD opportunities that support development of innovative pedagogical practices that foster active student learning and community engagement.	--	
2.2.2. # of students participating in at least one High Impact Practice (Undergraduate Research, Honors, and/or Internships)	--	

Projects:

A. Launch, expand and measure the efficacy of the Academy for Excellence in Teaching and Learning

B. Revamp and energize High-Impact Practices that support integrative and community-connected learning such as undergraduate research, honors program, and internships

C. Assess and improve the efficacy of the Civic Engagement graduation requirement as integrated into KCC Pathways courses

D. Proactively engage students to promote the development of a community of learners

2.3 Promote Quality Online Instruction

Establish and apply standards to ensure high-quality online instruction

	Baseline	2030 Target
2.3.1 % of online courses certified according to national online standards	--	100%
2.3.2 % of courses whose student outcomes are equivalent across modalities	--	100%

Projects:

A. Ensure that all KCC online courses meet an independent, national standard for quality

B. Regularly assess student outcomes to ensure equity in student learning and student success in courses across modality

Initiative 2.4: Leverage Kingsborough's Unique Strengths

Establish and/or scale programs that leverage KCC's unique programs and other significant assets and expertise

	Baseline	2030 Target
2.4.1 enrollment in non-credit programs offered through Continuing Education	14,560	16,378
2.4.2 Enrollment, in non-credit and for-credit programs- Maritime, Culinary and Allied Health	2,441 in non-credit programs; 1437 in for-credit programs	

Projects:

A. Strengthen Kingsborough's position as a leader in Allied Health to better serve more students, offer additional credit and non-credit programs and connect students to quality jobs

B. Build on Kingsborough's unique Maritime Program to establish the college as New York City's leading education and workforce institution supporting the maritime industry

C. Build on Kingsborough's unique Culinary Arts Program to serve more students, diversify credit and non-credit course offerings and connect students to quality jobs

D. Expand and modernize Kingsborough's Continuing Education and Workforce programs to respond to labor market trends, student demand, and employer needs

E. Develop and launch a Professional Writing Liberal Arts concentration

Initiative 2.5: Develop and Introduce AI Policies and Strategy

Implement college-wide standards for the use of Artificial Intelligence (AI)

	Baseline	2030 Target
2.5.2 % of SES respondents that agree KCC offers adequate AI training	80%	90%

2.5.3 # of college operations that have incorporated AI to improve efficiency	--	

Projects:

A. Through the AI Pedagogy & Curriculum Institute, offered by the American Association of Colleges and Universities, develop and deploy a college-wide approach to AI use in pedagogy and instruction, and in college administration and operations (*i.e.*, finance, enrollment management, etc.).

B. Utilize the Academy for Excellence in Teaching and Learning to train college faculty and staff in relevant AI tools

Goal 3 Reduce Racial/Ethnic Equity Gaps

Kingsborough will increase equity in access and student outcomes through the implementation of targeted academic support, financial assistance, professional development, and student success programs.

Initiatives & Projects

	Baseline	2030 Target
Racial/ethnic DFWI gap in General Education courses	-10.5%	-5%
Racial/ethnic gap retention	-10.2%	-8%

Initiative 3.1: Course Success Equity

Reduce racial/ethnic disparities in course DFWI rates through targeted interventions.

	Baseline	2030 Target
3.1.1 Increased utilization of advising URM	--	
3.1.2 Increased utilization of student support services by Under-Represented Minorities (URM)		

Projects:

A. Increase academic support for students in courses with high "DFWI" rates through increased connections to tutoring support and embedded supplemental instruction

B. Develop targeted advisement strategies, including workshops in time management and study skills, and one-on-one coaching to help students successfully navigate college

C. Offer professional development to faculty through the Center for Excellence in Teaching and Learning to enhance their instruction of diverse learners

D. Provide training to academic advisors in interpreting Accuplacer Testing results to support student placement in courses

E. Increase early intervention opportunities by improving utilization of Navigate Early Alerts

Initiative 3.2: Increase Educational Access and Persistence

Recruit and support high-need students through proactive, dedicated programs, and financial support

	Baseline	2030 Target
3.2.1 #/$ of need-based scholarships awarded	--	
3.2.2 Decrease in bursar holds	--	
3.2.3 Retention and graduation rates in College Discovery, ASAP, Summer Bridge	Retention: 78% for CD and 74.4% for ASAP	

Projects:

A. Increase visibility of and access to need-based scholarships

B. Utilize programs for specific groups of students, such as College Discovery, ASAP, and Explorers, to improve retention and graduation outcomes for high-need students

C. Design and launch "KCC Ready," a Summer Bridge Program, to support high-need incoming degree program students

D. Increase awareness and utilization of services that support student success (e.g., Access Resource Center, Men's Resource Center, counseling)

Goal 4 Prepare Students for Successful Transfer

Significantly improve transfer outcomes for students, including rates of transfer, numbers of credits that transfer into bachelor's degree majors, and six-year graduation rates.

	Baseline	2030 Target
Six-year baccalaureate graduation rate	13.8%	33%
% of students transfer to another college within one year of graduation	58% (60.9% AA/AS only)	64%
% of former KCC students who graduate with a bachelor's within four years of admissions to a bachelor's degree program	50%	60%
% Universal Transfer Path courses in an Associate program that transfer to the same major in a baccalaureate degree program within CUNY	93.3%	100%

Initiative 4.1: Transfer Center

Reimagine the Transfer Center to expand resources and build a campus-wide culture of transfer success.

	Baseline	2030 Target
4.1.1 Transfer Intention to Admission Rate	TBD - process under development	
4.1.2 One-year retention rate post-transfer	72%	75%
4.1.3 # of scholarships awarded to students transferring to a 4-year college	--	
4.1.4 $$ of scholarships awarded to students transferring to a 4-year college	--	
4.1.5 % of Credits transferred as Major/Pre-major Credits	18.6	23

Projects:

A. Emphasize transfer exploration throughout the first year for all students

B. Expand resources and technology to support students' decision-making about transfer

C. Update articulation agreements into a student-friendly format

D. Coordinate with faculty and staff to optimize student transfer pathways and maximize transferability of courses for all degree programs

Goal 5 Support Students in Successful Workforce Outcomes[2]

Prepare all students, regardless of major, to launch careers of their choosing at competitive salaries (or family sustaining wages).

	Baseline	2030 Target
% of AAS degree graduates employed at time of graduation	59.6%	75%
% of AAS degree graduates consistently employed after 1 year	59%	80%
% of graduates who completed a paid internship while at KCC	18%	30%
Number of employers actively recruiting KCC students for paid internships and post-graduation employment	25	50

Initiative 5.1: Career Exposure and Exploration

Students consistently identify and explore careers aligned with their interests early in their educational journey.

	Baseline	2030 Target
5.1.1 Lightcast Career Coach usage		
5.1.2 # of CE students converting to degree paths/# of credits transferring from non-credit to credit	Same as 2.4.2	

Projects

A. Increase usage of Lightcast Career Coach

B. Strengthen supports and pathways into college and careers for students in KCC's continuing education and workforce programs

Initiative 5.2: Integrated Career and Academic Advisement:

Students receive meaningful, integrated academic and career advising that helps them understand career goals and pathways.

	Baseline	2030 Target

[2] Please note that targets and initiatives are adopted directly from CUNY Beyond, a three-year $5.5M initiative granted to the college by the University Central Office and implemented July 1, 2026.

5.2.1 % of students tracking career milestones in Navigate	--	
5.2.2 % of students meeting with advisors (transfer, career, or academic) to plan for their career	--	

Projects:

A. Display and track career milestones in student-facing platforms (e.g., Navigate) to help students understand their path to academic and career success

B. Join the CUNY "Inclusive Economy Initiative" to embed integrated Academic & Career Advisors within academic departments

Initiative 5.3: Career-Connected Learning

Students consistently access career-connected learning that provides skills necessary for career success.

	Baseline	2030 Target
5.3.1 # of faculty participating in career-connected learning through the Academy for Excellence in Teaching and Learning	--	
5.3.2 # of first year students participating in at least one first-year career-related experience	TBD - FYE doesn't exist	

Projects:

A. Develop a first-year student experience that incorporates career-connected content

B. Offer training for faculty on career-connected learning through the Academy for Excellence in Teaching and Learning

Initiative 5.4: Paid Work-Based Learning

Students participate in early-career work-based experiences, including paid internships and apprenticeships, that are integrated into degree paths.

	Baseline	2030 Target

5.4.1 # of applications to paid-based work opportunities; increased rate of acceptance to CUNY-wide paid internships	--	
5.4.2 # of internship courses by department and total enrollment in courses	--	

Projects:

A. Increase number of applications to and participation in paid work-based learning opportunities (including through participation in CUNY-wide paid work-based programs)

B. Develop and maintain an inventory of credit-bearing work-based learning opportunities within degree programs

C. Significantly increase the number of on-campus paid internships

Initiative 5.5: Employer Engagement

Students connect to a good first job (or promotion) through sector-specific employer engagement or transfer with a clear career plan.

	Baseline	2030 Target
5.5.1 Increase # of existing industry partners	--	
5.5.2 # of employers that are "quality partners"	--	
5.5.3 # of AAS students who applied to a FT job	--	

Projects:

A. Double the number of existing industry partners

B. Increase # of employers that are "quality partners"

C. Increase # of AAS students who apply to a full-time job

Goal 6 Increase the College's Operational Effectiveness

KCC will develop and improve systems and processes that enable staff and faculty to successfully steward college resources, that support them to achieve the plan's strategic goals, and support student success.

	Baseline	2030 Target
Operational Reserve	$0	$5M
Strategic Investment Pool	$0	$1.5M

Initiative 6.1: Financial Planning

Achieve a balanced budget each year, build a $5M operating budget reserve, and deploy a $1.5M strategic investment pool by FY'30.

	Baseline	2030 Target
6.1.1 Increase fundraising $$ (3-year weighted average)	$600,000	
6.1.2 Increase tuition collection rates	90%	95%
6.1.3 Increase auxiliary and non-tuition revenues	$653,000	$1.8M
6.1.3 $ year-end balance	$0 (FY25)	$5,000,000

Projects:

A. Engage the college community in financial planning and decision-making

B. Restructure finance and operations functions, processes and systems to improve controls and more effectively manage both personnel and non-personnel spending

C. Increase fundraising and auxiliary revenue generation to support college strategic priorities

D. Design and execute a strategy for increasing administrative overhead rate collection on Research Foundation grants

E. Evaluate student-related expenses and fees to balance maximizing revenue with managing students' financial responsibilities and burdens; where appropriate, increase student fees

Initiative 6.2: Facilities Optimization

Maximize space utilization and modernize campus maintenance operations.

	Baseline	2030 Target

6.2.1 Archibus Utilization Rates	0	100%
6.2.2 Work order on-time completion rates	60%	100%

Projects:

A. Manage transition to CUNY Facilities Hub model to minimize operations disruptions

B. Restructure the facilities management and staffing to improve campus and facilities project planning

C. Conduct a comprehensive Space Utilization Assessment; improve space utilization

D. Proactively communicate with the college community about planning, priorities, funding, and management of space/facilities projects

Initiative 6.3: Business Process Improvements

Develop frameworks and capacity for college-wide process improvement

	Baseline	2030 Targets
6.3.1 # of process improvements scoped, implemented and sustained, per year	0	5

Projects:

A. Conduct business process mapping to identify areas to make operations more efficient and cost effective

B. Work effectively with CUNY Central to design and implement projects at Kingsborough

Goals, Metrics and Quantitative Framework

Strategic Plan Goal	Metric (Strategic Roadmap or CUNY Beyond KPIs in bold)	Baseline (where we are today/most recent)	2030 Target
KCC Vitals	Full Time Equivalent (FTE)	6,272 (FY26)	6,657
KCC Vitals	Three-Year Graduation Rate	28%	40%
KCC Vitals	Financial Position	$0	$5M reserve
Goal 1: Improve Student Retention and Timely Graduation	**Fall-to-Fall Retention Rate of First-time Full-time Freshmen**	71.00%	75%
	Three-Year Graduation Rate of First-time Full-time Freshmen	28%	40%
Goal 2: Offer High-Quality Academic Programs that Support Community Needs	% of programs whose students meet benchmarks for Program Learning Outcomes (PLO) achievement	--	100%
	% of graduates who report being Proficient or Excelling on all of the nine (9) NACE competency-related Cap & Gown Survey questions	56%	60%
	New or substantially revised academic degree programs (annually)	--	3
	% of AA/AS graduates either enrolled at a four-year college or employed within one year of graduation	66.50%	72%
Goal 3: Reduce Racial/Ethnic Equity Gaps	**Racial/ethnic DFWI gap in General Education courses**	-10.50%	-5%
	Racial/ethnic gap in retention among full-time students	-10.23%	-8%
Goal 4: Prepare Students for Successful Transfer	**Six-year baccalaureate graduation rate**	13.8%	33%
	% of students transfer to another college within one year of graduation	58% (60.9% AA/AS only)	64%
	% of former KCC students who graduate with a bachelor's within four years of admissions to a bachelor's degree program	50%	60%
	% Universal Transfer Path courses in an Associate program that transfer to the same major in a baccalaureate degree program within CUNY	93.0%	100%

	% of AAS degree graduates employed at time of graduation	59.6%		75%
	% of AAS degree graduates consistently employed after 1 year	59%		80%
Goal 5: Support Students in Successful Workforce Outcomes	**% of graduates who completed a paid internship**	18%		30%
	Number of employers actively recruiting Kingsborough students for post-graduate employment	25		50
Goal 6: Increase the College's Operational Effectiveness	Operational Reserve	$0	$5M	
	Strategic Investment Pool *(to be accumulated and spent by the end of FY'30)*	$0	$1.5M	

Financial Planning

(Content under development)

Acknowledgements

(Content under development)