

To: Members of the College Council and College Community
Date: May 27, 2026
From: Amanda Kalin, Secretary
Subject: Agendas for the 6/2/26 College Council Meetings @ 3:00 U-219

The College Council will meet on Tuesday, June 2, 2026, at 3:00 PM in U-219.

AGENDA

I. Approval of the minutes of the meetings held on April 14, 2026 (posted [HERE](#))

II. Reports

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

B. President's Remarks, Suri Dutch

C. Curriculum Committee, Scott Cally, Chair

- Votes: Curriculum Committee items (see Attachment A)
- Informational Item: Year-end-report

D. Legislative Committee, Shoshana Friedman, Chair

- Two-Meeting Rule Vote: Constitutional Changes (see Attachment B)
- Informational item: Proposal to add Non-Teaching Adjuncts the Part Time Faculty seats
- Informational Item: Year-end-report

E. Instructional Committee, John Acosta, Chair

- Two-Meeting Rule Vote: Resolution Adoption of Faculty Evaluation Advisory Committee Recommendations and Revision of the Faculty Evaluation (SmartEvals) Student Survey (See Attachment C)

F. Shared Governance, presented by Matthew Gartner, Chair

- Two-Meeting Rule Discussion: Procedural Guide (See Attachment D)

G. Diversity, Equity, and Inclusion, Cynthia Olvina, Chair

- Informational Item: Year-end-report (See Attachment E)

H. Facilities Committee, Steven Jaret, Chair

- Informational Item: Year-end-report

I. Students Committee, Paula Risolo, Chair

- Informational Item: Year-end-report

J. Strategic Plan Updates, presented by Vice President of Strategy and Chief of Staff, Aaron Charlop-Powers (See Attachment F)

III. New Business

IV. Events/Announcements

The College Council will meet again on Tuesday, June 2, 2026, following the prior meeting in U-219.

AGENDA

I. Nomination and Election of College Council Leadership:

- A. Vote: Chair of the College Council
- B. Vote: Vice-Chair of the College Council
- C. Vote: Secretary of the College Council

II. Committees on Committees

- A. Nomination and Election of three additional Faculty/Staff members to serve on the Committee on Committees.

Current Committee Members (3)

Scott Cally (2028)
Amanda Kalin (2028)
Ryan McKinney (2027)

Former Committee Members (4)

John Acosta (2026)
Stuart Parker (2026)
Judy Cohen (2026)
Cynthia Olvina (2026)

B. Committee on Committees Meeting

In a separate space, the newly constituted Committee on Committees will (a) elect its Chair, (b) consider new members' choices of Committee assignments, and any reassignment requests, and (c) decide on those Committee assignments. At the end of this meeting, the assignments for the Standing Committees will be certified and presented to the Chair of College Council, who will present them to the College Council.

The Standing Committees of the College Council will meet on Tuesday, June 2, 2026, following the prior College Council meeting in U-219.

AGENDA

I. Voting Standing Committee Leadership:

- A. Vote: Chair and Secretary of the Curriculum Committee
- B. Vote: Chair and Secretary of the Diversity, Equity, and Inclusion Committee
- C. Vote: Chair and Secretary of the Facilities Committee
- D. Vote: Chair and Secretary of the Instructional Committee
- E. Vote: Chair and Secretary of the Legislative Committee
- F. Vote: Chair and Secretary of the Shared Governance Committee
- G. Vote: Chair and Secretary of the Strategic Planning and Budget Committee
- H. Vote: Chair and Secretary of the Students Committee

Attachment A - Curriculum Committee Items

The Curriculum Committee proposed the following items from the Spring 2026 Curriculum Committee Meeting for approval by the faculty members of the College Council.

Vote #1 – Degree Changes: AS Business Administration

Department of Business			
1. A.S. Business Administration			
HEGIS: 5004.00			
Program Code: 01050			
Change: Degree Requirements			
FROM:		TO:	
<u>CUNY CORE</u>		<u>CUNY CORE</u>	
<u>REQUIRED CORE: (4 Courses, 12 Credits)</u>	12	<u>REQUIRED CORE: (4 Courses, 12 Credits)</u>	12
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.		When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
ENG 1200 - Composition I	3	ENG 1200 - Composition I	3
ENG 2400 - Composition II	3	ENG 2400 - Composition II	3
Mathematical and Quantitative Reasoning	3	Mathematical and Quantitative Reasoning	3
<i>Suggested: BA/MAT 2200 - Business Statistics**</i>		<i>Suggested: BA/MAT 2200 - Business Statistics</i>	
Life and Physical Sciences*	3	Life and Physical Sciences*	3
<u>FLEXIBLE CORE (6 Courses, 18 Credits)</u>	18	<u>FLEXIBLE CORE (6 Courses, 18 Credits)</u>	18
When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One (1) course from each Group A to E and one (1) additional course from any group.		When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One (1) course from each Group A to E and one (1) additional course from any group.	
A. World Cultures and Global Issues		A. World Cultures and Global Issues	
It is recommended that students planning to transfer to Brooklyn College's BBA program take PHI 6800 - Ethical Problems in Business and Society		It is recommended that students planning to transfer to Brooklyn College's BBA program take PHI 6800 - Ethical Problems in Business and Society	
B. U.S. Experience In Its Diversity		B. U.S. Experience In Its Diversity	
C. Creative Expression		C. Creative Expression	
D. Individual & Society		D. Individual & Society	
ECO 1200- Macroeconomics *		ECO 1200- Macroeconomics *	
ECO 1300- Microeconomics *		ECO 1300- Microeconomics *	

E. Scientific World		E. Scientific World	
DEPARTMENT REQUIREMENTS (9 to 11 Courses, 29 to 35 Credits)	29-35	DEPARTMENT REQUIREMENTS (9 to 11 Courses, 29 to 35 Credits)	29-35
ACC 1100 - Fundamentals of Accounting I	4	ACC 1100 - Fundamentals of Accounting I	4
ACC 1200 - Fundamentals of Accounting II	4	ACC 1200 - Fundamentals of Accounting II	4
BA 1100 - Fundamentals of Business	3	BA 1100 - Fundamentals of Business	3
BA 1200 - Business Law I	3	BA 1200 - Business Law I	3
BA 1400 - Principles of Marketing	3	BA 1400 - Principles of Marketing	3
BA 3100 - Organizational Behavior and Management	3	BA 3100 - Organizational Behavior and Management	3
BA 6000 - Introduction to Computer Concepts	3	BA 6000 - Introduction to Computer Concepts	3
ECO 1200 - Macroeconomics	3	ECO 1200 - Macroeconomics	3
ECO 1300 - Microeconomics	3	ECO 1300 - Microeconomics	3
AND		AND	
IF ECO 1200 or ECO 1300 is taken to satisfy Pathways Flexible Core, THEN choose one (1) of the following courses. IF BOTH ECO 1200 and ECO 1300 are taken to satisfy Pathways Flexible Core, THEN choose two (2) of the following courses:		IF ECO 1200 or ECO 1300 is taken to satisfy Pathways Flexible Core, THEN choose one (1) of the following courses. IF BOTH ECO 1200 and ECO 1300 are taken to satisfy Pathways Flexible Core, THEN choose two (2) of the following courses:	
BA 1300— Business Law II or	03		
BA 6100— Spreadsheet Applications in Business or	03		
BA 3300 - Business Communications or	3	BA 3300 - Business Communications or	3
ECO 1400 – Money and Banking or	3	ECO 1400 – Money and Banking or	3
ECO 2200 - Principles of Financial Management	3	ECO 2200 - Principles of Financial Management	3
<u>ELECTIVES:</u>		<u>ELECTIVES:</u>	
1 credit sufficient to meet required total of 60 credits for the degree	1	1 credit sufficient to meet required total of 60 credits for the degree	1
<u>TOTAL CREDITS: 60</u>	60	<u>TOTAL CREDITS: 60</u>	60
NOTE:		NOTE:	
*It is HIGHLY RECOMMENDED that students take both ECO 1200 and ECO 1300 to satisfy the Pathways Flexible Core courses. However, if neither course is used within the Pathways Flexible Core, both must be taken within the major and no optional courses will be required.		*It is HIGHLY RECOMMENDED that students take both ECO 1200 and ECO 1300 to satisfy the Pathways Flexible Core courses. However, if neither course is used within the Pathways Flexible Core, both must be taken within the major and no optional courses will be required.	

Vote #2 – Changes to AA Liberal Arts: Literary Studies Concentration

Liberal Arts			
1. A.A. Liberal Arts: Literary Studies Concentration			
HEGIS: 5649.00			
Program Code: 01044			
Change: Degree Requirements: Course Deletion			
FROM:		TO:	
CUNY CORE		CUNY CORE	
REQUIRED CORE: (4 Courses, 12 Credits)	12	REQUIRED CORE: (4 Courses, 12 Credits)	12
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.		When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
ENG 1200 - Composition I	3	ENG 1200 - Composition I	3
ENG 2400 - Composition II	3	ENG 2400 - Composition II	3
± Mathematical & Quantitative Reasoning	3	± Mathematical & Quantitative Reasoning	3
± Life and Physical Sciences	3	± Life and Physical Sciences	3
FLEXIBLE CORE: (6 Courses, 18 Credits)	18	FLEXIBLE CORE: (6 Courses, 18 Credits)	18
When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline.</i>		When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline.</i>	
A. World Cultures and Global Issues		A. World Cultures and Global Issues	
B. U.S. Experience In Its Diversity		B. U.S. Experience In Its Diversity	
C. Creative Expression		C. Creative Expression	
D. Individual & Society		D. Individual & Society	
± E. Scientific World		± E. Scientific World	
± Plus another course selected from any Group A – E		± Plus another course selected from any Group A – E	
DEGREE REQUIREMENTS: (6 Courses, 18 Credits)	18	DEGREE REQUIREMENTS: (6 Courses, 18 Credits)	18
Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.		Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	
Art or	03	Art or	03
Media and Film Studies or		Media and Film Studies or	
Music or		Music or	
Theatre		Theatre	

AND		AND	
Speech	03	Speech	03
AND		AND	
Literature and Writing or Philosophy	03	Literature and Writing or Philosophy	03
AND		AND	
U.S. Politics or U.S. History	03	U.S. Politics or U.S. History	03
AND		AND	
Psychology or Sociology	03	Psychology or Sociology	03
AND		AND	
World History or Anthropology or World Languages and Cultures	03	World History or Anthropology or World Languages and Cultures	03
<u>LITERARY STUDIES CONCENTRATION</u> (3 Courses, 9 credits)	9	<u>LITERARY STUDIES CONCENTRATION</u> (3 Courses, 9 credits)	9
Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.		Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	
ENG 3000 - Introduction to Literature	03	ENG 3000 - Introduction to Literature	03
AND		AND	
Select two (2) from the following courses for a total of six (6) credits.	06	Select two (2) from the following courses for a total of six (6) credits.	06
ENG 3100 - Classical and Biblical Literature		ENG 3100 - Classical and Biblical Literature	
ENG 3200 - World Literature		ENG 3200 - World Literature	
ENG 3300 - Introduction to Literary Studies		ENG 3300 - Introduction to Literary Studies	
ENG 3500 - Modern European Literature		ENG 3500 - Modern European Literature	
ENG 4000 - Short Fiction		ENG 4000 - Short Fiction	
ENG 4200 - Poetry		ENG 4200 - Poetry	

ENG 4300 - Drama		ENG 4300 - Drama	
ENG 4800 - American Environmental Literature		ENG 4800 - American Environmental Literature	
ENG 6300 - Shakespeare Survey		ENG 6300 - Shakespeare Survey	
ENG 6600 - Literature and Psychology			
ENG 6700 - Women and Literature		ENG 6700 - Women and Literature	
ENG 6800 - Gothic and Horror Fiction		ENG 6800 - Gothic and Horror Fiction	
ENG 6900 - Caribbean Literature		ENG 6900 - Caribbean Literature	
ENG 7000 - Sexuality and Literature		ENG 7000 - Sexuality and Literature	
ENG 7300 - Themes in American Literature I: Beginnings to 1865		ENG 7300 - Themes in American Literature I: Beginnings to 1865	
ENG 7400 - Themes in American Literature II: 1865 to Present		ENG 7400 - Themes in American Literature II: 1865 to Present	
ENG 7700 - The Roots of African-American Literature		ENG 7700 - The Roots of African-American Literature	
ENG 7800 - Contemporary African-American Literature		ENG 7800 - Contemporary African-American Literature	
ELECTIVES: 3 credits sufficient to meet required total of 60 credits.	3	ELECTIVES: 3 credits sufficient to meet required total of 60 credits.	3
TOTAL CREDITS: 60	60	TOTAL CREDITS: 60	60
Note:		Note:	
World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above.		World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. (Excluding the Spanish Concentration).	
For concentrations other than General, it is recommended that you speak with your academic advisor.		For concentrations other than General, it is recommended that you speak with your academic advisor.	

Vote #3– Pathways - ENG 7300 - Themes in American Literature I : Beginning to 1865– Flexible Core: U.S. Experience in its Diversity (Group B)

Vote #4– Pathways - ENG 7400 - Themes in American Literature II : 1865 to Present– Flexible Core: U.S. Experience in its Diversity (Group B)

Vote #5 - Discussion and Vote:

Resolution to Suspend the Mandatory Civic Engagement Degree Requirement for Two Years While Affirming the Importance of Civic Engagement

Whereas, the college recognizes that civic engagement is an important component of an educated and informed citizenry; and

Whereas, curricula across many academic disciplines already provide students with the knowledge, analytical skills, communication abilities, and ethical perspectives necessary to participate meaningfully in civic life; and

Whereas, higher education plays a crucial role in preparing students to understand social issues, evaluate public information, and make informed decisions about community participation; and

Whereas, students often develop an appreciation for civic engagement through coursework, academic discussions, research, and exposure to diverse perspectives without the need for a specific mandated activity; and

Whereas, students should have the autonomy to determine how and when to apply their education to civic engagement activities in ways that align with their interests, schedules, and personal responsibilities; and

Whereas, opportunities for civic engagement can continue to be offered through voluntary programs, service-learning courses, student organizations, internships, and community partnerships;

Be it **RESOLVED**, that the Curriculum Committee recommends a two-year suspension of the Civic Engagement requirement as a mandatory degree requirement; and

Be it further **RESOLVED**, that the college continue to support and promote civic engagement as a valuable educational and community activity through optional courses, co-curricular opportunities, and institutional initiatives; and

Be it further **RESOLVED**, that the Civic Engagement requirement shall be permanently discontinued unless the college develops and adopts an institution-wide framework, as outlined/recommended/suggested in the Appendix, intended to support identified Civic Engagement activities and learning outcomes; and

Be it further **RESOLVED**, that the institution reaffirm its commitment to equipping students with the knowledge, skills, and critical thinking necessary to understand civic issues and to choose to participate in civic engagement throughout their lives.

Justification

Civic engagement has always been historically valued at Kingsborough Community College, helping students understand social issues, participate in community life, and develop a sense of responsibility toward society. The college formally adopted the Civic Engagement requirement in 2011, implemented in 2013, mandating that students complete at least one civic engagement experience before graduation, either through a course, course component, or approved activity.

While fostering civic participation remains essential, temporarily suspending the requirement will allow the college to evaluate whether the mandate remains necessary for achieving its intended educational outcomes. The college's curriculum already fulfills its mission to provide students with the knowledge to understand civic issues and the skills to participate meaningfully in civic life. Many students develop this understanding and engagement through coursework, discussions, research, and exposure to diverse perspectives without a separate mandated activity. In practice, the outcomes the requirement seeks to achieve are already embedded in students' academic experiences.

Students manage multiple responsibilities beyond academics, such as employment, family obligations, and personal commitments. Requiring a specific civic engagement experience can create unnecessary logistical and administrative

burdens without substantially enhancing learning outcomes. Providing students the flexibility to decide if, when, and how to participate empowers students to engage in ways that fit their individual circumstances.

Suspending the mandate for two years would not diminish the college's commitment to civic engagement. Voluntary opportunities—through courses, internships, student organizations, and community partnerships—can continue to provide meaningful and impactful experiences. Encouraging rather than requiring participation preserves the college's dedication to preparing students for civic life while offering flexibility and choice.

This proposal also paves the way for future consideration of a different college-wide requirement, should the institution wish to establish a framework that promotes another important but currently under-emphasized educational outcome.

For these reasons, the Curriculum Committee urges the college to temporarily suspend the mandatory Civic Engagement requirement for two years while continuing to support and promote voluntary civic engagement opportunities. Doing so will uphold Kingsborough's historical commitment to civic learning, provide students with the knowledge and skills to engage thoughtfully in their communities, respect student autonomy, and strengthen the overall educational experience for all students.

Appendix

Civic Engagement Framework: Activities, Learning Outcomes, and Oversight

The college recognizes that any college-wide Civic Engagement degree requirement must include ongoing planning, coordination, review, and adequate financial support.

A Civic Engagement framework shall include clearly defined activities, learning outcomes, organized implementation, and appropriate faculty and administrative support necessary for meaningful student participation.

Civic Engagement Activities

- The Civic Engagement Framework shall consist of six organized and coordinated Civic Engagement Activities designed to support Civic Engagement Learning Outcomes.
- Activities shall be developed with a realistic expectation of sustainable external funding and institutional support.
- The framework shall be sufficient to serve approximately 6,000 students across the college community.
- Civic Engagement opportunities shall be available to day, evening, weekend, and online students.
- Activities shall include appropriate coordination, staffing, faculty participation, and procedures for recording and verifying student completion for credit.

Civic Engagement Learning Outcomes

Civic Engagement activities shall support the following learning outcomes:

- Understanding civic and community issues
- Developing informed decision-making skills
- Strengthening communication and collaboration abilities
- Encouraging responsible participation in civic and community life

Civic Engagement Oversight Committee

- The Civic Engagement Framework shall be administered by a Civic Engagement Oversight Committee consisting of six faculty members and appropriate administrative representation as determined by Academic Affairs.
- Committee service shall not include release time unless supported through external funding.
- The committee shall oversee the coordination, implementation, review, and reporting of Civic Engagement activities and learning outcomes.
- The committee shall submit a report every two years to the Curriculum Committee and the Instructional Committee, which shall report to the College Council regarding participation, effectiveness, funding, and outcomes.

Informational Items for College Council that do not require a vote are included below

*** INFORMATIONAL ITEMS FOR COLLEGE COUNCIL ***			
V. CHANGES IN EXISTING COURSES			
Department of English			
1. ENG 7300 - Themes in American Literature I: Beginning to 1865			
Change: Course Title and Description			
FROM:		TO:	
Themes in American Literature I: Beginning to 1865		American Literature: Beginnings to Emancipation	
FROM:		TO:	
A survey of American literature and literary history from early America through the Civil War, focusing on the historical, philosophical, religious and literary forces that shaped American life.		The course will cover American literature prior to the Civil War, including colonial narratives, early American poetry, and the emergence of major movements like Puritanism, Enlightenment, Romanticism, and Transcendentalism. This course examines how American identity, culture, and society having been reflected in the changing literature of the nation.	
2. ENG 7400 - Themes in American Literature II: 1865 to Present			
Change: Course Title and Description			
FROM:		TO:	
Themes in American Literature II: 1865 to Present		American Literature: Reconstruction to Present	
FROM:		TO:	
A survey of American literature and literary history from the late 19th century to the present, examining works that depict urbanization, immigration, class conflict, and social change.		The course focuses on movements and voices in American literature from the Reconstruction Era to the present day through diverse literary works, including novels, short stories, poetry, and essays. Themes such as the American Dream, social justice, immigration, race and ethnicity, gender roles, and the impact of technology will be examined within their historical and cultural contexts.	
Department of History, Philosophy and Political Science			

1. PHI 6700 - Political Philosophy			
Change: Course Description			
FROM:		TO:	
This course provides students with a broad and solid theoretical grasp of political problems. As a result, students who take the course will be better positioned to make educated and adequate choices in the innumerable political situations of everyday life. The course relies on conceptual analysis, reading and interpreting texts, and writing clearly and effectively. The result is an enhanced ability to think critically, understand sophisticated and nuanced political discourse, and intervene in it for the sake of civic engagement and communal life.		This course is an examination of foundational concepts and problems of political philosophy: the individual, society, and the state; law, legitimization of authority, and political power; freedom and servitude; wealth and poverty; autonomy and technology. We review the work of political thinkers such as Aristotle, Hobbes, Marx, Foucault, bell hooks, Frantz Fanon, and others.	
Department of Mathematics and Computer Science			
1. MAT 1500 - Calculus I			
Change: Prerequisite			
FROM:		TO:	
Prerequisite(s): MAT 1400 with a grade of "C" or higher AND MAT 1000		Prerequisite(s): 1) MAT 1400 with a grade of "C" or higher; AND 2) Either MAT 9010, 9B0, or 900 with a grade of "C" or higher or Department Permission; AND 3) MAT 1000	
VI. COURSE WITHDRAWALS			
Department of English			
1. ENG 6600 - Literature and Psychology			
Department of History, Philosophy and Political Science			
1. HIS 3200 - Modern China			
2. HIS 6300 - History of Religion			
3. HIS 6500 - Introduction to Modern Ideologies			

Attachment B -Legislative Committee

The Legislative Committee presents the following resolutions to amend the constitution by vote of College Council:

WHEREAS several changes to membership have been voted on by Council;

WHEREAS the constitution should accurately reflect the will of the Council;

BE IT THEREFORE RESOLVED that the following changes be made to the College Council Constitution:

- a. In Article II: (4/29/25)
 - i. **Two** ~~One~~ department delegates from each instructional department
 - ii. **Three** ~~Two~~ part-time instructional staff delegates-at-large
 - iii. **Seven** ~~Three~~ delegates-at-large from the HEO and CLT series
 - iv. **Three** ~~Two~~ delegates elected by the full-time regularly appointed non-probationary supporting staff
 - v. **UFS senators who opt to serve as members of College Council**
- b. Article III, Section II, iii); (11/18/25) **Nominations for delegates-at-large must be conducted by secret ballot. Nominees must affirmatively accept the nomination before preparation of the final ballot.** ~~Nominations for delegates-at-large must be conducted by secret ballot provided that nominees must have the opportunity to decline nomination before preparation of the final ballot.~~
- c. Article III, Section II, v):(Per Cuny Bylaws): Persons who have tendered their resignation or who have received notice of non-reappointment must not be eligible to vote, or be nominated or elected to office. **Faculty on Travia leave are not eligible to vote.**
- d. Article III, Section III, iii):(11/18/25): Elections for department delegates must be conducted by secret ballot. Mail and/or electronic ballots must not be used. **All nominators and nominees must be present.**
- e. Article III, Section IV, (4/29/25) ii) **Three (3) Part-Time Instructional Staff Delegates-at-large** iii) **Seven (7) HEO and CLT Delegates-at-large,** iv) **Three (3) Support Staff Delegates-at-large**

WHEREAS the actual electorate of various elections are represented ambiguously in the text of the constitution;

WHEREAS clarifying the language of the constitution is a goal of the legislative committee

BE IT THEREFORE RESOLVED that the following three changes be made to the College Council Constitution:

- a. Article III, Section IV, i): must be elected by members of the full-time ~~instructional~~ staff, **which includes all full time faculty, all full time HEO series employees, all full time CLT series employees, and all ECP employees.** ~~faculty status or, who have received notification of reappointment for the third or succeeding years of full-time service.~~
- b. Article III, Section IV, ii): must be elected by members of the part-time instructional staff (“Adjunct faculty”). All current adjunct faculty, **which includes adjunct faculty and adjunct CLT series employees,**
- c. Article III, Section IV, iii): must be elected by eligible voters including all Higher Education Officer series and **full time** CLT series employees

WHEREAS the number of delegates at large have been equal to the number of academic departments;

WHEREAS the number of academic departments have fluctuated over time;

WHEREAS the title of Senior Lecturer has been added to the most recent labor contract:

BE IT THEREFORE RESOLVED that the following three changes be made to the College Council Constitution:

- f. Article II, iv.: **Fifteen (15)** Full-time instructional staff delegates-at-large. ~~equal to the number of departments~~
- g. Article III, Section IV, i): **Fifteen (15) Full-Time Instructional Staff Delegates-at-large** ~~(equal to the number of instructional departments)~~
- h. Article III, Section III, iv: Persons holding the rank of Lecturer **or Senior Lecturer or Doctoral Lecturer or Senior Doctoral Lecturer**

Recommendation for Doctoral lecturer and Senior Doctoral Lecturer

1.

2. **ARTICLE II: COMPOSITION OF COLLEGE COUNCIL**

The College Council must be composed of

- i. The President of the College
- ii. The Chief Academic Officer of the College
- iii. The Chief Administrative Officer of the College
- iv. The Registrar
- v. The Chairperson of each instructional department
- vi. **Two** ~~One~~ department delegates from each instructional department

- vii. ~~Fifteen~~ Full-time instructional staff delegates-at-large. ~~equal to the number of departments~~
- viii. ~~Three~~ Two part-time instructional staff delegates-at-large
- ix. ~~Seven~~ Three delegates-at-large from the HEO and CLT series
- x. One alumni delegate
- xi. ~~Three~~ Two delegates elected by the full-time regularly appointed non-probationary supporting staff
- xii. Twenty student delegates
- xiii. **UFS senators who opt to serve as members of College Council**
- xiv. One non-voting delegate-at-large seat to be designated for Emeritus/Emerita Teaching Faculty

3. ARTICLE III: ELECTIONS OF DELEGATES TO COLLEGE COUNCIL

a. SECTION I: ELECTIONS

- i. All elections must be supervised by the Legislative Committee. This must also apply to faculty voting under Article III, Section III.

b. SECTION II: ELECTION RULES AND PROCEDURES

- i. The elections for chairperson must be conducted in the first full week of May. These elections must be in person.
- ii. Elections for delegates-at-large must be conducted in May of each year following the elections of department chairpersons and department delegates.
- iii. **Nominations for delegates-at-large must be conducted by secret ballot. Nominees must affirmatively accept the nomination before preparation of the final ballot.** ~~Nominations for delegates-at-large must be conducted by secret ballot provided that nominees must have the opportunity to decline nomination before preparation of the final ballot.~~ Elections for delegates-at-large must also be conducted by secret ballot. Mail ballots must not be used. Electronic balloting shall be permitted, as determined and administered by the Legislative Committee.
- iv. Persons eligible to vote for delegates-at-large shall be eligible to nominate candidates and be nominated for the position of delegate-at-large.

- v. Persons who have tendered their resignation or who have received notice of non-reappointment must not be eligible to vote, or be nominated or elected to office. **Faculty on Travia leave are not eligible to vote.**
- vi. Eligible voters must be entitled to vote for as many candidates as there are vacant positions to be filled. Election must be by plurality with ties determined by the Chair of College Council.
- vii. For all delegate-at-large seats that become vacant before November 1, vacancies must be filled from the list of unsuccessful candidates of the previous election with the person having the greatest number of votes among the unsuccessful candidates designated to fill the vacancy until the next scheduled election for that seat. Should a special ballot be necessary, it must be held prior to the end of that fall semester to fill the vacancy.
- viii. If a seat becomes vacant after November 1, then it will be filled at the next scheduled election, by special ballot if necessary.
- ix. Where vacancies for unexpired terms are to be filled at a regular election, the candidates receiving the next highest number of votes after filling the regular three-year term vacancies shall be declared elected for the unexpired term. The longer terms shall be assigned to those with the highest number of votes.

c. SECTION III: DEPARTMENT DELEGATES

- i. Department delegates must be elected following the election of department chairpersons by the full-time members of the department having faculty rank or faculty status and must serve a term on the Council equal to that of the department chairpersons. Vacancies must be filled by the Department for the unexpired portion of the term.
- ii. Persons eligible to vote for department delegates must be eligible to nominate candidates and be nominated for the position of department delegate.
- iii. Elections for department delegates must be conducted by secret ballot. Mail and/or electronic ballots must not be used. **All nominators and nominees must be present.**

- i. Persons holding the rank of Lecturer or Senior Lecturer or Doctoral Lecturer or Senior Doctoral Lecturer at the College who have been awarded the Certificate of Continuous Employment must be enfranchised to vote for Department Chairperson and for members of the Department Personnel and Budget Committee.

d. SECTION IV: DELEGATES-AT-LARGE:

- i. Fifteen (15) Full-Time Instructional Staff Delegates-at-large (~~equal to the number of instructional departments~~) must be elected by members of the full-time instructional staff, which includes all full time faculty, all full time HEO series employees, all full time CLT series employees, and all ECP employees. ~~faculty status or, who have received notification of reappointment for the third or succeeding years of full-time service.~~ The term of office for these delegates-at-large must be three years, with elections staggered so that approximately one-third must be elected each year. Each person eligible to nominate may cast a secret nominating ballot containing no more than two (2) persons. Those eighteen (18) eligibles who receive the highest number of nominations, plus ties, must appear as candidates on the final ballot.
- ii. Three (3) Part-Time Instructional Staff Delegates-at-large must be elected by members of the part-time instructional staff (“Adjunct faculty”). All current adjunct faculty, which includes adjunct faculty and adjunct CLT series employees, must be eligible to vote for delegates-at-large. However, members of the full-time instructional staff or administrative staff who are concurrently teaching in an adjunct capacity at the college are ineligible to participate in the part-time elections. Part-time faculty serving on a Substitute Full-Time line are eligible to participate in the part-time elections. The term of office for these delegates-at-large must be two years, with elections staggered so that one delegate must be elected each year. Each person eligible to nominate may cast a secret nominating ballot containing no more than one (1) person. Those six (6) eligibles who receive the highest number of nominations, plus ties, must appear as candidates on the final ballot.

- iii. Seven (7) HEO and CLT Delegates-at-large must be elected by eligible voters including all Higher Education Officer series and full time CLT series employees, including Assistant to HEO, HEO Assistant, HEO Associate, HEO, and CLTs; employees on leave serving in Executive Compensation Plan titles must not be eligible. The term of office for these delegates-at-large must be three years, with elections staggered so that one delegate must be elected each year.

 - iv. Three (3) Support Staff Delegates-at-large must be elected from the regularly appointed non-probationary supporting staff. The term of office for these delegates-at-large must be three years, with elections staggered so that one delegate must be elected each year for two years, and the third year must have no election. Each person eligible to nominate may cast a secret nominating ballot containing no more than one (1) person. Those six (6) eligible who receive the highest number of nominations, plus ties, must appear as candidates on the final ballot.
- e. SECTION V: ALL OTHER DELEGATES:
- i. Eligible student delegates must be elected for one year terms in accordance with the constitution and bylaws of the Kingsborough Community College Student Government Association.
 - ii. The alumni delegate must be elected by the Alumni Association to serve a term of three years.
 - iii. Those elected must be selected on the basis of a plurality vote with ties to be broken by the Chair of College Council. The elections in (i) and (ii) must be conducted by secret ballot. Mail ballots must not be used. Electronic balloting shall be permitted, as determined and administered by the Legislative Committee.
 - iv. One non-voting delegate-at-large seat must be designated for Emeritus/Emerita Teaching Faculty. This seat must have a two-year term. Nominees for this seat must be recommended by the President of the College and appointed with the advice and consent of the College Council, with confirmation to be voted upon at the Council meeting in May of that year. All College Council members shall be eligible to vote in this confirmation process.

Attachment C - Instructional Committee

Instructional Committee - College Council Resolution, June 2, 2026

Kingsborough Community College

Title: Revision of Student Course Evaluation Survey Questions

Whereas, Kingsborough Community College currently administers student course evaluations through the SmartEvals platform; and

Whereas, the Faculty Evaluation Advisory Committee (Academic Year 2024–2025) reviewed the current student course evaluation survey questions and recommended revisions to improve clarity, reduce redundancy, and better reflect the student experience of instruction; and

Whereas, the revised questions incorporate elements related to Regular and Substantive Interaction (RSI), including the student feedback component, in support of compliance with federal distance education regulations; and

Whereas, the College Council Instruction Committee reviewed the proposed revised student course evaluation survey questions and supports their adoption; and

Whereas, the Faculty Evaluation Advisory Committee further recommended removal of the current “Questions if the student dropped the course” from the student course evaluation survey instrument because those questions are primarily student-focused rather than instructional-focused and may be more appropriately addressed through a separate student withdrawal survey process;

Therefore be it resolved, that the Kingsborough Community College College Council hereby approves the revised student course evaluation survey questions as presented; and

Be it further resolved, that the current “Questions if the student dropped the course” be removed from the SmartEvals student course evaluation survey instrument; and

Be it further resolved, that attached to this resolution is a side-by-side comparison of the current questions and the proposed revised questions, including the rationale for the revisions, for review and reference by the College Council.

The *Summary Table* of the work completed by the Faculty Evaluation Questions Subgroup is included below.

Summary Table – Faculty Evaluation Questions

Original Student Evaluation Questions	Updated Student Evaluation Questions	Peer Observation Form	Notes
1. The instructor held my interest throughout the course.	1. The instructor used multiple techniques to keep me engaged throughout the course.	Instructor Coherence	<ul style="list-style-type: none"> • Initial Changed - interest to attention • Recent change – combined Question #1 and #12 • Meets RSI
2. The instructor communicated in a way that I understood.	2. The instructor communicated the course content in a way that I understood.	Instructional Strategies	<ul style="list-style-type: none"> • Change focused on course content
3. The instructor increased my knowledge of the subject matter.	3. The instructor helped me learn more about the topic than I knew when starting the class.	Instructional Strategies	<ul style="list-style-type: none"> • Initial change – included course subject and deletion of matter • Goal to get across that the student should be different at exit from the class. Modification addresses. • Wanted ESL friendly (universally friendly) verbiage
4. The instructor presented material in an organized manner throughout the course.	4. The instructor presented material in a clear and organized manner throughout the course.	Instructional Coherence	<ul style="list-style-type: none"> • Included “clear” • Meets RSI
5. The instructor treated me with courtesy and respect throughout the course.	No Change	Instructor Communication Skills and Management of Learning Environment	
6. The instructor was available to me for discussions throughout the course.	6. The instructor was regularly available during office hours and made time for additional discussions if I needed.	Management of Learning Environment	<ul style="list-style-type: none"> • Expanded and clarified the question • Meets RSI
7. The instructor encouraged me to ask questions and participate throughout the course.	No Change	Instructional Strategies	

Original Student Evaluation Questions	Updated Student Evaluation Questions	Peer Observation Form	Notes
8. The instructor kept me informed about my academic progress throughout the course.	No Change	Management of Learning Environment	
9. The instructor maintained a good atmosphere for learning throughout the course.	9. The instructor maintained a positive learning environment throughout the course.	Management of Learning Environment and Instructional Strategies	<ul style="list-style-type: none"> Initial question about what “atmosphere” meant – changed to environment Felt positive was less subjective than good
10. Assignments and exams were related to course content.	10. Assignments and exams were clearly related to course content.	Instructional Strategies	<ul style="list-style-type: none"> Clarified by including clearly
11. The instructor clearly explained how I would be evaluated throughout the course	11. The instructor clearly explained how I would be evaluated and provided regular feedback throughout the course.	Management of Learning Environment	<ul style="list-style-type: none"> We wanted to include a question that related to feedback – originally thought to expand Question #8, but felt it more appropriate here. Meets RSI
12. The instructor was an effective teacher throughout the course.	Deleted	Instructional Strategies	<ul style="list-style-type: none"> Initial review felt this question was vague Upon recent review – we felt this question was repetitive (see Question #1) and deleted it.
	12. The instructor provided opportunities for interaction with my classmates	Fostering Student Engagement	<ul style="list-style-type: none"> Added question to as there seemed to be no question that addressed interaction with classmates. Applies to all modalities of course offering <p>Based on feedback from 4/25 Meeting this question was deleted as there is no requirement for a course to have this type of participation</p>

List of Questions if the student dropped the course:

1. What was the primary reason you dropped the course?
 - a. Course related issue
 - b. Instructor related issue
 - c. Financial issue
 - d. Scheduling or time commitment issue
 - e. Personal issue
 - f. Other

2. The overall teaching ability of the instructor was good (skip this question if you do not feel that you can answer it fairly)
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. Did you speak to an academic advisor before you dropped the course?
 - a. Yes/No

4. When you registered for the course, did you think that there was a good chance you might drop it at a later date?
 - a. Yes/No

5. Was it a ~~distance learning~~ online course?
 - a. Yes/No

6. Would you prefer to take the course with a different instructor?
 - a. Yes/No

7. Did you review the class syllabus before dropping the class?
 - a. Yes/No

Recommendations:

- The goal of these questions needs to be understood as they are “Student” focused rather than “Faculty” focused.
- Share with the following for feedback/alignment:
 - 2025-2030 Strategic Planning Committee – Retention and Equity Group
 - College Stakeholder Committee (AA)
- Investigate if these questions need to be **removed** from the SmartEval platform and **included** in a survey that is sent at the time the student drops the course.
- Once the above are addressed, the Subgroup can move on to evaluate/modify the questions and their structure.

During the 6/11/25 Meeting, John Acosta noted the change to “online course” and removal of “distance learning” for clarification of modality.

Attachment D - Shared Governance Committee

**Kingsborough Community College
College Council**

Proposed by the Shared Governance Committee

First presented: June 2, 2026

Adoption of the College Council Procedural Guide for Academic Year 2026/27

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 Exhibit A, as a resource for Council members.

Exhibit A:

College Council Procedural Guide for Academic Year 2026/27 (attached)

College Council Procedural Guide

for Academic Year 2026/27

Kingsborough Community College / CUNY

DRAFT — Pending College Council Approval

May 2026 — For Review and Comment

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.

Note: This version of the Procedural Guide is a draft circulated for review and comment. It has not yet been approved by the College Council. The guide will be submitted for Council approval at a future meeting. Until approved, it should not be treated as a statement of official College Council policy or procedure.

Table of Contents of this Procedural Guide

Section 1: Shared Governance at Kingsborough

- A. Background
- B. The College Council
- C. Understanding Shared Governance in Higher Education

Section 2: How the College Council Is Organized

- A. Council Composition
- B. College Council Leadership
- C. The Steering Committee
- D. Committee Structure
- E. Making the Structure Work
- F. Committee Membership

Section 3: Responsibilities of Council Committees

- A. Special Committees
- B. Standing Committees
- C. Committee Chairpersons
- D. Committee Secretaries
- E. Subcommittees
- F. Ad Hoc Committees

Section 4: How Council Meetings Work

- A. Meeting Agenda
- B. Meeting Procedures
- C. Meeting Minutes

Section 5: How to Make a Resolution to the Council

- A. First Steps on Creating a Resolution
- B. Preparing a Resolution
- C. Relevant Considerations

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: Examples of Past Council Resolutions

DRAFT

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, including new leadership positions (Council Chairperson and Vice Chairperson) and 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:

Constituency	Details
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. (Note: 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	Fifteen 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.
Students	Twenty delegates from student government, serving one-year terms.
Alumni Delegate-at-Large	One delegate.

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 following table summarizes each leadership role and its core responsibilities.

Role	Responsibilities
Council Chairperson	<p>Elected for a one-year term at the final Council meeting of each academic year. Duties include:</p> <ul style="list-style-type: none"> • Running Council meetings with 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 <p>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.</p>
Council Vice Chairperson	<p>Elected for a one-year term at the final Council meeting of each academic year. Duties include:</p> <ul style="list-style-type: none"> • 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 <p>Like the Chair, the Vice Chair can be faculty or staff, but not a student.</p>
Council Secretary	<p>Elected for a one-year term. Duties include:</p> <ul style="list-style-type: none"> • Recording and distributing meeting minutes that document Council decisions

	<ul style="list-style-type: none"> • Coordinating with 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
<p>Council Parliamentarian</p>	<p>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.</p>
<p>Standing Committee Chairpersons</p>	<p>Elected for a one-year term by members of the committee. Duties include:</p> <ul style="list-style-type: none"> • 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 responsibilities. 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 serves as a kind of executive committee of the Council. The Steering Committee is responsible for preparing agendas for meetings of the Council, referring matters to appropriate committees, reviewing recommendations from the college community, and coordinating committee activities.

Committee on Committees: The 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 are 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.

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.

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 reports from the Council chair, the college president, and 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 at the meeting. All Council members are encouraged to review the materials before meetings.

B. Meeting Procedures

1. Quorum

Following Robert’s Rules, votes require a majority of members — a quorum — to be present. For our College Council, this means that at least half of the total number of members of the Council 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. This allows 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 would then come to a vote of the Council. If approved, the two-meeting rule would be 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.

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 a part of the meeting where the Council Chair asks members of the Council 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 that emerge from committees. In practice, members are encouraged to submit New Business matters to the Council Chair or Secretary in writing at least three days before the meeting.

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 specific changes or actions that you are proposing. It often helps if you can 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 some examples of resolutions that have been approved by the Council. You can use and refer to these as models.

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.

DRAFT

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 2/3 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 for the purpose of ensuring 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, as well as 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 must communicate with the college with regard to the Council's work and 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

The Steering Committee must prepare the agenda for the College Council meetings. (1) The committee must refer matters brought to its attention to the appropriate committee. It 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 must return them to the appropriate committee with comments. If a recommendation or resolution is returned to a committee and the committee passes it for 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 in addition have power to call the College Council into session, to coordinate the activities of all committees, and must be responsible for informing the instructional staff regarding 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.

DRAFT

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. The Chairperson will chair the Steering Committee. The Chairperson of College Council helps to set the agenda and calls the meetings to order. The Chairperson also will call the meetings to an end.
- C) During College Council meetings the Chairperson is a neutral party throughout discussions. If the Chairperson wants to share their opinion, the Vice Chairperson will take the role of Chairperson until the discussion on the topic is complete and then the Chairperson will assume their original role.
- D) The Chairperson of the College Council will present 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. The Chairperson of College Council will provide Shared Governance leadership in campus wide communities.
- F) If the Chairperson elected is a faculty member, the Chairperson will also assume the role of faculty governance leader. If the Chairperson is not a faculty member, the faculty members will elect a new faculty governance leader to serve in the role for one year.
- G) The Vice Chairperson will assume 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. The handbook will contain all the details of the operations and procedures of the College Council.
- B) 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 college council members on shared governance best practices. Additionally, provide material to college council members on Robert's Rules and parliamentary procedures.
- D) Request and maintain year-end reports of the College Council and standing committees on the council. Conduct and disseminate yearly assessments on achievements and effectiveness of college-shared governance.

E) Track levels of shared governance participation at KCC and make recommendations for increasing participation. Additionally, liaise with 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 and created institutional structures related to DEI such as the Equity & Anti-Racism Symposium/EARS, Historically Underrepresented Faculty & Staff Resource Center (HURFS-RC), Men's Resource Center, Safe Zone, Access Ability Services and the Student Union and Intercultural Center, Women's Center, and the position of a 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: Examples of Past Council Resolutions

Example 1: Strategic Planning Committee

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

E. 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

The Students Committee presented the following resolution for Council approval:

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

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, “Except for the appointment of persons whose sole educational duties shall be administrative, all original appointments to the instructional staff shall be made to a department;” and

WHEREAS the CUNY Manual of General Policy 5.01(1) states, “The Board of Trustees recognizes the historic tradition that vests both the privileges and responsibilities of academic governance in the faculty of a college. The faculty, as the body chiefly responsible for the educational mission as well as for academic standards, is that part on which the health of the whole institution depends;” and

WHEREAS the CUNY Manual of General Policy 5.02 states, “Recommendations to the Board of Trustees for the appointment, without conferring tenure, of adjunct professors in the several ranks shall follow the college and University procedures for line appointments;” and

WHEREAS the PSC-CUNY Collective Bargaining Agreement Article 18.2(b).1 states, “Regardless of the mode of instruction, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period;” and

WHEREAS The department of Student Development is currently defunct and has 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.

DRAFT

College Council Procedural Guide - Member Feedback



Attachment E - Diversity, Equity and Inclusion Committee



KINGSBOROUGH

COMMUNITY COLLEGE

DEI

Diversity, Equity, and Inclusion Committee

KCC's Definition of Diversity, Equity and Inclusion:

Diversity, Equity and Inclusion (DEI) refers to the College's practice of involving students, faculty and staff from a wide range of different backgrounds, socio-cultural and ethnic, to establish an environment where everyone feels they belong and their voice is heard no matter who they are or how they identify.

How we achieve this:

- (A) Fostering a warm, welcoming environment that supports and uplifts all students, faculty and staff, and invites everyone to take part in the growth of our community
- (B) Providing a safe environment where all can express themselves freely and respectfully, without fear of retaliation
- (C) Encouraging diverse representation across all groups, committees, and decision-making spaces
- (D) Promoting fairness in access, opportunity, and advancement for every member of our campus community
- (E) Working closely with campus stakeholders to engage in DEI efforts
- (F) Creating spaces for open dialogue, reflection, and growth so that everyone has a voice in shaping campus life
- (G) Identifying and addressing gaps in equity and inclusion, while helping ensure that all KCC community stakeholders have the support and resources needed to thrive and to achieve student success

CELEBRATE DIVERSITY WEEK

Join us for dialogue, reflection, and celebration of the diverse voices and experiences that make up our campus community.

APRIL 21, 2026

Institutional Pillars of Inclusion: Past & Present

Join us for presentations from the Safe Zone Program (Prof. Jennifer Oliveri and Prof. Arturo Enamorado III) and the HURFS Resource Center Director, Prof. Charles Swift, with a discussion led by Prof. Lisa Paler-Holzmann introducing Dr. Deborah McFee, and a collage activity with Prof. Keisha Thompson. Awards will also be presented to recognize our Pillars of Inclusion.

**3-6 P.M.
Room U-220**

Questions? Email DEI Committee Chair Cynthia Olvina at Cynthia.Olvina@kbcc.cuny.edu

This event is made possible through generous funding from the New York City Council, through the CUNY LGBTQIA+ Consortium, and the LaGuardia and Wagner Archives; and from Kingsborough Community College's Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC), Office of Academic Affairs, and the Office of Equal Opportunity & Diversity Management.

Sponsored by:



**Office of Equal Opportunity & Diversity Management
Office of Academic Affairs**

APRIL 23, 2026

Celebrate Diversity

Join us for an engaging diversity experience at KCC! Tour the Hall of Flags at our Resource Fair, then join us for meaningful dialogue on identity, intersectionality, and belonging as we break bread and share our stories. The event will conclude with a vibrant celebration featuring the Student Diversity Leadership Award presentation.

**Hall of Flags: 12-2 P.M.
Room U-220: 12-6 P.M.**



Attachment F - Strategic Plan Updates: Presented by Vice President of Strategy and Chief of Staff, Aaron Charlop-Powers

KCC Strategic Plan

June 2, 2026

College Council

Agenda

1. Review of Spring 2026 Process and Updates
2. Strategic Plan Content Overview
3. Timeline and Process Through Fall 2026

Spring 2026 Strategic Plan process

Goal: Establish a shared understanding of the process from now until approval and publication in Fall 2026

- VP of Strategy and Chief of Staff hired
- Meetings with Executive Leadership group
- Updates to six Strategic Plan Goals committees
- Presentation to Strategic Planning and Budget Committee
- Workshops with Senior Staff
- Timeline developed for drafting, approval and implementation

KCC Strategic Plan Goals

Goal 1: Improve Student Retention and Timely Graduation

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

Goal 3: Reduce Racial/Ethnic Equity Gaps

Goal 4: Prepare Students for Successful Transfer

Goal 5: Support Students in Successful Workforce Outcomes

Goal 6: Increase the College's Operational Effectiveness

KCC Vitals: Enrollment, Graduation and Financial Position

Spring 2026 Activities

Activities supporting Strategic Plan Goals include:

- Goal 2: Academy for Excellence in Teaching and Learning
- Goal 3: RISE (Immigrant Student Support)
- Goal 5: CUNY Beyond Workforce Initiative
- Goal 6: Improved communications and transparency around finances

Goal 1: Improve Student Retention and Timely Graduation

SMART Statement: Increase student retention and timely completion by tracking early momentum (credit accumulation, gateway course success, and term-to-term persistence) and enable continuous intervention.

2030 Outcomes:

Fall-to-Fall Retention Rate: Increase from 63% in 2023 cohort to XX% in 2029 cohort

Three-Year Graduation Rate: Increase from 27.6% for 2021 cohort to XX% for 2027 cohort

Initiatives:

Student Support Integration: Build a cohesive and effective Student Support and Academic Advisement system to maximize student success

Target: XX% fall-to-spring retention, XX% first-year credit accumulation, XX% three-year graduation

Campus Communication: Improve communication and build community spaces to bolster a stronger sense of belonging

Target: XX% student/staff satisfaction with campus communications by FY'30

Curricular Bottlenecks: Identify and address curricular bottlenecks to retention and graduation

Target: XX% first year gateway Math and English pass rates by FY'30

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

SMART Statement: Offer high quality academic programs that are effective within the urban community college context and meet the needs of current and future students.

2030 Outcomes: TBD

Initiatives:

Faculty Development: Expand professional development to advance innovative and effective teaching practices

Target: XX% of faculty participating in PD annually by FY'30

Program Alignment: Align academic programs with industry trends, transfer pathways, and workforce needs

Target: XX% of AAS programs with active industry advisory boards by FY'30

Online Excellence: Establish standards and supports to ensure high-quality online instruction

Target: XX% of online courses meeting quality standards by FY'30

Centers of Excellence: Expand signature programs that leverage KCC's unique assets and regional visibility

Target: 3 designated program centers of excellence by FY'30

Goal 3: Reduce Racial/Ethnic Equity Gaps

SMART Statement: Meaningfully narrow gaps in students' educational outcomes that vary by race/ethnicity, gender and socioeconomic status.

2030 Outcomes: TBD

Initiatives:

Course Success Equity: Reduce racial/ethnic disparities in course DFWI rates through targeted interventions

Target: Narrow DFWI gap in General Education courses to –XX% by FY'30

Immigrant & Multilingual Support: Strengthen services for immigrant and multilingual students to help close achievement gaps

Target: XX% graduation rate for students participating in RISE or categorized as ESL

Goal 4: Prepare Students for Successful Transfer

SMART Statement: 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.

2030 Outcomes:

Six-Year Baccalaureate Graduation Rate: Increase from 16% in 2016 cohort to XX% in 2024 cohort

Four-Year Transfer Rates: TBD

Initiatives:

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

Target: XX% of AA/AS students transfer to another college within one year of graduation; XX% six-year baccalaureate graduation rate by FY'30

Goal 5: Support Students in Successful Workforce Outcomes

SMART Statement: Successfully prepare all students, regardless of major, for workplace success, in terms of both employment and sustainable wages.

2030 Outcomes: TBD

Initiatives:

Career Pathways: Develop credit and non-credit programs that lead to sustainable, in-demand careers

Target: 75% of AAS graduates employed at graduation

Career Exploration: Embed career exploration into all curricula and coursework

Target: XX% of programs with career exploration component by FY'30

Experiential Learning: Triple participation in internships, work-study, mentorships, and undergraduate research

Target: XX% of undergraduates in paid internships by FY'30

Industry & Alumni Partnerships: Deepen collaborations with employers and alumni to expand student opportunities

Target: +20% employers recruiting from KCC by FY'30

Goal 6: Increase the College's Operational Effectiveness

SMART Statement: KCC aspires to build and improve systems and processes that enable staff to be effective in stewarding resources and that reduce barriers for faculty and students to meet the strategic goals in this plan.

2030 Outcomes:

Reserve: 5% (\$4.7M) by FY'30

Strategic Investment Pool: \$XX M by FY '30

Initiatives:

Financial Planning: Achieve a balanced budget, build operating reserves, and deploy strategic investments

Target: Balanced budget; 5% reserve (\$4.7M); \$XXM investment pool

Facilities Optimization: Maximize space utilization and modernize campus maintenance operations

Target: XX% facilities project software utilization by FY'30

Business Process Improvements: Develop frameworks and capacity for college-wide process improvement

Target: XX processes updated and streamlined to result in XX efficiency increase/cost savings

Timeline

- May
 - Conversations with working groups for each strategic planning goal
 - Workshop with Senior Staff (May 4th)
 - >> Brief Strategic Plan Executive Team (May 11th)
 - May 19th, College Council Steering Committee
- June
 - June 2 Present to College Council, get feedback**
 - Strategic Plan Monthly Update
 - Refine ideas and develop quantitative framework/dashboards, etc.
- July
 - Monthly Update to college
 - Further refine working ideas, and build out quantitative framework/dashboards, etc.
- August
 - Monthly Update to college
 - Finalize Goals, Metrics and Quantitative Framework
 - Finalize Financial Plans
- September
 - Goal-specific workshops
 - Present to Strategic Planning and Budgeting Committee
 - Comms and Advancement strategy for rollout
- October
 - Present at College Council (meeting one)
 - Release the plan at college-wide event
- November
 - Present at College Council (meeting two)
 - Release the plan
 - Implementation

Process for Feedback, Input and Ideas

- Strategic Plan Goal Committees
 - Work is complete; thank you!
- Feedback from today – QR code
- Monthly Updates to College Community
- Goal-specific workshops in September for staff, faculty and students
- College Council:
 - September: Strategic Planning and Budgeting Committee
 - October: College Council (meeting one)
 - November: College Council (meeting two)

Process for Feedback, Input and Ideas

- Start Today
- Please use the QR code to send ideas and comments

KCC Strategic Plan -- Feedback and
Comments

