Prepare for the Middle States Self Study Visit:

Things to Know About Kingsborough

KCC's Middle States Self Study Visit is **March 23-26.** This document can help you prepare to answer questions from the Self-Study Team. It highlights some questions we expect, along with proposed responses.

You will see links to documents, policies, procedures, handbooks, and other sources of information. Please review all that are relevant to you in your position at KCC.

Each Standard is listed, with an overview and potential related questions.

Overview of Standard 1: Mission and Goals

Kingsborough's [mission](#) is as follows, "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."

To help carry out its mission and achieve its goals, Kingsborough has adopted the CUNY Strategic Plan along with three plans developed at Kingsborough over the last several years: Academic, Strategic, and Enrollment.

Kingsborough is currently working on a 2025-2030 Strategic Plan for 2025-2030 that is more narrowly focused that the one currently in place and will incorporate metrics and assessment to a greater degree than is the case with the current plan.

Frequently Asked Questions

Kingsborough has three plans: The Strategic Plan, the Academic Plan, and the Strategic Enrollment Plan. What are they? How were they developed and how do they work together to guide the College?

> As a CUNY institution, Kingsborough's mission and institutional goals are guided by both the CUNY mission and goals and the unique context of the Kingsborough community. Kingsborough's mission statement is the foundation of the College; it guides efforts to address external as well as internal contexts and constituencies. The mission drives the College's current Strategic Plan, Academic Plan, and Enrollment Plan.
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> You can learn more about the development and assessment of the Strategic Planning documents on the [OIE website](#).
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> [The 2021-2025 Strategic Plan](#): In 2019, Kingsborough's College Council Strategic Planning Committee, other representatives of academic departments, the Dean of Faculty, and representatives from administrative offices began the process of creating a Strategic Plan for

2021-2025. The committee identified five key areas to focus the College's attention over the next four years, which serve as the pillars of the plan. The five pillars identified by the Committee were:

1. Student Success
2. Operational Excellence
3. Governance and Planning
4. Community and Communication
5. Workforce Development and Strategic Partnerships

The 2020-2025 Academic Plan, spearheaded by the Office of Academic Affairs (OAA), represents Kingsborough's first public and widely distributed plan for the OAA, developed through a process of open meetings, feedback sessions, and writing groups designed to facilitate inclusive faculty participation. The process began in October 2018 and the final plan was publicized in 2019 (2). The Academic Plan sets goals and priorities across four academic focus areas:

1. Engaging Learners Where They Are
2. Investing in Faculty Agency and Growth
3. Resourcing Teaching and Learning
4. Renewing and Developing Programs for Evolving Needs

The Academic Plan was developed prior to the Strategic Plan, and many of its focus areas and strategies were included in the Strategic Plan. Many of the sections of the Academic Plan are described in the Strategic Plan, allowing the Academic Plan to function as a more detailed and targeted roadmap that addresses the components of the Strategic Plan related to fostering student success and providing support to faculty and staff.

The 2023-2027 Strategic Enrollment Plan: In 2020, a committee led by KCC's Enrollment Management Division called the Vision 2023 Committee, began work on the 2023-2027 Strategic Enrollment Plan with the goal of reversing declines in retention and addressing the changing landscape of student enrollment patterns.

The Strategic Enrollment Plan focuses on the enrollment of six populations: first-time freshmen, transfers, readmit students, adult learners, GED students, and Black and LatinX students. It also sets forth strategies for retention of existing students.

What is the CUNY Strategic Roadmap? How are KCC's plans connected to it?

Guided by CUNY's Chancellor and arising after nearly 18 months of disruption and innovation occasioned by the COVID-19 pandemic, CUNY's 2023-2030 Strategic Roadmap was created to "lift New York" by enhancing equity, upward mobility, and overall well-being for New Yorkers. The plan lays out four main goals of the University over seven years:

1. Be a National Leader in Providing Access to Higher Education for Diverse Populations of Students.
2. Improve Our Ability to Exceed Predicted Student Outcomes and Eliminate Academic Equity Gaps with Innovative Curriculum and Support for Our World-class Staff and Faculty.
3. Advance Our Community Through Comprehensive Research, Engagement and Services.

4. Modernize the CUNY System.

The new Strategic Roadmap was released in July 2023. In October 2023, CUNY colleges participated in an activity to ensure that their strategic plans and initiatives were aligned with the CUNY Strategic Roadmap.

Kingsborough produced alignment charts showing how the KCC Strategic Plan and Academic Plan aligned with the new CUNY Strategic Roadmap and its associated metrics:

[Crosswalk Strategic Plan to CUNY Strategic Roadmap](#)
[Crosswalk Academic Plan to CUNY Strategic Roadmap](#)

Campus leadership then engaged in a highly collaborative activity of identifying work being done across the College that would contribute to improvement on the metrics associated with the Strategic Roadmap.

What is happening with the new Strategic Plan that's currently under development? Who is included in the development?

The new process began in August 2024 with a steering committee of Senior Staff, academic department heads and College Council leaders, and was officially kicked off for the College community in September 2024, with a target date of ratification by the College Council in May 2025. Learning from the experience and final product for 2021-2025, the new Strategic Plan will be more focused and narrow in scope, center KPIs and other metrics, and provide clear goals and targets.

The shorter, more focused timeline will identify the top priorities to guide the College over the next five years. The new Strategic Plan has five goal areas, all informed by direct feedback from the college community (through a web survey, survey at the Fall 2024 convocation, and feedback from college leaders), the 2021-2025 Strategic Plan, CUNY's Strategic Road Map, the areas for development identified through the CUNY Performance Management Plan (PMP), and observations made during the Middle States Self-Study process. The Strategic Planning Executive Leadership Team (members are listed on the Strategic Plan web page) developed eight preliminary goals, and used data collected in a live poll during the Fall 2024 Convocation to narrow those down to five.

The goals are: 1) Eliminate race/ethnicity gaps in outcomes for different groups of students; 2) Support students in achieving successful workforce outcomes; 3) Prepare students for successful transfer to bachelor's degree study; 4) Improve retention and timely graduation, and; 5) Support the provision of high-quality academic programs.

Five committees of faculty, staff and students, one for each goal, began work in November 2024 to propose 6-8 initiatives under each goal and to identify metrics that will help measure progress toward the goal over the five-year period of the new Plan. These committees finish their work in late February; this content will be consolidated into a draft to be presented to the College community in early April.

Overview of Standard 2: Ethics and Diversity

As reflected in its core values of Respect, Diversity, Integrity, Excellence, Accountability, and Innovation, KCC is committed to creating a campus environment that is fair, honest, and respectful of individuals and supports academic freedom.

KCC strives to provide support and resources for faculty, staff, and students to engage in conversations around issues such as diversity, equity, and inclusion as well as evolving social and educational concerns through initiatives such as the Historically Underrepresented Faculty and Staff Resource Center (HURFS-RC) and the Sense of Belonging Initiative.

Kingsborough aims to ensure ethics and integrity by complying with local, city, state, and federal policies, and to live these values by preventing conflicts of interest, adhering to an impartial grievance process, and ensuring a fair practice of hiring and evaluating employees.

Frequently Asked Questions

How does KCC address grievances of students, faculty, and staff?

> First, here are all the policies and procedures related to ethics and integrity set forth by CUNY and administered by KCC: Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings, the Gender-Based Violence and Workplace Policy, the Policy on Sex-Based Misconduct, the Religious Accommodations Policy, the Reasonable Accommodations Policy, and the Equal Opportunity and Non-Discrimination Policy.
>
> Here is additional information that pertains to faculty, staff and students:
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> *Faculty and Staff:*
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> Grievance and arbitration procedures are governed by contracts negotiated between CUNY and its labor unions.
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> - PSC HEO Handbook
> - PSC CLT Handbook
> - White Collar and Blue Collar Agreements

Students:

Information about the policies and procedures shown above and the rights of CUNY students is provided in the [CUNY Student Bill of Rights](#).

KCC provides students with guidance on grade changes and appeals [Grade Change Appeals Policy](#).

KCC's policies and procedures are distributed widely to students via the [KCC Student Handbook](#) and the [KCC Online College Catalog, and information about filing complaints can be found on the KCC website.](#)

What efforts has KCC taken to address diversity, equity, and inclusion for faculty, staff, and students?

Here is a limited selection from among the many examples of this work:
- The new **Diversity & Inclusion webpage** pulls together information from across the College related to diversity, equity, and inclusion, making it easier to find resources and opportunities to engage in this work.
- The **Sense of Belonging Initiative** provides funding for departments and offices to develop and host activities that promote students' sense of belonging to the College by encouraging them to engage with faculty, staff, and other students on meaningful and engaging projects.
- KCC has also received funding through the **CUNY Campus Climate Support** **Grant** to work proactively to prevent religious and ethnic discrimination.
- Kingsborough hosts an annual **Diversity Symposium** that was developed to generate a forum in which the college community could come together to educate and share issues related to diversity, equity, and social justice.
- The **Historically Underrepresented Faculty and Staff Resource Center (HURFS)** was founded in 2019. HURFS offers informal drop-in consultations, and informational sessions for faculty and staff on topics such as tenure & promotion, fellowship leave, and work-life balance.
- KCC faculty are also encouraged and supported to rethink their teaching practices to make their classes more inclusive of all learners. Kingsborough has been a member of the Achieving the Dream (ATD) network since 2012 and has engaged in a number of its projects and initiatives, including:
    - **Treasure Project**
    - **Racial Equity Leadership Academy (RELA)**
    - **Equity Minded Teaching Practice**

How do we assess our effectiveness in addressing diversity, equity, and inclusion?

Kingsborough evaluates its overall effectiveness through surveys designed to capture perceptions of campus culture. The **Faculty and Staff Satisfaction Survey** is a key component in monitoring the effectiveness of campus efforts toward improving culture and climate for faculty and staff. Students are directly surveyed by the University through Student Experience Survey.

Overview of Standard 3:
Delivery and Design of the Student Learning Experience

Kingsborough offers a broad range of quality educational programs to meet the needs of its students. The College's degree programs are designed around a comprehensive general education curriculum, the CUNY Pathways curriculum, which ensures that students learn key general education learning outcomes and also helps to streamline transfers between CUNY schools. Terminal degree programs (the six AAS degrees) have strong ties to employers and focus on industry-recognized accreditations and certifications.

Frequently Asked Questions

What is the process for the development of new academic programs? Who is involved in the process?

> The process begins with a needs analysis (such as the Spring 2020 EMSI report). Once a department determines the need, the department chairperson and faculty work with the Office of Academic Affairs to prepare a proposal that is approved by the department's curriculum committee, followed by the College-wide Curriculum Committee, CUNY, and the NYS Education Department.

The Academic Program Review (APR) process has changed since the last self-study. What were the changes, and what impact has that had on the process?

> Since the last self-study, the APR process has become more standardized across all KCC programs. Program directors are provided with templates and supporting data to guide their program review. All program directors and department chairpersons are provided with a template that outlines six key areas of focus for the program review. In the review, programs are required to reflect on: 1) the curriculum and its outcomes; 2) the student population served; 3) program assessment practices and results; 4) how the program supports equity; 5) faculty and their qualifications; and 6) program resources. The template ensures that programs are touching on all of the key areas of a program review, and the template contains some boilerplate language to help programs explain college-wide initiatives, such as the General Education program, and their impact on the student experience.

Where are the departmental and programmatic missions, visions, and value statements posted? What are examples of them? Where can student learning outcomes be accessed by potential students/students selecting courses to enroll in?

> **Program Learning Outcomes** (what a student will know and be able to do by the time they graduate with a degree in a particular academic program) are posted in the College Catalog, available online. Programs also provide additional information about the mission and vision of their program, the role of their program in society, and potential career opportunities for graduates of the program on their program websites.

> Course Learning Outcomes appear on course syllabi; departments display syllabi on their webpage (Examples: Business, Biology, Nursing).

How are new faculty selected and hired? What are the priorities for selecting new staff?

> All KCC faculty, full- and part-time, must meet the basic degree and qualification requirements in CUNY's Office of Human Resources Management Code of Practice.

> KCC's Human Resources Department also follows this policy in the hiring of new faculty. For part-time faculty hires, the academic department oversees the process of interviewing and vetting candidates; the department chairperson and program directors (if relevant) make the selection to hire. For full-time faculty hires, the College follows clearly outlined protocols for a faculty search as set forth by CUNY.

> Best practices and expectations for hiring are laid out in the CUNY Search Committee Guide, and reinforced by the College's Chief Diversity Officer (CDO).

Is there a faculty handbook? Where can you find it?

> Here it is - https://www.kbcc.cuny.edu/faculty/documents/FacultyHandbook.pdf.

Overview of Standard 4:
Support of the Student Experience

Kingsborough strives to support students through the various stages of college life: recruitment, admissions, registration, orientation, academic placement, advising, transfer, and graduation.

Kingsborough also offers a range of special programs (e.g., ASAP, College Discovery, FLEX, and TRiO) and resources (e.g. Access Resource Center, Kingsborough Learning Center, etc.) that offer holistic support for all aspects of students' development. Students also have access to a robust student life; many clubs, athletics, opportunities in the arts, and leadership opportunities.

Frequently Asked Questions

Since the last self-study, changes have been made to advisement. What were the changes, and what impact has that had on students?

Advisement has been a major area of emphasis for the College and has undergone major revisions since the last self-study. Prior to 2019, academic advisement at KCC was covered by four different offices.

Having multiple offices left students with a lack of advisement continuity and was a missed opportunity to form a strong relationship with someone who could serve as their coach. To remedy these issues, in 2019 the advisement system switched to an "academy model" designed to provide students with holistic advisement throughout their time at KCC. This approach includes support for course selection and registration along with assistance with exploring transfer and career options and general help navigating the college experience. This model's goal is for students to view advisement as a resource to support them in both their college career and in planning for post-graduation.

The Advisement Survey, which has been administered every semester since Fall 2023, asks students to report on their experiences with advisement in different areas. Though satisfaction was high with their advisors' knowledgeability of policies and procedures and with their support in course selection and navigating degree requirements, ratings of support in pursuing career goals or transfer options, and with identifying resources such as tutoring or financial aid were significantly lower.

Is there an orientation for new staff?

> The Dean of Faculty organizes a year-long program of orientation activities for new faculty, and HR conducts new staff orientations periodically throughout the year.

Where are unit missions posted?

> The unit mission statements are displayed prominently in front of the offices where the unit is housed, and many are posted on the unit's website.

What substantive activities are in place to increase enrollment and retention? How is the effectiveness of these activities assessed?

> This is a major area of focus for the College, so we don't list all activities, but here are a few examples:

- To increase enrollment of first-time freshmen, the Enrollment Management team developed both general and targeted strategies, including expanding off campus, on campus, and virtual recruitment opportunities for all prospective students as well as partnering with the College's top feeder high schools.
- It has also implemented new technology, Hobson's Connect, to facilitate communication and tracking of prospective students.
- Transfer student initiatives have primarily targeted the New Start program, which allows students who fail out of their four-year college to start over at Kingsborough.
- Kingsborough also participated in the CUNY Reconnect Program, a highly successful campaign to encourage students who had previously stopped out of a CUNY school to reenroll that has led to the reenrollment of over 33,000 stop out students CUNY-wide.
- Starfish (now Navigate 360) has been a huge initiative related to student retention, as it allows faculty and staff to more effectively monitor student progress and connect students with the resources they need to help make sure they succeed.

Overview of Standard 5:
Educational Effectiveness Assessment

Over the past several years, assessment of educational effectiveness, particularly assessment of student learning outcomes, has been a major topic of conversation at KCC. Academic programs have engaged in regular and robust program assessment for many years. More recently, committees (Departmental Assessment Liaisons, General Education Assessment, and Civic Engagement Assessment) have focused on having regular conversations about assessment methods that span many different departments.

Looking ahead, Kingsborough assessment efforts aim to engage in more college-wide discussions and strive for more effective ways to bridge assessment results, action plans, and future assessment plans. To that end, Kingsborough has adopted the **QUEST Assessment Framework** to bring together the different assessment and reporting efforts across the College, combining academic programs, Academic and Educational Support (AES) units, and Office of Institutional Effectiveness reporting into one common space.

Frequently Asked Questions

What is the process for assessment of student learning beginning with course, program and institutional learning outcomes? How are these results communicated to units, departments and the entire college community (staff, faculty students)?

You can learn more about assessment on the Institutional Effectiveness webpage:
- Program assessment discusses how assessment of Student Learning and the Academic Program Review process help evaluate program effectiveness
- Institutional learning outcomes assessment (including results of 2021-2023 Gen Ed Assessment) show how the College monitors and evaluates student learning of general education outcomes (including Civic Engagement)
- Assessment Resources for Faculty is a great source for templates, tutorials, and guides related to assessment

Highlights of assessment findings have been shared with the College community through town hall meetings, convocations, and other college-wide presentations.

Explain the revisions that have been made to KCC's Academic Program Review (APR) process. How does the APR process lead to changes in academic programs?

Since the last self-study, the APR process has become more standardized across all KCC programs. Program directors are provided with templates and supporting data to guide their program review. All program directors and department chairpersons are provided with a template that outlines six key areas of focus for the program review. In the review, programs are required to reflect on: 1) the curriculum and its outcomes; 2) the student population served; 3) program assessment practices and results; 4) how the program supports equity; 5) faculty and their qualifications; and 6) program resources.

The APRs are a reflective process, and programs are encouraged to provide an analysis of the strengths and challenges of the department. An external reviewer then comes and reviews their findings and does a similar analysis. Once the site visit is over, the program develops an Action Plan, with steps to take to address the findings from the APR process. These changes may include finding additional resources, revising Program Learning Outcomes; adding, removing, or redesigning courses; or strengthening student support mechanisms.

Give an example of how programs have used assessment results to make changes that led to improvement in how you assist students in their learning. Speak specifically about changes to: 1. improve pedagogy; 2. drive professional development activities; 3. impact planning and budget; and 4. improve student success outcomes.

Here are two examples of how the work has been done; the exact approach varies with the program area:

Criminal Justice program: During program review, the external evaluator identified that course LOs in POL 5100 and CRJ 6300 were appropriate for prerequisite for upper-level courses. Using this recommendation, the program has made POL 5100 and CRJ 6300 prerequisites for upper-level CRJ courses (CRJ 6400, CRJ 6600, CRJ 6700.

Chemical Dependency program: Program faculty observed achievement of PLOs was lower in the program's writing-intensive courses than in non-writing-intensive courses. Based on this information, the course faculty are working to embed more formal and informal writing opportunities that incorporate deeper engagement with PLOs.

Overview of Standard 6:
Planning, Resources, and Institutional Improvement

Kingsborough's planning and resource allocation are guided by the priorities outlined in its Mission, Values, Strategic Plan, and the CUNY Strategic Roadmap. The process involves annual discussions between CUNY, the Vice President of Finance and Administration, the President, and key stakeholders in divisions across the College.

The college community engages with the planning process through the College Council (KCC's shared governance body), presentations at Convocation, participatory events such as strategic planning sessions and town halls, and regular discussions with committees whose work is affected by budgetary decisions.

Frequently Asked Questions

Is there an overriding philosophy for budgeting for the college? How does budgeting and planning align with the College's mission and goals?

Kingsborough's budget is strongly aligned with the CUNY Strategic Roadmap, which then influences funding allocations for the individual colleges. The Five-Year Capital Plan is informed by the CUNY Strategic Roadmap as well as key strategic initiatives at the College.

Does the staff or faculty have input into the development of the budget?

KCC budget process involves multiple stakeholders and two-way conversations amongst Kingsborough's President, the Vice President of Finance and Administration, Provost, and various constituents across the College. (See the figure below)

Current Process: KCC Flow of Funds
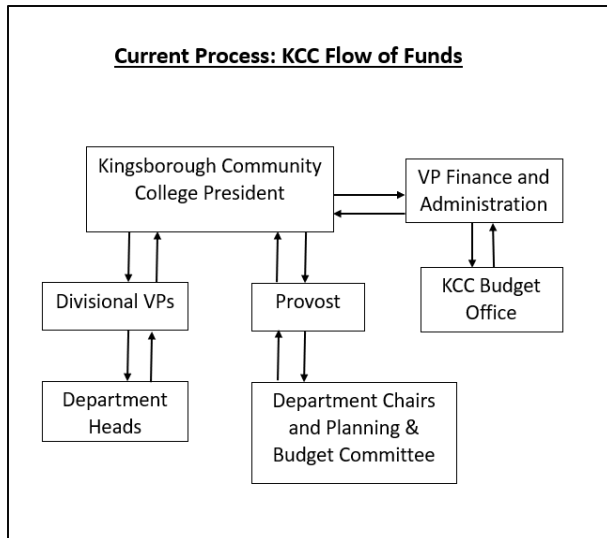
What type of external and/or internal financial reviews are conducted?

The College undergoes four annual independent audits. One for tax levy funding, performed by Grant Thornton, and one for each of the related entities (Association, Auxiliary, and Foundation), performed by the EFPR Group.

Does the college use standard accounting practices?

It does. As a public institution, budget and financing are managed in accordance with New York State laws, regulations and policy priorities, and to conform with the requirements of State funding appropriations. Kingsborough also follows New York City guidelines, since most of our funding comes from the City and uses the industry-standard GAAP (Generally Accepted Accounting Principles).

How does the College go about securing funding for new programs and initiatives?

Kingsborough's overall resources are largely determined by the CUNY budget and therefore are directly affected by City and State funding. Similarly, the CUNY Strategic Plan's Key Performance Indicators are an important impetus for new initiatives. On a more local level, Kingsborough's Strategic Plan guides college-wide planning and work within individual AES units. In 2023, the budget template was updated to indicate the alignment between the budget line item and the Strategic Plan area of emphasis it targets.

In addition to funding appropriated through CUNY, other strategic initiatives are supported by external grants (such as the $174K JP Morgan Chase grant awarded to Kingsborough to improve support for single mothers). The Perkins grant also supports strategic initiatives by providing funding for supplemental instruction, supplies, materials, equipment, advisors, and other supports to students in career and technical education programs.

How are faculty and staff made aware of the budget and financial situation of the College?

The Office of Finance and Administration regularly hosts budget-specific Town Halls and presents regularly at Convocation and College Council to provide updates and answer questions about the College's current fiscal situation, the budget and implications for the functioning of the College.

Are there specific areas of concern or areas deserving recognition in regard to finance?

Since the last self-study, the College has faced several challenges that affected funding, including the COVID-19 pandemic, a long-term trend of decreased enrollment, and City and State funding cuts. The decrease in degree-seeking student enrollment means less tuition revenue and therefore less funding from CUNY. These challenges have led to a need for difficult discussions about staffing and resource needs.

We are working to increase tuition revenue through increased enrollment, to find other external sources of both public and private funding, and to manage personnel and non-personnel expenses responsibly so that the College budget is revenue positive, and we are able to direct resources toward College priorities, such as those set as part of the 2025-2030 Strategic Plan.

Overview of Standard 7:
Governance, Leadership, and Administration

Kingsborough has a clear shared governance structure that involves strong connections between the CUNY Chancellery, Kingsborough administrative leadership, the faculty and staff, unions representing faculty and staff, and with student leaders. Administration is guided by CUNY's Board of Trustees Bylaws, input from the College Auxiliary and Foundation, and Kingsborough's College Council Constitution.

The College Council has made revisions to its structure to be more collaborative and inclusive, including the creation of a parliamentarian, the formation of three additional standing committees (Facilities, Shared Governance, and Diversity, Equity and Inclusion), and the revision of the Chair and Co-Chair positions to be elected, as opposed to being held by the President and the President's designee.

Frequently Asked Questions

The College's governance has undergone some changes since the last self-study including the hiring of a consultant to conduct a governance review. What work has been done and what are the future plans?

The Shared Governance Review Final Report Spring 2021 and the subsequent process that included recommendations from an Ad Hoc Committee of the College Council resulted in the following changes, approved in spring 2024:

- Changing the Chair and Vice Chair of College Council position from an appointed position filled by the President and College Council Secretary, respectively, to elected positions.
- Creating two new Standing Committees: Facilities and Shared Governance. A third Standing Committee, the Diversity, Equity, and Inclusion (DEI) Committee, was approved in Fall 2024.
- The creation of a two-meeting rule, under which proposals brought before the Council cannot be voted for in the same meeting under which they are raised but must be tabled until the next meeting.

In Fall 2024, the College Council made efforts to increase understanding of the functioning of the College Council and began incorporating brief presentations from the chairs of the Standing Committees and the Parliamentarian to explain their function and their goals for the year.

With these major changes came the need to revisit the issue of revising the College Council Constitution, which had not been updated since 2018. The Legislative Committee was charged with updating the Constitution for review and approval during the Spring 2025 semester.

Who is involved in Shared Governance at the College? What are the different decision-making bodies, and how do they work together?

Senior Staff: This is the President's cabinet, and it consists of the heads of the divisions of the College and other key personnel. The heads of each division are responsible for decision-making in their areas, and the Senior Staff advises the President on college operations and future directions.

The College Council: The College Council is the shared governance body of the College. It provides recommendations to the President and creates a venue for dialogue between faculty, staff, and campus leadership.

Departmental Governance: Faculty are granted the responsibility to determine – and ensure – their own qualifications, ethics, and performance. The Department P&B is responsible for personnel actions such as recommendations for appointment, reappointment, or non-reappointment; tenure; and advancement (except for Full professor). Additional budgetary decisions made by departmental P&Bs include disbursement of travel funds, overload assignments, and approval of non-college employment.

The Student Government Association serves as a forum for discussion of matters pertaining to the welfare of the students at the College and to participate meaningfully in KCC and CUNY governance.

Do policies and regulations exist which provide direction for the operation of the school and clear lines of authority?

Policy and regulations governing KCC operations are laid out in the following:

Article 125 of the New York Education Law, which defines CUNY as an "independent and integrated system" that exists autonomously within the state of New York, and which balances the need of the whole system for joint governance with the independent operation of individual colleges.

Article II of the CUNY Manual of General Policy, which lays out the responsibilities of the CUNY Board of Trustees and reaffirms that each College within CUNY exists independently. Policy 2.08 specifies that each College will develop its own governing body (i.e., the College Council) which, once approved, will supersede the Board of Trustees.

Article V of the CUNY Manual of General Policy, which lays out the roles and responsibilities of faculty, staff, and administration. It states that faculty have the power to determine – and

ensure – their own qualifications, ethics, and performance, and that the President's role is to serve as the "guarantor of the integrity of all faculty personnel processes".

In short: While Kingsborough is granted the authority to exist independently in many respects, the CUNY Board of Trustees oversees the College and ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for itself, and is accountable for the academic quality, planning, and fiscal well-being of the institution.

How does KCC keep the community updated on events, decisions, policy changes, and important initiatives (like, for example, the Middle States Self Study)?

The College regularly sends out emails (like the President's periodic updates on specific topics, campus facilities update emails from VP Andres Escobar, the Workforce and Continuing Education updates from VP Simone Rodriguez), and information is also shared regularly at events such as College Council, Convocation, and specially scheduled Town Halls.

VP Escobar also shares budget updates with many stakeholders across the College including Senior Staff, department chairs, and College Council, and holds Town Halls to share with the broader College community and address any questions or concerns.

Throughout the Middle States Self Study process, Dean Colleen Davy has sent out regular emails (e.g., the Meet the Middle States series) and has provided progress updates at Convocations and College Council meetings. The MSCHE Self Study Steering Committee has hosted a number of events to share their progress and insights learned through the Self-Study process so far. The entire College community will have the opportunity to review the complete Self-Study, which will also be hosted on the OIE website.