BMCC Strategic Planning
Campus Forum – Faculty and Staff
November 2, 2015

Comments on Mission:

• Overall – 16 votes for mission version 1 and 9 votes for version 2.
  o Version 1 – like it because it’s:
    ▪ Student centered and transparent.
    ▪ No code or dated language.
    ▪ Holistic – focuses on student success but also community.
    ▪ About personal growth, but also community.
    ▪ Descriptive – tells us what BMCC is and does – not so complex as to not be memorable.
    ▪ Speaks to lifelong learning – we like pluralistic – BMCC is about diversity.
    ▪ Version 1 could include elements from version 2…
  o Version 2 – like it because it:
    ▪ Speaks to uniqueness of our institution – working with business, in the community.
    ▪ Version 1 sounds like any institution – version 2 sounds like us.
    ▪ Talks about our responsiveness to students.
    ▪ Tells what we’re committed to.

Feedback on Strategic Framework

Some Discussion and Participant Questions/Steering Committee Responses Before Table Breakouts

• What’s the strategy for coordinating with feeder high schools – especially since there are no particular feeders? *Response from Steering Committee presenters*:
  o We don’t have the answer yet. That’s a great question and something we’ll work out as part of implementation.
  o We do have some ideas:
    ▪ In enrollment management we’ve looked at which high schools send a large number of students to us. We could target them.
    ▪ We could create an honors program to attract high school graduates.
    ▪ We attend CUNY affairs with high school counselors. A large number of these counselors are attracted to CUNYStart and special programs.
    ▪ We do a lot of programs that recruit from high schools informally. This process will help us articulate an institutional plan.
  o The big challenge with BMCC is dealing with a heterogeneous population because we are so big and have many feeders. It’s where working in partnership with the Board of Education with CUNY’s help may be important.

• Talked about Higher education Act – forces in D.C. are working on a rewrite. How that may change the policy context in which BMCC works.

• How involved is industry with developing mission statements? How do we know students are going to be successful in jobs? *Response from Steering Committee presenters*:
  o We can vet mission statements/curricula with industry.
  o CUNY and the Department of Labor are looking at our graduates in NY State. They’re also looking at notes from advisory board meetings.
There’s no doubt an advanced degree is useful – for students to get jobs, it’s important for them to be able to go back.

Mayor de Blasio’s administration is really focused on training. It’s a careful balance for us – because we’re not just about training. These large advisory boards are useful – but it’s a careful balance.

One important strategy in our plan is developing stackable credits on the non-credit side – that allows students to bank credits to continue.

Ultimately we want BMCC students to have fundamental skills – so they’re not pigeonholed into jobs and don’t have the skills to retrain. We want them to be able to take part in new jobs so they can evolve as the workplace evolves. Staff development is needed to support this.

Table 1
- Talked about the culture shift that will need to take place – a huge culture shift [to do what’s in this plan.] Shifting to where we’re not just committed in words but everyone’s embodying this – from the custodian to faculty and administrators.
- The question is – how to translate this plan into practice?

Table 2
- There’s no onboarding for staff at BMCC currently. Because BMCC is very big – staff need to be more informed, about the advantages at BMCC and CUNY. This would help us advise. Maybe more mandatory trainings?
- We need Student Affairs and OAA to partner in cross training. We get constant questions – we need to disseminate and share information better. This is something for faculty too, especially on advisement – we need to figure out how to disseminate information on advisement to and through faculty and staff.

Table 3
- We should have a men’s center. As of late, there’s been sustained national attention on men of color. Within CUNY we’ve had the Black Male Initiative and a focus on male retention. It’s only fair to have a space for men to access academic and social resources. This ties to goal 3 and goal 5.
- How can we have faculty better support male retention? Certainly via referrals (currently anyone can refer). But a lot of people don’t know about our initiative on Black and Latino male retention. A center could raise visibility and support. This would be easier to advertise to faculty and students.

Final Comments
- Overall, transparency of the plan is key.
- Faculty have high touch with students – need to improve who and how information gets passed. Need to engage students in interventions. Need to outreach to students – to hold onto them.
- We’re putting out fires. We need early interventions. Also consistent communications.
- We’re talking about a cultural shift. We have a way of doing things. It works but we want to do better.
- It’s also about getting data. Listening to students. Should we do more focus groups?