1. BMCC’s Purpose – A Couple of Impressions (kept in case we like any of the language)

- Educate students
- Pointing students in the direction they want to go
- Offer options for different directions
- Open global options
- Help students start better lives and careers they are looking forward to
- Help students transfer
- Affordable starting point
- Start here go anywhere (tag line resonated with a lot of students)
- Some students are young – coming out of high school. BMCC provides a strong foundation to bridge the gap (when they’re underprepared). Helps older students too
- Flexibility for working students to start/complete their education
- Many tools – to support education and also help with jobs (e.g., career fairs and workshops)
- Empower student body – students should be more powerful when they leave than when they come in
- Environment for higher learning and independent thinking

2. Mission – General Impressions (bolded where stressed across groups)

[Subject of advisement kept emerging throughout discussion in addition to many other topics – moved some notes on challenges and activities to under #3 below – even though they came up in the mission discussion.]

- **Should be there (by group – not all groups had input in each)**

<table>
<thead>
<tr>
<th>Academic excellence</th>
<th>Career programs</th>
<th>Bullet 2 – but include bullet 8 in it (bullet 8 is redundant)</th>
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<tbody>
<tr>
<td>Diverse community</td>
<td>Bullets 5 and 8</td>
<td>[moved discussion to under #3]</td>
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<tr>
<td>Encourage lifelong learning</td>
<td>Bullet 3 and 4</td>
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</tbody>
</table>
• **Missing**

| 1. Nothing tangible (felt mission needs more tangible) | 2. [points moved to below in #3] | 3. Word “empowerment” – empowering students to make decisions | 4. Faculty should reflect 21st century global academic environment – e.g., don’t know computers, etc. | 5. Wider input from students | 6. Transparency and inclusion of students in decision-making | 7. Need more time for this discussion. [A range of ideas expressed – one said survey but most felt more forums/some specifically a follow-up to this forum] | 8. President should be here [talked about how he/Provost aren’t to create safe space, but some still felt this] |

• **Take out**

| 1. Bullet 3 | 2. Big debate/discussion on skills readiness – some feeling it should be taken care of in high school – don’t like stereotype of (focus on basic skills), don’t feel BMCC should cater to high school basic skills. Others felt strongly that it’s great that skills building is available. Some said bullet 4 – advisement – can be a solution. | 3. [nothing mentioned] | 4. [nothing mentioned] | 5. [nothing mentioned] | 6. [nothing mentioned] |


3. **Strengths and Challenges and Ideas for Activities to Address Them (bolded were subject of most of discussion)**

**Strengths** – groups stressed diversity, variety of studies, location, transportation access, also some programs (e.g., ASAP)

<table>
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<tr>
<th>Challenges</th>
<th>Ideas for Activities to Address Them</th>
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| 1. **Advisement**. Student time and money wasted from being poorly advised | • Need more information on classes before classes start  
• Advisors need training  
• Advisors need to ask what you want to student – where you want to go – have a long view of students’ educational horizons  
• Advisors need to be able to help both those students that need help setting their purpose as well as those that don’t  
• Advisors need to understand student cultural backgrounds and levels  
• Advisors to understand particular needs of international students (e.g., don’t have same opportunities for scholarships or financial aid – tough b/c they can’t work here but can’t get scholarships). Advisors need to help them bridge language issues and/or help connect students these student with free (language and other) programs  
• Evaluation forms and feedback opportunities would be a solution  
• Need advisement for every degree – from every department  
• Need consistent advisement semester to semester – and informed when it changes  
• “If less than 20 credits in Education have to go downstairs...” [felt that doesn’t work]  
• Approach as more than just about graduation – it’s to help students learn |
| 2. Lack of student empowerment – including students not aware of rights (connected to next point) | • Print CUNY policy/rights of students on syllabi – e.g., CUNY policy prohibits students from being locked out of a class  
• Overall students need to know their rights – suggest lots of workshops on student rights  
• Need time to discuss grades before finals and after |
| --- | --- |
| 3. Need input from students – transparency and inclusion of students in decision-making circles. Students not empowered to make decisions. Students don’t have control in many ways – e.g., from advisement to auxiliary fees. Need more student control and less students being controlled. | • Including on advisement (see above)  
• Need more transparency with the administration  
• More students on governing bodies – e.g., academic senate, disciplinary cmte, auxiliary board  
• Need representation for veterans  
• Need forums with videos and transcripts of meetings available online – need opportunities for in depth discussion with administration present  
• More in person – rather than surveys |
| 4. Lack of continuity in teaching – very different styles and grading. Courses state “bland” outcomes. | • Need common grading policy  
• Need clearer course learning outcomes |
| 5. Lack of faculty professionalism/accountability. Some professors are supportive, others not. | • Greater accountability to students from professors  
• More faculty responsiveness – e.g., set policy on response time, like 24 hours |
| 6. Programs and resources – there need to be more and more widely known. Some feel they get info, but many feel that others don’t get the info. Some students may be “bombarded” by emails, but a lot don’t have access. Those that feel they’ve been exposed to opportunity (are okay) but others are lost. | • A.H. – students don’t know what that is. Need more ways to get in touch with professors about honors programs  
• ASAP – great but more students need to know about it |
| 7. Books – hard to get and expensive | • |
| 8. Schedule issues | • |
| 9. Transferability of courses a problem | • |
| 10. Financial aid/tuition | • Financial aid and scholarships should be more available |
### Focus of discussion from 2-3:30pm (10+ students stayed – bolded below discussed most)

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| **1. Root problem – lack of effective communication and correspondence with students.** “I want to know my voice matters. Does it matter to this process? Will anything change?” “How will administrators follow-up and implement what we’ve suggested?” | • [Participation in this process] should be mandatory. Have all students give feedback  
• Need more dialogue/discussion with students – 1x month or more  
• Forums don’t exist – today is the first!  
• Some ideas for times of sessions – summer and winter, week before start of class, week after finals  
• Have a follow-on to today. Summer forum(s) for students (on strategic planning)  
• **Include students in the strategic planning steering cmte**  
• SGA – did they help “promote” these forums? Don’t think this happened  
• Entire forum brought before CUNY Board of Trustees to discuss – CUNY Board should work with campuses to discuss concerns  
• Need mandatory workshops on student rights |
| **2. Advisement.** Students don’t trust advisors. Don’t feel they’re giving good information (been given lots of bad information). Don’t feel general advisement is useful. Current “12 credit way” doesn’t help students graduate in two years | • Permanent advisor for every student for all four years. Need professional advisors. Can advise in small groups  
• Need advisement by departments – not general  
• Coordinate advisement with orientation – sometimes we’re told we were advised but we did all the work. Orientation not clear  
• Need alternative to general advisement (which currently happens)  
• Need connection on a personal level |
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<tr>
<th>3. Textbooks with online labs can’t be bought back by the library</th>
<th>Professors and students have a forum where real decision-making and conversation and solutions occurs on this topic of textbooks</th>
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<td>4. Admissions application is confusing. What you have access to at BMCC depends on how you check boxes on this application. This point defines so much of a student’s experience at BMCC. Yet so many students come in not knowing programs</td>
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<td>5. Disciplinary issues a problem. When student has an infraction with faculty – sent to Public Safety, then students go to the courts. BMCC leans toward a penal not counseling approach. Current conduct officer forces students to plea (and proud of success at getting students to plea). This puts students in a position of incriminating himself/herself even when not guilty</td>
<td>Any infraction – student first speaks to a counselor before the NYPD. Give students the opportunity to sit down with a counselor who can give an assessment before the student goes to the NYPD and gets a record.</td>
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<td>6. Need to empower students to take initiative</td>
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<td>7. Poor pedagogy – negative teachers. Tenure granting process done with departmental evaluation, which causes a race to the bottom.</td>
<td>Tenure process needs input by educational experts and students Need requirements on professors to improve their effectiveness – e.g., 1x every 2 years to utilize the Center for Teaching Professor evaluations need to be utilized – need more accountability. Whole system of professor evaluations needs to be strengthened – including the peer to peer component among professors. Solution – pop up not scheduled evaluations.</td>
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<td>8. What’s the follow-up with SGA and student body to these forums?</td>
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Student examples of issues with advisors and professors:

• Advisor told me I was wasting my time coming to BMCC because I already have a BA. She did not “hear” that I had been out of school for 20 years.
• Faculty member saying “I expect only 12 students left at end of course.” Told students that he didn’t think that over half of the students in the class had what it takes to succeed. And then when it happened (students dropped) it became like a self-fulfilling prophecy.
• Another course – student wanted to resubmit assignment. Professor responded – “I can’t do that for everyone.”
• Students should feel like professors aren’t hindering them. They shouldn’t feel that they are actually teaching themselves.
• One professor – first exam, range was 33 to 84. If this is a range it means that the professor probably didn’t teach what he thought he taught. This professor said he sees himself as a “presenter of information.” Which is a huge part of the problem. Doesn’t see his role as a teacher. Early on he told the class what percent of students at BMCC needed remediation upon entry. But it wasn’t a pep talk. Didn’t make us feel like he believed in us. Didn’t assign homework – we were just told to do what we did in class. But students don’t know what to do at home because the teaching in class isn’t clear. This teacher also asked students inappropriate questions – did they come from developing or underdeveloped countries. Have they ever been “groped”