

**Borough of Manhattan Community College  
President Antonio Perez  
State of the College Address 2016  
Tuesday, March 8, 2016, 1PM  
Theater II**

WELCOME!

We are here today, to CELEBRATE together, the successes and milestones of this past year.

Our continuing goal, which is now reflected within the College's 2015-2020 strategic plan, is to be the premier Community College in the nation, and with the talented, enthusiastic and motivated students, faculty and staff who have invested their efforts here, we know that we are succeeding.

We want to take the time today to highlight some of our many significant accomplishments and confirm our plans for even greater achievements in the future.

We continue to be recognized nationally as an important degree granting institution that successfully serves our urban student population.

In 2015, *Community College Week* ranked BMCC among the Top 100 associate degree producers nationwide. *Community College Week* ranks colleges based on data from the U.S. Department of Education. BMCC ranks #11 among all community colleges in the number of associate degrees conferred in all disciplines (up five spots from 2014).

- Among U.S. community colleges, BMCC is highly ranked in conferring associate degrees to the following student populations:
  - #4 All Minority Students
  - #3 African Americans
  - #5 Hispanics
  - #13 Asian Americans
  
- Among U.S. community colleges, BMCC is one of the highest ranked producers of associate degrees in the following majors:
  - #2 Criminal Justice and Corrections
  - #2 Protective Services (Homeland Security/Law Enforcement and Fire)
  - #3 Business, Management, Marketing, and Related Service
  - #3 Computer & Information Sciences Support Systems
  - #4 Communication Technologies/Technicians and Support Systems
  - #4 Education

Other important and noteworthy statistics include:

- BMCC awards over 3,500 degrees annually
- Six months after graduation, 75% of BMCC graduates are enrolled in further education. Our top transfer colleges by far are all within CUNY, with Baruch the highest followed by John Jay, Hunter, City, Lehman and Brooklyn. Top non-CUNY transfers are LIU, SUNY Stony Brook, NYU, SUNY Binghamton, FIT and Empire State.
  
- Nearly 9 out of 10 BMCC students graduate debt-free.

- Nearly 7 out of 10 full-time BMCC students attend tuition-free.

### **College's new STRATEGIC PLAN and Middle States**

Almost a year ago we embarked on a process committed to “Reaching Greater Levels,” BMCC’s 2015-20 Strategic Plan. My charge to those leading the process was to keep one goal in mind: *to identify a course of action that takes BMCC from good to great.*

We believe the strategies outlined in “Reaching Greater Levels” position us to achieve that goal. When we can collectively address the five strategic priorities and achieve the 20 strategic planning outcomes we have set for ourselves, we will be rightfully recognized as one of our nation’s premier community colleges.

Not only will the strategies we implement improve outcomes for our students, they will enable us to reach greater levels of academic excellence. What we learn from experimenting with new and scaled up approaches will make us a stronger, more effective institution.

“Reaching Greater Levels” positions us to become known for our excellence and thought leadership in higher education, particularly regarding how to effectively serve a large community college population with diverse needs.

During the strategic planning process, the College community stated that the then current mission and goals were incongruent with the current and future trajectory of the College. As a result the mission statement was changed. It now reads:

Borough of Manhattan Community College is a vibrant, pluralistic learning community committed to the intellectual and personal growth of students. Working closely with organizations across New York City and beyond, we prepare students from around the globe for degree completion, successful transfer, career achievement, lifelong learning, and civic participation.

Accordingly, the College needed new institutional goals to reflect and align with this mission. The institutional goals that emerged from this process, which were also adopted as the strategic goals are as follows:

1. Strengthen college readiness and improve the effectiveness of developmental offerings.
2. Improve the student experience.
3. Facilitate timely degree completion, graduation, and transfer.
4. Prepare students for 21<sup>st</sup> century careers and contribute to workforce development in New York City.
5. Cultivate institutional transformation, innovation, and sustainability.

## **MIDDLE STATES**

On February 5, with the participation of more than 100 faculty, staff, and administrators, BMCC launched our Middle States decennial self-study process. We have established working groups for each of the seven,

revised accreditation standards to initiate the two-year process that will result in the submission of our self-study in fall 2017 and prepare us for the visit by the Middle States Evaluation Team in spring 2018. The Commission's accreditation Standards focus on two fundamental questions:

- 1) Are we achieving our goals and objectives, especially as they relate to our institutional mission and related goals? And
- 2) What should we do to improve our effectiveness in achieving our fundamental aims?

This is an important opportunity for BMCC not only to assemble evidence about how we meet the Standards, but also to take a hard look at ourselves and what we can do better. We have established a Middle States page on our BMCC website to share documentation and progress, and we will host periodic college-wide forums to solicit feedback from the college community. Most important, our new strategic plan will guide our reaffirmation efforts and the work of the subcommittees.

In order to reach greater levels and to become the premier community college in the nation, we need world class scholars, teachers, administrators and staff. We need people who care deeply about their students and are committed to helping them succeed through effective and innovative approaches to teaching and to delivering academic and student support services.

As we have grown, we have increased hiring in both full-time faculty lines and administrative staff. Since last year we have added a significant

number of highly qualified full-time faculty across the disciplines, so that we now have approximately 550 full-time faculty members teaching at BMCC. We also depend upon a large and qualified pool of adjunct faculty. Each department works hard to ensure that our part-time colleagues understand they are valued, included, and necessary to the success of the college.

We have increased hiring as well for administrative staff to work with students and faculty through our special programs. This past year, we have hired over 150 new staff and administrators, with several new lines still to be filled before the close of the academic year.

[I'd like to invite **the full-time FACULTY, STAFF and ADMINISTRATORS** in the audience who were hired in the last year to stand so we may formally welcome them. .... Please state your name and title..... Thank you all.]

Now I would like to share with you what we have accomplished in the past academic year as it relates to our new strategic plan.

As mentioned earlier, our first goal is to Strengthen College Readiness and Improve the Effectiveness of Developmental Offerings.

We have been extremely productive on this front.

## **MECA**

BMCC welcomed students to our new high school for the first time in fall 2014. Manhattan Early College for Advertising (MECA) now houses 9<sup>th</sup>

and 10<sup>th</sup> graders, and the 10<sup>th</sup> graders are currently taking their first BMCC course (Fundamentals of Speech).

These students will be exempt from placement testing and developmental education, and we have established summer bridge programs for the 9<sup>th</sup> and 10<sup>th</sup> graders to strengthen their math skills.

## **CUNY Start**

BMCC continues to have the largest CUNY Start program in CUNY and is experiencing high quality outcomes. Last year we served over 950 students in CUNY START. Another program, Summer Star, focuses exclusively on remedial math, and it originated at BMCC. It continues to be the largest Summer Start program in CUNY. Last summer the pass rate in Summer Start was 98%. This year our target is to serve 1,250 students combined in CUNY Start and Summer Start and to experience similar or even better student outcomes.

## **TESTING**

BMCC continues to find ways to prepare students for college before they enroll: another strategy is the BMCC CUNY Assessment Test **Orientation Workshops**. These workshops were designed, developed, and implemented to address the high remediation rate of incoming freshmen students.

In addition to subject-matter content in reading, writing, and mathematics, a considerable amount of time is spent reinforcing the purpose and importance of the tests, implications for course placement and financial aid,

successful and productive academic behaviors (study, practice, persistence), and nuances of computer-based testing versus paper-and-pencil versions.

### **Developmental Education**

In an effort to accelerate BMCC students' credit accumulation and to reduce, if not eliminate, developmental requirements, the college developed and implemented courses combining the developmental work with credit bearing content. These combined courses allow students the opportunity to complete two semesters' of coursework in just one.

The English Department offers ENG 100.5, a six hour course that combines ENG 095 and ENG 101. This new approach saved these students a semester of developmental classes, shortening their time to degree.

Another hybrid course, MAT 150.5 was offered by the Mathematics Department. This course combines developmental mathematics with a credit bearing statistics course. These students too were saved a semester in their path to their educational goals.

In our efforts to redesign developmental education, our biggest success in terms of the number of students served has been Quantway, an alternative to elementary algebra for non-STEM majors. The curriculum is contextualized, the pedagogy is student-centered, group-based, and focused on problem solving, and the results have been impressive. First launched in spring 2012, over 2,600 students have enrolled in Quantway

with a 59% pass rate compared to a 36% pass rate for Elementary Algebra over the same period.

We know that we lose students between semesters, so an additional redesign project is underway to combine two levels of pre-college algebra into one semester-- again shortening the time to completion, saving students time, and keeping students enrolled.

### **NSF ATE Gaming Software for Math Remediation**

Our Presidential Scholars Program continues to yield promising results. Dr. Kathleen Offenholley (Mathematics), Frank Crocco (English) and Don Wei (CIS) received a three year, \$ 875,000 award from the National Science Foundation to develop game-based educational materials for math remediation to facilitate the transition of NYC high school graduates entering and completing a degree in Geographic Information Science (GIS) at an accelerated pace.

### **College Now**

College Now had a successful fall 2015 semester as it worked towards its goal of expanding enrollment by engaging with students who are currently in high schools.

In addition, the program has established sequences of liberal arts studies, including Critical Thinking, Fundamentals of Speech and General Psychology. College Now has also established a sequence for computer

science students from the Urban Assembly Gateway School for Technology and the High School for Dual Languages and Asian Studies.

## **Upward Bound**

Our Upward Bound program has been very successful in preparing high school students for college. The program has experienced a high level of student success including the following:

- 74% of our Upward Bound students had a GPA of 2.5 or better at the end of the school year, surpassing our Department of Education (DOE) objective of 55%
- 95% of our Upward Bound seniors achieved the level of proficient on state assessments in reading/language arts and math
- 95% of our Upward Bound students were retained and/or graduated high school
- 91% of our Upward Bound students who graduated high school in June 2015 immediately enrolled in a program of postsecondary education by fall 2015
- 67% of those who graduated high school six years ago attained either an associate's or bachelor's degree within six years

## **College Opportunity to Prepare for Employment (COPE)**

Our COPE program has also been extremely effective. It has served 3,356 students to date during the 2015-2016 academic year. 93% of the fall/winter 2015 graduates are attending four-year institutions and pursuing baccalaureate degrees.

Our second goal is Improving the Student Experience

### **Student Affairs**

The college is moving away from the “build it and they will come” model of providing services for students. Rather, we are designing customized retention-focused programs in a large college to fit the needs of the student body. Students get a small college feel in a large institution.

Some of our programs are as follows:

**Comprehensive Assistance and Retention Empowerment Services (CARES)** – This program provides a guided pathway for students who are or have been in the foster care system by strengthening their sense of community and relationship to the college and to one another. They receive special outreach from assigned BMCC staff.

**Retention-Inspired Student Engagement (RISE)** –This is an outreach program for students in good standing who experience a precipitous drop in their GPA. We mine the data, meet with the students to determine the causes of the drop in GPA, and learn about intervening factors with the goal of guiding students back to their previous level of academic achievement.

**Save for Success**--While we are aware of students' need for financial assistance, we are also assisting them with managing their existing funds. The College recently received a grant of \$75,000 from Citigroup to establish a financial literacy education and academic support program for BMCC students.

**Plan and Appeal for Success (PASS)** – A summer program that targets students who are on academic probation or have been dismissed and need to file an appeal to restore their federal funding. The program informs students about college policy regarding academic standing and how the GPA system works. It also assists students with the appeal process while encouraging them to set meaningful yet realistic academic goals for the upcoming semester.

**Petrie** – A program that provides emergency funding, support and wraparound services to students facing short-term financial emergencies that threaten their academic progress. In 2014, the college received a 3 year/\$300,000 grant from the Carroll and Milton Petrie Foundation. Since the inception of the grant program, 171 students have received \$200,000 in emergency funds. Over 79% of our grant recipients are currently enrolled, have graduated, or have transferred to another institution.

**Work-Study Enrichment**– We have expanded the existing model for our federal Work-Study program to include a professional development component. Work-Study eligible students attend career development

seminars and also attend a Work-Study career fair to interview for prospective positions.

**Dreamers** – students interested in applying for TheDream.US scholarship receive on-campus guidance and support, including access to computer labs and advisors to help answer questions. In addition, we work closely with scholarship recipients to encourage extracurricular involvement and student leadership along with academic excellence. Thanks to our extensive programming and support, the program features a 94% rate of retention. Last fall BMCC was featured on a national (webinar/conference call) on the topic of best-practices for supporting DREAM scholars

**MoneyWorks** –Certified Financial Planners from the Financial Planning Association of New York have partnered with BMCC to provide a series of free financial literacy seminars covering a broad range of financial topics. Selected students receive a scholarship, attend financial seminars and are connected to a mentor from the Financial Planning Association—with the goal of helping students learn to manage their finances.

**Achievers** –BMCC recognizes students with 12 or more credits who have maintained a 4.0 GPA at the end of the spring semester. The Achievers program is designed to promote greater student engagement and leadership among top achieving students.

**We also serve our students through more traditional venues:**

### **Single Stop**

While the majority of our students receive federal or state aid, it is incumbent upon this institution to maximize additional services provided to

students. The Single Stop program continues to provide students and their families with services that address barriers preventing students from attending and completing school.

The Single Stop program provided more than 2.5 million dollars in services to students and their families. In addition, Single Stop provided 1,544 students and their families with tax preparation services last tax season, resulting in 2.7 million dollars in refunds and an average refund of approximately \$2,000.00. No community college in America served this many students. This year, the Single Stop Office is pleased to serve even the broader College community as Single stop tax services are now available to faculty and staff.

## **Student Activities**

Our students continue to provide service both locally and nationally. Our number of community partners has grown from 5 to 28. These organizations give our students the opportunity to engage in a variety of causes that include youth development, health care, and the environment. The College continues to develop service opportunities beyond New York City and last spring, our students participated in Alternative Spring Break, traveling to New Orleans where they worked with Habitat for Humanity to build homes for those in need.

Our students not only serve, but are also learning to be strong leaders.

## **Veterans**

Without question, our student veterans are among our most dedicated leaders. We value their service and are committed to supporting student veterans and military spouses. BMCC has earned the Military Friendly School Designation for the second year in a row. The College is proud to be ranked among the top institutions in the nation that provide quality service to our student veterans. We will continue to build on this success by providing them with comprehensive support through the wide array of services coordinated by our Veterans Resource Center.

## **STUDY ABROAD**

**We are expanding our students' global experience.**

- Benjamin A. Gilman Scholarship provides federal financial assistance for students to study and serve abroad. Twelve BMCC students applied and nine won Gilman awards. We had the largest number of Gilman award winners of any community college in the country.
- We increased the number of BMCC students participating in faculty led study abroad BMCC programs by approximately 30 % (from 46 to 60).
- The Business Department developed and ran a new study abroad program in India.

Overall, in 2015, we ran five faculty led study abroad programs to China, Italy, Spain, India, and Montreal Canada.

## **TECHNOLOGY**

To better serve our students, we have merged the College Computing Center, Media Center and Instructional Technology into the new Information Resources and Technology (IRT) division.

We are in the process of standardizing, updating and replacing classroom and lab technology including printers, projectors and other technologies crucial for teaching and learning. This will provide a more consistent and reliable experience for students and faculty.

BMCC will soon release its mobile app for Android and Apple devices. The app was developed in-house and will include features such as real time computer lab availability, access to student schedules and faculty class rosters, textbook information and an innovative text chat feature that allows faculty and students to communicate with those in their course/section (Note: the app may be released before the speech, date TBD).

Our third goal is Facilitating Timely Degree Completion, Graduation and Successful Transfer:

The College maintains and has enhanced a number of projects, programs, and initiatives to ensure successful accomplishment of this goal.

## **ASAP**

BMCC has the largest ASAP program in CUNY with nearly 1,700 students and our ASAP program is projected to grow to nearly 6,000 by 2018.

Impressively, students in the program have achieved a 3 year graduation rate of 61.3%.

## **Finish Line**

We established the Finish Line Tuition Waiver program to encourage winter and summer enrollment as a means of continuing momentum and credit accumulation. Winter enrollment has grown exponentially from under 600 just five years ago to over 2,500 this past winter session. Summer enrollment has also expanded quickly, from just over 5,500 five years ago to nearly 8,500 this past summer. Our evaluation of the summer Finish Line Tuition Waiver program showed that nearly 90% of students who enrolled either graduated, continued in the fall, or successfully transferred.

## **Academic Advisement**

We are focusing heavily on improving academic advisement and have created a new caseload developmental model. We have allocated resources to reduce the ratio of advisees to advisors and now have 40 advisors in our Academic Advisement and Transfer Center, 12 dedicated advisors in ASAP, and another 8 in our BMCC Learning Academy.

Additionally, we are expanding all our successful cohort models, not just ASAP, but also our Learning Academy and Out in Two programs. The goal

is to create smaller learning communities within our large college in order to foster student engagement and success.

## **Program Development**

As part of our multi-pronged effort to improve student retention, persistence and graduation, we have aggressively sought to develop and implement associate degree programs that address growing needs in the workforce and provide an accelerated pathway to the baccalaureate. We are creating niche AA degree programs that will allow students to be engaged by faculty in their areas of interest.

As a consequence, last year we achieved a record approval of associate degree programs.

The Department of Social Sciences, Human Services and Criminal Justice, now offers AA degrees in Sociology and in History; the Music and Art Department now offers an AS in Art Foundations: Studio Art now offers an AA in Art Foundations: Art History; the Department of Social Sciences, Human Services and Criminal Justice and the Department of Health Education now jointly offer an AS degree in Gerontology; and the Department of Modern Languages now offers an AA in Modern Languages.

The approval and registration of six degree programs in one academic year established a record for BMCC.

As a sidebar, with the advent of our Modern Languages program, it was reported that the BMCC Italian program is largest in the nation among community colleges and 7<sup>th</sup> largest nationally in higher education. Only St.

Johns, the University of Arizona, the University of Georgia, Loyola University/Chicago, Montclair State University and New York University are larger.

### **Articulation Agreements**

In addition, The Office of Academic Affairs, in collaboration with the Academic Advisement and Transfer Center and various academic departments, secured 26 articulation agreements that provide our graduates with a seamless transfer to the senior institutions' baccalaureate degree programs without loss of credit.

Equally important, the signed agreements with senior institutions such as Alfred University, provide opportunities not just for our students, but also for our faculty. Discussions are underway for our students to take BMCC courses on the senior college campuses. If completed over the summer, senior colleges would allow the students to stay in their dormitories to gain a residential experience and familiarize themselves with the campus to prepare for a smooth transition should the student elect to attend that college.

The practice will mirror the Exploring Transfer program that BMCC has with Vassar College. The BMCC faculty will also benefit by teaching, as well as the possibility of participating in panel discussions over the summer at the senior college.

## **E-Learning**

Another means of enhancing timely degree completion is through e-learning and providing our students with the opportunity to take courses fully online or in a hybrid model that will accommodate their life-styles and work responsibilities.

In the past academic year, our faculty developed 61 new e-learning courses. We also experienced a 60% increase in the number of courses offered through e-learning over 2014. Although we have made significant progress there is still a great demand, as the fully online classes fill very quickly with many maintaining waitlists. Thirty-five percent of the students surveyed in 2014 said that they would like the college to offer more online courses. We are also seeking specific courses that are needed in order to offer a fully online degree program.

Eventually, we want to provide all of our students with access to online instruction if they so choose, and along those lines, our goal will be to have 25 % of our course offerings on-line.

## **Title V Cooperative Grants with City Tech**

For many of our STEM majors, success in mathematics can often appear to be an insurmountable obstacle, resulting in failure and often deflects their hopes of obtaining a degree. In every college, a handful of courses and a few dozen professors have extraordinary impact on the prospects of our students for career advancement.

In fall of 2015, faculty from New York City Tech and BMCC's mathematics department collaborated on \$3.0-million-dollar Title V grant which will introduce open-source digital technologies, open educational resources, and active learning pedagogies into the sequence of high-enrollment mathematics courses required for STEM disciplines at each college. Working together over the next five years, the project team will directly impact more than 90 faculty and 3,100 students to improve student achievement in critical gateway courses.

### **U.S. Department of Education Project RISE**

The value of having students learn science by doing science has been well recognized by the educational community and a hallmark of BMCC's STEM initiative. In October of 2015, an interdisciplinary team of STEM faculty led by Professor Brett Sims (Mathematics) Mahmoud Ardebili (Engineering), Lalitha Jyanth (Science) and Mohammad Azhar and Anna Salvati (from the CIS department) received a three-year award of \$750,000. The BMCC RISE (Retention and Improvements in STEM Education) Project integrates existing successful efforts from nationally recognized program to create a seamless STEM pipeline leading to successful transfer at a senior college.

### **Learning Resource Center (LRC)**

Last year, the LRC successfully implemented new smartboard technology for tutors to use during small group tutoring sessions. Tutors are now able to utilize online materials (*including online instructional videos*) during their tutorial sessions.

## **REGISTRAR**

- BMCC graduated a record number of students in 2015 (over 3,500), which is an 8% increase over 2014.
- The new ePermit system makes it easier for students to take classes at other CUNY schools, giving students more flexibility when it comes to scheduling their classes and fulfilling their degree requirements.
- Over 3,000 students got seats in closed classes via waitlist.
- We introduced some new online forms in order to provide 24/7 services to our faculty and students.

Our fourth goal is Preparing Students for 21<sup>st</sup> Century Careers and Contribute to Workforce Development in New York City, and once again, it was a very good year.

## **Research**

BMCC has established a robust undergraduate research program as part of enhancing our STEM pipeline. Through our faculty research apprenticeship model, over 200 students have been paired this year with faculty to conduct research in our state-of-the-art undergraduate research lab.

This opportunity is unprecedented at community colleges and is possible only because of the excellence of our faculty.

BMCC has catapulted to the forefront as a leader among community colleges for the work done by science department faculty member Dr. Jun Liang. She has made history by being the first community college faculty to receive funding by the National Institute of Health (NIH) as a lead Principal Investigator on a research project. The \$150,000, two-year project will focus on animal development, animal stress management and aging.

### **Department of Homeland Security**

Professor Hao Tang received \$50,000 from the Department of Homeland Security to conduct “crowd simulation models” to examine large groups of people in transportation hubs and other critical public facilities. Dr. Tang’s research will be used to make critical infrastructure improvements to Port Authority of New York Bus Terminal currently undergoing renovation. Dr. Tang’s award is the first of its kind for BMCC.

Further, this year, BMCC celebrated the Nobel Prize winning contributions of Dr. Chiaki Yanagasawa for his research in Physics. Moreover, BMCC has secured over 2.7 million dollars from the New York State Department of Education to support under-represented minority students interested in pursuing STEM research and STEM based careers.

Our student and faculty research across disciplines was showcased in our ever-expanding poster session, which this year was increased from a two hour event to an all-day Undergraduate Research Symposium that included student researchers presenting their work both in the theater and in poster form in Richard Harris Terrace.

Finally, BMCC has expanded its investment into providing resources for faculty and student researchers by completing the construction of the new research laboratory for the Social Sciences and Human Services department.

### **Experiential Learning and Internships**

BMCC established a new Office of Experiential Learning and Internships this year to expand opportunities for students to gain real-world experience in preparation for career achievement. Because of our strategic planning process that resulted in the office and staffing, we were ahead of the Governor's proclamation and CUNY-wide efforts around experiential learning.

### **Year Up**

BMCC launched Year-Up New York this spring, a year-long program that includes a six-month paid internship in a prestigious Manhattan firm. We welcomed our first cohort of 40 students this semester all of them business or accounting majors.

### **Financial Aid and Center for Career Development**

Many of our students work in various offices at the college through the Federal Work-Study Program. The Financial aid office and the Center for Career Development decided to enrich students' work-study experience and take the opportunity to provide a series of professional development

workshops on topics such as office etiquette, networking and career exploration.

The students, in turn, are participating in meaningful experiential learning while at the same time practicing their newly acquired skills in their on-campus placements.

### **Center for Career Development**

The Center for Career Development is also reaching one of the college's goals of making the Center's services more accessible to our students.

The Center has increased participation in many areas. Since 2014, there has been a 69% increase in scheduled advising appointments and an 89% increase in the number of employer registrations through Career Express.

### **Adult and Continuing Education and Workforce Development**

BMCC's Career Academy Project with CDI – This initiative, based in a partnership between Comprehensive Development, Inc. (CDI), the Borough of Manhattan Community College (BMCC), and various healthcare providers, trains out-of-school and out-of-work young adults from low-income neighborhoods for work as medical assistants and patient service representatives in the primary care sector.

This initiative is made possible by a planning grant from JobsFirstNYC and additional funding from the Pinkerton Foundation, J.P. Morgan Chase, and The Achelis and Bodman Foundations.

The BMCC Technology Workforce Pathways program is modeled on the Integrated Basic Education Skills Training (I-BEST) project and will pair an English language instructor with a technical instructor in the same classroom, at the same time.

Adults who obtain computer certification and access a technical career pathway are able to transcend low-wage jobs and low English skills. This initiative was made possible by funding from the Petrie Foundation.

Our fifth Goal is Cultivating Institutional Transformation, Innovation and Sustainability

### **Leadership Fellows Program**

BMCC created a Leadership Fellows Program that placed 15 middle manager in a year-long leadership development program to build the next generation of leadership at the College. For a year, Fellows work on proposals to help solve major college issues.

### **Teaching Academy**

The BMCC Teaching Academy is a professional development program for untenured faculty. Groups of faculty work together for two years with a master teacher to develop their teaching practice. The Academy began in

Spring 2015 with fifteen faculty and has just welcomed its second cohort of 13.

## **DEVELOPMENT**

The BMCC Foundation and Development Department continues to innovate and build success in fundraising to support our students and enhance excellence at our College.

Following our May 2014 “Reaching for the Stars” Scholarship Gala, which was an unprecedented success, raising just over \$1 million for student scholarships, the BMCC Foundation’s 2015 “Invest in a Future” Scholarship Gala broke that record by raising \$1, 113,000.

We were proud to pay tribute to Gala Honorees Marianne Brown, COO of Sungard Financial Systems, and Marc Holliday, CEO of SL Green Realty Corp. Following in the footsteps of Robert De Niro, who attended and served as our “Special Guest Star Honoree” in 2014, actor and comedian Billy Crystal received that honor at our 2015 Gala.

The BMCC Foundation’s 2016 Gala will be held on Monday evening, June 6<sup>th</sup>, on the 43<sup>rd</sup> floor of 225 Liberty Street, Brookfield Place.

There were by numerous generous and special gifts made to the Foundation in 2015. We are extremely proud that, in the Spring of 2015, Stephen Meringoff and The Meringoff Family Foundation pledged a three-year grant of \$375,000 (\$125,000 per year) to BMCC’s Out in Two program and that amount was matched by the Derfner Foundation and its trustee Jay Lieberman, bringing the total new gift for Out in Two up to \$750,000.

Thanks to these generous donations we will be able to support more than 120 more Out in Two scholars over the next three years – more than we have been able to have in the program than ever before. We are also proud of the generous gifts and scholarship funds created in honor or in memory of our faculty including Professor Gay Brookes, former ESL instructor Linda Markstein and former Math Professor Yibao Xu.

We welcomed special guest speakers to present to our students at Leadership Breakfasts including Richard Brown of American Express and Sandra Altine of the Moody's Corporation, and we are building partnerships with many corporations and foundations that will help our students in many ways.

## **Sustainability**

BMCC is leading the way among City University of New York schools as it transforms itself into one of the city's most sustainable campuses.

Energy saving projects that range in size and scope from a soon-to-be-installed solar array on the BMCC main campus rooftop, to efforts as simple as wrapping steam-filled pipes that heat the buildings, are either in place or in the planning stages. Funding has come from federal, state and city sources.

BMCC is also the first CUNY campus to develop an online dashboard that is using real time energy use data to promote conservation and engage students, faculty and staff.

At the dashboard, BMCC community members can see precisely how much energy the college is using in each building at any given time of day. The dashboard also provides a tool that tallies the financial cost of the energy used by the campus.

Since 2014, BMCC has received \$3.3 million from the New York City Department of Citywide Administrative Services (DCAS). That money includes \$2.4 million from the DCAS Accelerated Conservation and Efficiency program (ACE). The goal of ACE is to fast track and streamline funding for shovel-ready energy saving capital projects.

BMCC has received the largest amount of ACE funding earmarked for energy conservation projects of any CUNY school. So far, the return on the city's investment is measurable.

In 2015 alone, the \$1.3 million in ACE funded BMCC projects are estimated to have reduced the college's annual CO2 emissions by more than 1,880 metric tons and simultaneously reduced the college's power bill by \$948,944.

In just three years, almost all the DCAS initial investment funds allocated to BMCC thus far will have been recouped in full.

## **Conclusion**

First. Only. Largest. Most successful. Highest. Greatest. These are not just adjectives that you heard numerous times during the address, but rather, they are a statement and testament to the greatness that already exemplifies this outstanding College.

As we move forward with our strategic plan, our Middle States reaffirmation, and the countless number of activities and programs that move this institution, let us remember that we have achieved great success.

Let us take the time to celebrate as a College community the many accomplishments and achievements that signify the excellence of our students, the faculty who deliver outstanding education in the classroom, and the staff who support student learning and the environment for student learning.

We are indeed endeavoring to reach greater levels, but that is because BMCC strives to continuously improve and is never satisfied with good.

This address highlighted the demonstrable success, significant progress, and exciting foundations that are emerging even as I speak.

None of these is possible without the students. None of these is possible without the faculty.

None of these is possible without the staff.

None of these is possible without our administration.

By attending, working, or serving this College, each of you has made the decision to invest in our success. This investment has paid off in improved outcomes for our students.

This investment will continue to pay off as we move towards the accomplishment of our strategic plan and reaffirmation of our accreditation.

The state of our College is strong and we are on the pathway to greater levels.

Thank you for all you do and thank you for allowing me to share our incredible story with you today.