

## Bronx Community College Strategic Plan for Inclusion and Excellence

### **Summary of Plan**

Bronx Community College is committed to creating a diverse and inclusive campus environment in which faculty, staff and students can achieve excellence. BCC is committed to nurturing a campus community engaged actively in respectful and appreciative communication and interaction. The College's mission and vision statements provide the foundation and focus for the College's on-going strategic goals and future strategic directions that includes, as priorities, enhancing and increasing diversity and creating an environment that promotes and fosters excellence in teaching, learning and professional development for all.

### **Mission Statement**

Bronx Community College serves students of diverse backgrounds, preparations, and aspirations by providing them with an education that is both broad in its scope and rigorous in its standards. Our mission is to give our students the foundation and tools for success, whether they choose to continue their education or enter a profession immediately upon graduation, and to instill in them the value of informed and engaged citizenship and service to their communities.

### **Vision Statement**

Bronx Community College will lead the way in providing students with an education that enables them to move with equal facility into productive and rewarding careers or increasingly advanced higher education programs. BCC will graduate students who are prepared to live within, profit from, and contribute to a 21<sup>st</sup> century global environment marked by diversity, change, and expanded opportunities for learning and growth.

### **BCC Strategic Plan: On-going and Future Directions**

BCC's strategic plan outlines on-going goals to ensure academic excellence through liberal learning experiences that ensure that our students will graduate as well-informed, globally aware, engaged world citizens making a meaningful contribution to society. BCC will continue to promote teaching excellence and scholarship through the recruitment, development, opportunities and incentives for faculty and staff through the currency of curriculum, knowledge, practice, technology, facilities and pedagogy. BCC will focus on enriching the academic experience by complementing and supplementing the educational process and classroom instruction with quality support services, including international study, extracurricular activities and cultural programs. Through various initiatives and programs, BCC will provide leadership and engage in partnerships on local, national and global issues.

Over the past 12 years, under the leadership of Dr. Carolyn G. Williams, BCC has engaged in mutually beneficial partnerships to advance the role of community colleges in promoting knowledge and understanding of access, diversity, liberal learning and global responsibility. BCC has provided opportunities and support for faculty, students and staff to participate in national and international conferences, forums and exchanges on topics ranging from access and excellence to sustainable energy.

In 2005, BCC engaged in an assessment of the ongoing goals and based on the development, growth and success of many initiatives, BCC developed *Strategic Directions 2010*. These included a focus on liberal learning where the college culture and climate will support liberal learning for all students, with liberal learning embedded in remedial, core and upper division courses; courses in all disciplines, and student activities with clear evidence and documentation of activities and outcomes.

In conjunction with CUNY's strategic priorities of Recruitment, Retention, Institutional Receptivity and Assessment, this strategic plan outlines BCC's goals, initiatives, resources and assessment in these four areas.

**1. Recruitment of Faculty: (efforts made to attract and hire high quality candidates)**

The focus on recruitment and retention is clearly outlined and articulated by the Office of the President and the Office of Academic Affairs. BCC is committed to continually upgrading the quality of faculty as scholars and as teachers. This includes an increase in recruitment of under-represented faculty and staff and support for faculty research and scholarship.

1.1 The implementation of a strong Diversity Awareness Program for all faculty and staff supported by institutional commitment and funds with the Affirmative Action committee conducting a series of diversity workshops for academic and administrative departments.

1.2 BCC will add underutilization reporting and analysis to the annual and periodic departmental review process as well as part of the annual Chairperson's evaluation.

1.3 Academic Chairpersons (in departments with underutilizations) will be asked to develop effective diversity strategies, recruitment and retention plans for review and critique by the Affirmative Action Officer and the Senior Vice President of Academic Affairs with a view to deliberate efforts to attract and retain a richly diverse faculty and staff.

1.4 An increase in funds for advertising resources to expand outreach for the recruitment of faculty, especially minority faculty, will be included and with the new HCM/TAM systems, the College will track return on investment.

1.5 Work with Marketing and Communications to develop focused marketing and advertising strategies for recruitment.

1.6 Develop and maintain a database of minority serving institutions with doctoral programs and feeder programs and professional and ethnic associations.

1.7 Continued search committee orientations by Affirmative Action Officer on best practices for recruitment from underrepresented groups.

1.8 Support of travel for candidates as part of the faculty search process.

1.9 The active participation of the President and Senior Vice President for Academic Affairs in faculty hiring process will enhance the expectation of search committees to comply with the diversity strategies outlined by the department.

**2. Retention: (efforts undertaken to support the success of faculty)**

2.1 Retention efforts will focus on information sessions for untenured faculty (seeking re-appointment) as well as for faculty seeking promotions.

2.2 Faculty scholarship and research will be increased and enhanced by mentoring initiatives and support from CUNY and the BCC Division of Institutional Advancement. (See Global Initiative and Presidential Grants).

2.3 The criteria for reappointment and tenure, specifically clarifying research vs. teaching and defining service to the College will be reexamined and reviewed.

2.4 Chairpersons will be engaged in institutional retention efforts, including encouraging and supporting new and junior faculty to engage in the College's efforts.

2.5 Center for Teaching Excellence and the Office of Instructional Technology will continue to provide extensive professional development opportunities, including effective teaching techniques, diversity issues in the classroom and classroom management.

2.6 Expand the membership and activities of the faculty staff support associations such as Unity and Strength and Latino Faculty Staff Association to provide targeted information, seminars, panels and workshops on professional and diversity issues.

**3. Recruitment and Retention of Adjunct Faculty:**

3.1 Systematize the recruitment, evaluations and reappointments of adjuncts.

3.2 Expand recruiting resources by developing contacts with feeder institutions

3.3 Center for Teaching Excellence; Office of Instructional Technology and the Evening/Weekend Office will provide professional development opportunities tailored to the needs of the adjuncts.

3.4 Expand the membership and activities of the faculty staff support associations such as Unity and Strength and Latino Faculty Staff Association to provide targeted information, seminars, panels and workshops on professional and diversity issues, ensuring adjunct access and opportunity to participate.

**4. Institutional Receptivity (campus' efforts to provide an inclusive, respectful environment)**

President Williams in her "State of the College-2007" address spoke about "developing a culture of the future". She said that "we must be able to sustain the legacy of this College in the new world order and our challenge now is to create that culture – a culture of global education, a culture that uses the latest technology, a culture that fosters a global-market relevant curricula, and a culture that will require deliberate, strategic planning and implementation of initiatives and programs with accountability and transparency in the flow of information and in all of our business processes."

**4.1 Global Initiative:**

In order to make the "Global Initiative" synonymous with the academic curriculum and culture, BCC has empowered the National Center for Educational Alliances (Division of Academic Affairs):

- To increase the number of faculty from all disciplines who are actively involved in the Global Initiative and to connect the initiative with co curricular, service learning, and study abroad
- To provide resources that will help faculty incorporate global perspectives into classroom instruction
- To achieve consensus around global-learning objectives that will help us assess the extent to which our students are well-informed, globally aware world citizens
- To identify strategies to start incoming BCC students on the path to global learning through RDL 11 courses
- To increase the number of students and faculty who participate in study abroad, international research and service projects

The Center will focus on engaging faculty members who are already committed to a curricular and co-curricular approach towards expanding global learning on campus. The Global Initiative will target the expansion of faculty buy-in to strengthen campus participation. We want to engage faculty who are enthusiastic participants in this initiative and who, with strategic support, will begin voluntarily infusing global perspectives into their classes. Participating faculty will become faculty leaders to help expand the initiative among other members of their department through workshops to share current and new efforts to incorporate global perspectives into different curricula. Ultimately, the College aims to offer formal recognition of global competence to students who enroll in designated courses that contain expanded global content and who participate in a broad range of international activities.

The College has identified resources that are available or will be made available to achieve these goals. Initially, support to faculty will be provided through a range of activities – such as an on-line resource library, faculty seminars, presidential grants allocated for faculty research and scholarship; curriculum design and development; faculty development; international partnerships and exchanges; and international community service and ongoing Center-sponsored activities, including International Education Week and the Virtual Hall of Fame for Women – that will provide information to assist faculty to incorporate globally informed perspectives into their classroom instruction and discussions. In addition, by agreeing upon themes, such as sustainability, gender disparity, international conflicts, and health issues, among others, we will provide a coordinated framework for global learning that will support a more complex, deeper understanding of important global issues.

#### 4.2 Academic and Student Support Services:

- Office of Student Life, Academic Success Center and the Welcome Center will coordinate access to and distribution of information (brochures, posters, flyers) on academic programs and support services to create an inclusive environment for students.
- Orientations, “welcome” events and multicultural programs and events will be hosted by the College and student clubs to provide opportunities for incoming freshman to engage in campus activities.
- Academic departments will showcase their diverse faculty and co and extra-curricular activities to connect students to faculty.
- Articulation agreements with CUNY Colleges and other institutions will be effected to ensure a seamless transition for BCC graduates.
- Career/Transfer Services Office, Bronx Center for Scholarship Information and the International Student Advisor will provide consolidated information to students to facilitate their academic progress through the College to graduate schools.
- The Center for Tolerance and Understanding will play a pivotal role in promoting dialogue on critical issues such as race, religion and sexual orientation.
- Foster the development and retention of academic and ethnic (cultural) student organizations and provide student leaders with training so that they can effectively engage in local, national and global issues through community service and service learning projects.

#### 4.3 Faculty and Staff:

- Employee orientation, including diversity training for combined groups of new faculty and staff.
- Workshops on Disability Awareness and Accommodations for faculty and staff.
- New Faculty information sessions on opportunities for College and University-wide engagement and participation in professional development opportunities.
- Targeted efforts in professional development for entry and mid-level administrative staff.
- Training and development opportunities for managers and supervisors to develop leadership skills.

#### 5. **Assessment:**

- Conduct a campus climate survey on diversity issues.

- Assess the information gained from exit interviews to understand why employees leave the College
- Assess the Liberal Learning and Global Awareness Initiative sponsored by the National Center for Educational Alliances. This will focus on promoting global perspectives in curricular and other campus initiatives, including: creation of college-wide global learning objectives and student outcomes, assessment tools and criteria for measuring student learning outcomes, and resource materials for each of the global learning objectives.
- Assess Faculty Development Programs, such as:
  - *New Faculty Seminars* - which will incorporate more interactive components
  - *Classroom Practices* (a series of workshops to be led by a consultant which will plan to focus on setting expectations within the classroom and fostering a positive student/faculty interaction)
  - *Continuum of Greatness* – which will incorporate developed materials into syllabi for reading and education course and implementation of corresponding assessment
  - *Learning Communities* – which will continue integration of course goals and content to provide collaborative experiences, with an effort to incorporate digital storytelling more uniformly to provide opportunity for students to focus upon their own learning process
  - *Math and Pedagogy* – which will utilize developed guidelines to stimulate and implement change in teaching mathematics courses.
- Assess the impact of Presidential Grants and BCC Foundations Grants.
- Assess research and scholarship achievements of junior faculty to develop further strategies for mentoring and support.
- Leverage the “global initiative” in College advertising and marketing.