August 14, 2013

Dear Medgar Evers College Community,

The Medgar Evers College Five Year Strategic Plan (2012-2017) is based upon the vision that we must create a culture of excellence and an environment of sustainable growth to support our students, faculty and staff. Medgar Evers College is committed to providing our students with the tools necessary to strive, succeed and excel in the highly-competitive global economy, and more importantly, in life.

Making good on that commitment requires that we set high expectations of our faculty, students and staff to enable them to work collaboratively. To achieve this, we have provided a blueprint – our strategic plan – with which to meet those expectations.

All of the initiatives outlined in our strategic plan are focused on meeting students’ needs in a manner that is fiscally responsible, operationally sound, consistent with our core values and flexible enough to support innovation and new ideas, while growing programs with a track record of success. The goals of our strategic plan are:

1. To provide an outstanding and effective student-centered educational experience.
2. To practice assessment, continuous improvement, and advance the culture of accountability.
3. To ensure financial and operational strength and sustainability of the educational enterprise.
4. To provide an expanded environment that inspires teaching, learning, research and support.
5. To build strong relationships with the College’s wide-ranging communities.

Achieving these goals extends far beyond our campus. Medgar Evers College will not forget its place in the community. Medgar Evers College has long been viewed as an important and integral part of the Central Brooklyn community and we understand that to truly make a difference in the lives of young people, we must engage with campus leaders, community leaders and civic leaders. We are excited at the opportunity to collaborate with each and every person in the community who is as committed as we are to student success.

We are dedicated to getting the very best out of faculty and staff so that we may get the very best from our students. We are confident that our strategic plan provides us with a framework to realize our objectives.

We look forward to working with you.

Rudolph F. Crew
President
Medgar Evers College
Institutional Strategic Plan 2012-2017

Advancing the Spirit of Transformation, Realizing Dreams

Dr. William L. Pollard, President
Institutional Strategic Planning Committee

October 2012
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MESSAGE FROM THE PRESIDENT

To the Medgar Evers College Community,

I am pleased to present the Medgar Evers College Institutional Strategic Plan 2012-2017: Advancing the Spirit of Transformation, Realizing Dreams. This Strategic Plan, which is the work of the broadly representative Institutional Strategic Planning Committee (ISPC), will provide direction for the renewal, change, and growth of Medgar Evers College over the next five years. We are cognizant of the dynamic and rapidly changing global events, and recognize that changes and demands for educational methods and delivery systems and programs of study will impact the future of our students. We must acknowledge and respond to these challenges, set a course for change, strategic resource allocation, and maintain our mission of providing access to a quality education for our students.

When Medgar Evers College opened its doors in 1970, it was within a vibrant, productive, responsive, and lively academic community. Nearly 45 years later, the legacy of Medgar Evers, the man, continues to be expressed through the education of students and service to the community. The community today remains as vital as it was in the past. However, the changing landscape of higher education, of local, national, and global environments, requires us as educators to have honest conversations, critical assessments, and strategic decision-making as Medgar Evers College continues to grow. We must be objective from educational and socio-economic perspectives about the demands and requirements of a changing world and a changing community as we endeavor to undertake the kind of work the College must accomplish to meet the educational needs of our students and the community.

The ISPC team took a comprehensive and realistic look at internal and external environments, including educational programs and services, the college environment, our bricks-and-mortar footprint and technological infrastructure, operations and management, as well as the financial growth and advancement of the College. The Plan outlines five identified goals, around which strategic initiatives have been developed, and which will facilitate confident and efficient progress for achieving the vision for the future. The goals are:

1. To provide an outstanding and effective student-centered educational experience.
2. To practice assessment, continuous improvement, and advance the culture of accountability.
3. To ensure financial and operational strength and sustainability of the educational enterprise.
4. To provide an expanded environment that inspires teaching, learning, research and support.
5. To build strong relationships with the College’s wide-ranging communities.

We are ready to move ahead and raise the bar, to align immediate goals to a reaffirmation of our mission, to enhance the education of our students and the academic endeavors of faculty, to re-invigorate and re-engage our stakeholders, and to utilize our resources more effectively.
As the ISPC team identified the critical obstacles to the College’s success, it was important to be honest about the College’s current fiscal challenges and resources, its physical and technological infrastructure, enrollment and retention, and academic environment. I am grateful for their candid insights, concerns, and counsel – all of which were undertaken with the pride and passion we expect of our stakeholders. As a result, they have produced a document that inspires frank discussion and concrete plans.

*The Medgar Evers College Strategic Plan, 2012-2017: Advancing the Spirit of Transformation, Realizing Dreams* sets the stage for a collaborative and inclusive process and positive environment that will move the college forward to excellence and its vision for the future.

Yours in service,

William L. Pollard, Ph.D.
President
October 2012
ABOUT THE COLLEGE

Medgar Evers College of The City University of New York (MEC) is a dynamic, vibrant, publicly supported undergraduate, coeducational, non-residential institution of higher learning, located in Central Brooklyn, New York. MEC, the youngest of the senior colleges, is among the eleven senior colleges, six community colleges, a graduate school, a journalism school, a law school, and a medical school of The City University of New York. The mission of the College is to meet the educational and social needs of Central Brooklyn and New York City and to develop and maintain high quality professional, career-oriented undergraduate degree programs in the context of liberal arts education. MEC offers 18 baccalaureate degrees, eight associate degrees, one credit bearing certificate program, and a variety of adult and continuing education certificates and courses.

Medgar Evers College is committed to serving a diverse student population and to providing access to all who wish to transform their lives through education. MEC has a distinguished and dedicated faculty who are committed to the success of students and to excellence in teaching, research, and service to the College and the community. Faculty, administrators, and staff seek to provide a warm collegiate atmosphere and environment, innovative programs, and supportive services that will enable students to learn, develop their talents, and achieve their goals. In the 2007 National Survey of Student Engagement, MEC received a benchmark score in “supportive campus environment” that was significantly higher than the national average among seniors. In 2008, freshmen responses yielded a significantly higher score in “active and collaborative learning.” The College seeks to contribute to the development of individuals who are not only competent and successful graduates but also who will contribute to the improvement of the quality of life in the communities in which they live. Campus surveys of student satisfaction over many years have consistently confirmed that the College and the faculty are approachable, supportive and responsive to students’ educational needs.

This mission and its accompanying goals grew out of the spirit and intention of the founding fathers and mothers – community leaders, clergy, local elected officials of Central Brooklyn, and school system educators working in the Central Brooklyn system – who dreamed, planned, and advocated in the 1960s for a college that would meet the educational and social needs of the Central Brooklyn community. The original community supporters developed the educational mandate for the College:

(1) to be a four-year institution offering both associate and baccalaureate degrees;
(2) to develop improved methods of teaching and innovations in education;
(3) to emphasize professional studies without neglecting liberal arts; and,
(4) to be responsive to the needs and to be of service to the community.

On July 30, 1970, Governor, Nelson D. Rockefeller of New York approved the establishment of a four-year institution in Central Brooklyn. On September 28, 1970, the name, “Medgar Evers College”, recommended by the Community Council (then known as the Community Advisory Committee), was approved by the CUNY Board of Higher Education. Medgar Wiley Evers (1925-1963) is the courageous African-American civil and voter rights leader who was assassinated in Mississippi on June 12, 1963. In recognition of the date of its naming, September 28th is observed as Founders’ Day at Medgar Evers College. The College admitted its first class of approximately 1,000 students in 1971 and graduated its first class of 94 students in 1974. Middle States Commission on Higher Education first accredited the College in 1976.

In keeping with its mission, MEC from the beginning has offered both associate and baccalaureate degrees. In September 1976, as a result of the 1975-76 fiscal crisis in New York City, the CUNY Board recommended, and the State approved, the change in the funding status of MEC to a community college. It was the combined efforts of a coalition of faculty, students, and community stakeholders that successfully lobbied State legislators to maintain the College’s baccalaureate degree programs. From 1976 to 1994, the College operated as a four-year college, offering both associate and baccalaureate degrees, yet was funded as a community college. On June 8, 1994 the College was restored to its original senior college status and to senior college funding by the same kinds of advocacy by the president and College, community organizations and leaders, and elected officials that called MEC into existence, coupled with the support of the Chancellor and the CUNY Board of Trustees.

Over the last decade, enrollment has increased to more than 6,800 students and great progress has been made in implementing the Campus Master Plan. Campus facilities have been expanded and upgraded with the construction of a Student Affairs and School of Business Building, a new award-winning state-of-the-art School of Science, Health & Technology Building (Academic Complex 1), and the renovation of the Carroll Street Building to house offices formerly located in downtown Brooklyn. Currently, the library and the lobby of in the Bedford Avenue Building are being renovated and there are other plans for the improvement and much needed expansion of the campus.

The fourth permanent president, Dr. William L. Pollard, assumed the presidency in August 2009. He and the College are committed to enhancing academic quality, to augmenting a student-centered campus, to efficient and effective management and operations, and to accountability to external agencies – the benchmarks of effective
institutions. He strongly affirms the Mission and is working to advance the Mission through the strategic planning vision and new initiatives that are reflective of the needs of the College, the community, best practices in higher education, and the demands of the 21st Century. The College's vision for the future is of a vibrant urban college with an outstanding national and international reputation for meeting the educational needs of its students and community, a college that fosters a positive campus ethos, an educational environment for teaching, learning and research, and an effective work place for administrators and staff to conduct college business and serve the community.

Medgar Evers College confidently looks to the future with the knowledge that it is resilient and committed; that it is carrying out its valuable educational mission in service to its community; and, that it is positioning itself to meet the challenges and the opportunities that will maintain and enhance its service and influence through education to the Brooklyn community, City, State, and, indeed, Nation and World.
OUR STUDENTS

Medgar Evers College serves a diverse and vibrant student population of almost 7,000 students. Our students are both traditional and non-traditional. As of Fall 2012, 6,540 students were enrolled at the College. The average age of our students is 28 years and the median age is 25 years. Approximately one-fourth of our students are between the ages of 16-20 years old; one-fourth between 21-25 years old; one-fifth between 26-35 years old; and the remaining one-fifth are 36 years old or older. Just under three-quarters of our students are female. Over the last five years, however, the College has observed a small but steady increase in the enrollment of male students. Further, 72% of all enrolled students are American citizens, 25% are permanent residents, and the remaining are foreign students. Sixty-two percent (62%) are US born and 38% were born in other countries. Of the 38% born in other countries, 23.1% are from Jamaica, 13.2% from Trinidad, 13% from Haiti, 12.7% from Guyana, 13% from other Caribbean countries, and 11% from Continental Africa.

SELECTED CHARACTERISTICS OF MEC STUDENTS, Fall 2008–Fall 2011

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<tr>
<th>Characteristics</th>
<th>2008</th>
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<tr>
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<tr>
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<tr>
<td>African American*</td>
<td>91.9%</td>
<td>90.6%</td>
<td>89.6%</td>
<td>88.0%</td>
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<tr>
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<td>3.9%</td>
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<td>Baccalaureate**</td>
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<td>Associate</td>
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<tr>
<td>Non-Degree/Unknown</td>
<td>5.4%</td>
<td>4.9%</td>
<td>6.1%</td>
<td>5.5%</td>
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</tbody>
</table>

* The percentage of this category includes students who did not report their ethnicity.  
(Fall 2008–11.8%; Fall 2009–13.55%; Fall 2010–16.27%; Fall 2011–16.2%)

** Baccalaureate includes CUNY-BA.
The majority of our students are first generation college students. Only about 18% report that one or both parents graduated from college. More than one-quarter of entering students report that their mother or their father has less than an eighth grade education. One-quarter of students have household annual income below $10,000; 42% between $10,000-$29,999; 21% between $30,000-$49,999; and 12% $50,000 or above. Many of our students are self-supporting adults with family responsibilities. The majority of our students are employed. A large percentage work more than 20 hours per week; 21% work 21-34 hours per week and 14% work 35 or more hours per week. Data show that 46.9% of our students are recipients of need-based Pell grants and many receive state-funded tuition assistance grants. More than 80% receive some form of financial aid.

Most students who attend the College do not enter within one year after graduation from high school. Many MEC students have been out of high school for at least three years and another significant proportion have been out of school for eight to ten years. Twelve percent (12%) of entering students have GEDs. Only 15% of our students enter with a high school average of 80 or above. Almost all those who are high school graduates enter with the required CPI units in English and mathematics. The high school average of the majority of freshman students is between 70-75. Entering students must have a high school average of 80 to be accepted into the baccalaureate degree programs. Three-quarters of entering students require at least one skills development course in reading, writing, or mathematics. However, most of the students who enter at the associate degree level continue to the baccalaureate programs.

Medgar Evers College students are highly motivated and mature and know why they are in college. Recent surveys reveal that almost three-quarters of our students come to MEC to obtain a degree and to improve knowledge and technical skills for jobs and career mobility. Despite the many other competing life responsibilities, they persist and they succeed in achieving their educational goals. It is clear that MEC students believe strongly in the power of education to make a positive difference in their lives and the lives of their families. To that end, Medgar Evers College is committed to ensuring that all of its students actualize their educational goals and realize their dreams.
THE STRATEGIC PLANNING PROCESS

At the Fall 2011 State of the College Address, President William L. Pollard announced the establishment of the Institutional Strategic Planning Committee (ISPC). The goal of the ISPC was “to produce an authentic, systematic, inclusive, and comprehensive Medgar Evers College Five-Year Institutional Strategic Plan by May 2012 in order to increase institutional effectiveness.” As is common practice in higher education, the President identified the members of the ISPC. The committee was structured to be inclusive; reflective of collegiate (shared) governance at the College. ISPC is composed of a representative body of 39 members which include faculty, professional staff, administrators, student representatives, community representatives, and alumni. The ISPC began its work in September 2011.

The steps in formal strategic planning in higher education and the Middle States “Standard 2: Planning, Resource Allocation and Institutional Renewal,” informed the work of the ISPC and the development of the strategic plan and planning process.

Step 1: Lay the Foundation
Step 2: Clarify and affirm core values and mission
Step 3: Establish a vision for the future
Step 4: Assess environments: Situational Analysis of College - internal strengths, internal weaknesses, external opportunities, and external threats (SWOT)
Step 5: Identify strategic issues
Step 6: Develop goals & strategies
Step 7: Prepare the Medgar Evers College Institutional Strategic Plan and implement the action planning process by units/areas of the College
Step 8: Assess the achievement of the strategies, yearly and at the end of the planning cycle.

During the academic year 2011-2012 (inclusive of summer 2012), ISPC met frequently and consistently (20 meetings of the full committee and over 10 meetings of various task subcommittees). The Committee worked diligently, consistently, collaboratively, and collegially to produce the Medgar Evers College Institutional Strategic Plan. The Committee was assisted by consultants, Helen Dewey and Richard Hezel of Hezel Associates, beginning January 2012.

In January 2012, the consultants conducted an all-day workshop with the College community. To ensure the resulting strategic plan incorporated perspectives from interested stakeholders, Hezel Associates solicited input from Medgar Evers College’s
stakeholders through a series of focus groups and one-on-one conversations. A total of four focus group conversations were held in January and March 2012. Two sessions were externally oriented and included community representatives; the remaining two internally oriented conversations included faculty and student support staff representatives. One-on-one conversations were also conducted with specific stakeholders who were unable to participate in focus group conversations.

The ISPC conducted a series of surveys and reviewed internal operating information provided by Institutional Research, as well as, external CUNY Performance Management Process (PMP) accountability targets and metrics and the challenges facing higher education institutions today. Periodic meetings and conference calls with consultants and ISPC subcommittees and/or the ISPC Chairperson were held to discuss the work as the plan moved forward. Periodic discussions were also held with President Pollard and Provost Howard Johnson. SWOT analysis informed the development of the strategic goals and initiatives. The Medgar Evers College Strategic Plan with the key components – mission statement, college core values, vision, strategic goals, and strategic initiatives – was completed by the ISPC May 17, 2012.

During the Summer 2012, the ISPC Chairperson discussed the implementation of the Plan with the ISPC, President Pollard and Provost Johnson. The format for production of the Strategic Plan document was developed and plans for the strategic planning website and for institutional advancement materials were set in motion. Each senior administrator reviewed the Strategic Initiatives to ensure that the language of the initiatives was appropriate and accurate. With some consultation with Hezel Associates by phone, the plan for implementation of action planning was refined. The Plan was shared for comments and the implementation strategy was discussed at meetings of the Administrative Cabinet and Academic Council.

In September 14, 2012 the Plan was posted on the MEC web-site on the President’s page for college-wide review. The Plan was also presented to student leadership. A dedicated email address for comments was posted with the Plan. Comments were reviewed by the ISPC, and the Medgar Evers College Institutional Strategic Plan, 2012-2017: Advancing the Spirit of Transformation, Realizing Dreams was finalized for production in October 2012. A train-the trainer workshop was conducted in October 2012. The initiation of unit/area one-year action plans followed.

The ISPC will be expanded to include all School Deans and a few other representatives of the College community. A small coordinating group will monitor the progress of the implementation of action plans and the outcomes of planning activities. The planning activities linked to the Institutional Plan and resource allocation will be facilitated through the use of online strategic planning software.
OUR MISSION

Medgar Evers College is a vibrant, vital and transformative traditionally black institution that embraces the enduring legacy of Medgar Wiley Evers, expressed through education, self-actualization and community service. The College provides access and opportunity for all students to become dynamic professionals, scholars and change agents in their communities and in the diverse and rapidly changing world.

OUR CORE VALUES

Excellence We value high standards of performance by all college constituencies.

Integrity We value ethical behavior, honesty, fairness, and respect among students, faculty and staff.

Access We value access to and equality of educational opportunity which empower students to achieve their academic and career goals.

Scholarship We value high quality teaching, research and creative work that contribute to the academy.

Innovation We value curiosity, creativity, open-mindedness and active inquiry.

Service We value service that promotes human dignity and that is for the benefit of our students, the institution, and the local and global communities.

Teamwork We value a positive, collegiate culture that embraces diverse points of view and collaboration to accomplish our common goals.

Diversity We value diversity of people, cultures, ideas, experiences and perspectives as transformative and enriching influences.

Accountability We value a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement.
OUR VISION

Remaining true to the College’s namesake, our vision of the future is one in which Medgar Evers College honors human dignity and justice and provides transformative educational, cultural and social experiences to the residents of the Central Brooklyn community and beyond. The College thrives on collaboration among students, faculty, staff and community members from diverse backgrounds. Recognized as the most vibrant, student-centered campus within The City University of New York, the College fosters an intellectual atmosphere based on open-minded inquiry, collegiate discourse, and a passion for learning.

In its commitment to intellectual growth and personal development, the College provides intellectually stimulating academic programs and an engaging array of co-curricular and extra-curricular activities that enable students to meet their academic and career goals. The College offers many outstanding and innovative degree programs, with special focus on baccalaureate degrees that reflect the latest advancements in the disciplines. The faculty’s scholarly and creative works are recognized nationally and internationally and the research and creative work of the faculty are supported and acknowledged by the College. Faculty also actively involves students in discipline-specific and interdisciplinary research and in the creative arts.

The College attracts faculty who offer innovative curricula and use a variety of instructional modalities, in-class and online. Drawing on the richness of its students’ backgrounds, the College’s academic programs foster an international outlook and provide opportunities for study abroad. Graduates are fully prepared to enter the professions and graduate studies, become leaders in their chosen fields, and participate in an active alumni network.

The College is a rich educational resource for the community and develops collaborative partnerships with local institutions and organizations committed to the mission of the College. Through these relationships, the College promotes student involvement in service learning and community service. These strong and reciprocal external relationships contribute to the growth and benefit of both the College and the community.

The commitment to supporting educational pursuits extends to the College’s facilities and operations. The College is a welcoming and attractive Leadership in Energy and Environmental Design (LEED) campus known for its well-maintained and regularly updated spaces for classes, laboratories, arts, athletics, and leisure. The College follows best fiscal and management practices and engages in fundraising for faculty
support, research, scholarships, student services, endowments and capital improvement.

Through continuous assessment, improvement and innovation, the College is an excellent and effective institution known for graduating students who entered with diverse academic and social backgrounds and who are among the best prepared to compete and be successful in the 21st Century and who contribute positively to the improvement of their local and global communities.

GOALS

Goal 1 - Provide an outstanding and effective student-centered educational experience

Goal 2 - Practice assessment, continuous improvement, and advance the culture of accountability

Goal 3 - Ensure financial and operational strength and sustainability of the educational enterprise

Goal 4 - Provide an expanded environment that inspires teaching, learning, research and support

Goal 5 - Build strong relationships with the College’s wide-ranging communities

STRATEGIC INITIATIVES

Goal 1: Provide an outstanding and effective student-centered educational experience

1.1. Enhance academic programs, quality, and outcomes, and incorporate state-of-the-art technology to innovative delivery of instruction
1.2. Enhance student academic performance, advisement, and outcomes
1.3. Support and encourage faculty scholarship and engagement in research and creative work that advances knowledge and enriches the learning experience of students
1.4. Implement and assess the General Education curriculum
1.5. Improve the first year experience and reconceive the approach to college-readiness.
1.6. Strengthen the student support system and services from recruitment, admissions, enrollment, and graduation in order to improve student persistence, progression, performance, and completion

1.7. Enhance student co-curricular and extracurricular activities in the life of the College that will enrich student experiences, advance student engagement and promote student success

1.8. Enhance the process to strengthen, recruit, hire and develop faculty, Higher Education Officers, and staff

1.9. Strengthen interdisciplinary relationships between Centers and academic units to supplement and augment the integration of research, outreach, and/or community education activities of academic and administrative departments

1.10. Strengthen continuing and professional education and its relationship with the academic units to reinforce community development, education and outreach endeavors

**Goal 2: Practice assessment, continuous improvement, and advance the culture of accountability**

2.1. Enhance assessment of student outcomes for the improvement of student learning and the College’s education program, i.e., the majors and general education

2.2. Establish and implement strong institutional management structures to improve the linkage of assessment, planning, and budgeting

**Goal 3: Ensure financial and operational strength and sustainability of the educational enterprise**

3.1. Optimize operations by enhancing and developing policies, procedures, processes, personnel management, and information management systems to maximize organizational performance

3.2. Broaden and deepen existing revenue sources, and develop new revenue streams

3.3. Foster a positive operating environment and engage in activities that enhance the educational enterprise and the effectiveness of the college
Goal 4: Provide an expanded environment that inspires teaching, learning, research and support

4.1. Complete the major capital projects that are planned and in progress
4.2. Develop and implement a 10-year Facilities Master Plan to identify and optimize the spatial academic, student and cultural needs of the campus
4.3. Develop and implement a Technology Strategic Plan to manage the evolution of the Information Technology in support of the College’s academic and administrative goals
4.4. Implement virtualization technologies to extend computing to students, faculty and staff anywhere, anytime

Goal 5: Build strong relationships with the College’s wide-ranging communities

5.1. Enhance internal and external communications and public relations to promote positive activities and the image of the College
5.2. Develop mutually beneficial partnerships that reinforce the College’s educational mission
5.3. Cultivate lifelong relationships with alumni and students
GOALS & STRATEGIC INITIATIVE ALIGNMENT MATRIX

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>1 - Provide an outstanding and effective student-centered educational experience</th>
<th>2 - Practice assessment, continuous improvement, and advance the culture of accountability</th>
<th>3 - Ensure financial and operational strength and sustainability of the educational enterprise</th>
<th>4 - Provide an expanded environment that inspires teaching, learning, research and support</th>
<th>5 - Build strong relationships with the College’s wide-ranging communities</th>
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<td>1.1 Enhance academic programs, quality, and outcomes, and incorporate state-of-the-art technology to innovative delivery of instruction</td>
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<td>1.3 Support and encourage faculty scholarship and engagement in research and creative work that advances knowledge and enriches the learning experience of students</td>
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<td>1.4 Implement and assess General Education curriculum</td>
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<td>1.5 Improve the first year experience and reconceive the approach to college-readiness</td>
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<td>1.6 Strengthen the student support system and services from recruitment, admissions, enrollment, and graduation in order to improve student persistence, progression, performance, and completion</td>
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<td>1.7 Enhance student co-curricular and extracurricular activities that will enrich student experiences, advance student engagement and promote student success</td>
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<td>1.8 Enhance the process to strengthen, recruit, hire and develop faculty, Higher Education Officers, and staff</td>
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<td>1.9 Strengthen interdisciplinary relationships between Centers and academic units to supplement and unite research, outreach, and community education activities of academic and administrative departments</td>
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<td>1.10 Strengthen continuing and professional education and its relationship with the academic units to reinforce community development, education and outreach endeavors</td>
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<td>2.1 Enhance assessment of student outcomes for the improvement of student learning and the College’s education program, i.e., the majors and general education</td>
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<td>2.2 Establish and implement strong institutional management structures to improve the linkage of assessment, planning and budgeting</td>
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<td>3.1 Optimize operations by enhancing and developing policies, procedures, processes, personnel management, and information management systems to maximize organizational performance</td>
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<td>3.2 Broaden and deepen existing revenue sources, and develop new revenue streams</td>
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Primary to Goal: 
Secondary to Goal: 
Not strongly related to Goal: 

Primary to Goal
Strategic Planning Milestones

- **Spring 2011:** President William L. Pollard identifies Academic Year 2011-2012 for development of institutional strategic plan and begins discussions with the Provost.
- **May-August 2011:** Dr. Doris C. Withers, Chair of the Institutional Strategic Planning Committee worked with Provost Johnson and President Pollard to develop the approach/resources for the planning initiative.
- **August 2011:** Executive Cabinet oriented and discussed the planning initiative at its retreat.
- **August 31, 2011:** At the State-of-the-College address, President Pollard announces that the College will develop a five-year institutional strategic plan during the academic year 2011-2012 and that he will constitute the Institutional Strategic Planning Committee (ISPC) to undertake the task.
- **September 2011:** Broad-based Institutional Strategic Planning Committee selected by the President, in consultation with the Provost and ISPC Chair.
- **September 21, 2011:** ISPC Chairperson presents the strategic planning process and orientation to the Academic Council.
- **September 28, 2011:** The first meeting of ISPC begins with orientation to higher education strategic plans and the planning process; clarification of factual issues related to MEC Mission and operational definition of the mission statement for the strategic plan.
- **Mid-October 2011:** Working meetings of ISPC where each section of the plan – mission, values, vision – was developed, researched, discussed, and embraced by consensus.
- **December 14, 2011:** Richard Hezel and Helen Dewey, Hezel Associates consultants, introduced to ISPC. Meetings with President, Provost, ISPC Chairperson, and with Academic Council. Tour of campus. Orientation to ISPC work process and products to date.
- **January 11, 2012:** The consultants attend meeting of ISPC and review the mission statement, core values, and vision statement developed by ISPC and offer advice.
- **January 18, 2012:** College-wide Intersession Workshop with Consultants, ISPC, and College community.
  - Strategic Planning Mission Presentation: Breakout groups and charts discussion
  - Core Values Presentation: Breakout groups and charts discussion
  - Strengths and Weaknesses Query & Opportunities and Threats Query
  - Two focus groups of selected faculty and administrative staff
- **January 19, 2012:** Consultants meet with ISPC. Conduct an evening focus group of invited community members.
- **March 8, 2012:** Meeting of ISPC with consultants. Consultants hold evening focus group of invited community members. Phone outreach by consultants to other community members.
- **March – May 2012:** ISPC holds four meetings to finalize Vision & Goals; Frame Strategic Initiatives to set the stage for communication with College constituencies and set stage for implementation of the strategic plan.
May 17, 2012: Consultants meet with Academic Council and share first rendition of complete plan. Meet with ISPC to review Council comments and the rendition of the complete plan.

May 21, 2012: Chairperson of ISPC presents the draft of the complete plan, *Medgar Evers College Institutional Strategic Plan, 2012-2017* – mission, core values, vision, goals, strategic initiatives, and strategic initiative/goal matrix – at the Stated Faculty Meeting.

June-July 2012: Conference calls are held with ISPC Chairperson Withers and Helen Dewey to work on the fine details of the plan. Chair meets with senior administrators to gain additional fine tuning. ISPC develops the theme for the strategic plan, *Medgar Evers College Institutional Strategic Plan, 2012-2017, Advancing the Spirit of Transformation, Realizing Dreams*.

July – August 2012: Chairperson develops plans, in consultation with the President and Provost, for next phase of planning process, implementation of action planning.

July 2012-September 2012: Final Draft of the MEC Strategic Plan 2012-2017 is produced after review and input from Administrative Council members and Academic Council members, and ISPC.

September 12, 2012: State-of-the-College Address, President Pollard announces the Final Draft of the Institutional Strategic Plan will be posted on the web for college-wide review.

September 14, 2012: Final Draft posted on the Medgar Evers College web site on President Pollard’s page for review by the College. Dedicated email is linked to the draft for comments.

October 2012: The *Medgar Evers College Institutional Strategic Plan, 2012-2017, Advancing the Spirit of Transformation, Realizing Dreams* is finalized. Action planning by units and areas of the College commences.

October 5, 2012: Train-the-Trainer all-day workshop on action planning conducted by Hezel & Associates.


History of Medgar Evers College

Medgar Evers College of The City University of New York (MEC) is a dynamic and vibrant, publicly supported institution of higher learning, located in Central Brooklyn, New York. The College is committed to serving a diverse student population and to providing access to all who wish to transform their lives through education. This commitment is in keeping with the spirit and intention of those who worked and struggled in the 1960s to bring about their dream for a college that would meet the educational and social needs of the Central Brooklyn community. The dream for the College was realized on July 30, 1970 when then Governor, Nelson D. Rockefeller, signed the legislation establishing the four-year college in keeping with the mandate for the College crafted by members of the Brooklyn community.

The College evolved out of a political intellect that was directly linked to the modern African-American movement which advocated for the equal disposition of social and economic justice. The founders of the College received their inspiration from iconic leaders of that movement and a body politic within the civil/human rights movement who were in part informed by the inherent values of three documents, The Bill Of Rights, the 14th Amendment and the International Declaration of Human Rights. Human dignity, achieved through an active commitment to economic and social justice, arises out of agency, that is, the capacity for human beings to make choices. Medgar Evers College was founded by a demonstration of agency and service to the broader community.

In the early 1960s, the residents of Central Brooklyn, recognizing the need for a higher education institution in their community, came together to advocate for a local public college. The advocacy for education was reflective of the many struggles and victories of the civil/human rights movement of the 1960s and 1970s that were connected to the centrality of the struggle for equal education as a social justice principle. Various community organizations including, but not limited to, the Bedford-Stuyvesant Restoration Corporation, the Central Brooklyn Coordinating Council, and the NAACP, local elected officials, and some residents of Central Brooklyn approached the Board of Higher Education of the City of New York with this request. Members of these various community-based organizations constituted the Bedford-Stuyvesant Coalition on Educational Needs and Services, which served as the primary vehicle for interfacing with the Board of Higher Education. After many discussions and much involvement by community representatives, the Board of Higher Education, on November 17, 1967, "approved the sponsorship of Community College Number VII" to be located in Bedford Stuyvesant in Brooklyn, with the intention of admitting students in Fall 1969. The desire of and request by the community residents, however, was to establish a four-year institution in Central Brooklyn, not a community college.

A Community Advisory Committee, consisting of seven Bedford-Stuyvesant community residents, took up the mantle and began in 1967 to develop the general mandate for the four-year college, as they also considered various candidates for the college president. At the same time, other community members and elected officials continued the advocacy for the four-year college. The Committee, after 18 months of intensive work presented the mandate to the Board for the four-year college. The mandate for the four-year college consisted of six statements:
1) that from its inception the college would be a four-year institution; 2) that the college would develop new and improved methods of teaching and would pioneer innovations in education; 3) that the college would emphasize professional studies without neglecting liberal arts; 4) that the college would be responsive to and serve the educational and social needs of its community; 5) that the community would have input in the selection of a permanent site; 6) and that the community should determine the name of the college. The struggle, hard work, and advocacy of the Brooklyn community representatives resulted in the Board of Higher Education modifying the 1968 Master Plan on January 27, 1969. The Board embraced the mandate of the Advisory Committee and adopted a resolution changing Community College Number VII to senior College XVII, designating it to be "...an experimental four-year college of professional studies offering both career and transfer associate degrees and the baccalaureate degrees..." to be located in "Mid-Brooklyn." The New York State Board of Regents endorsed the Board resolution on March 20, 1970 and the Governor signed the legislation to establish the college, on July 30, 1970.

On September 28, 1970, the Board of Higher Education approved the Community Advisory Committee’s recommendation to name the college Medgar Evers College in honor of Medgar Wiley Evers (1925-1963), the courageous African-American civil and voter rights leader who was assassinated in Mississippi on June 12, 1963. In recognition of naming of the College, September 28th is observed as "Founders’ Day" at Medgar Evers College. The Community Advisory Board became the Medgar Evers College Community Council. On December 2, 1970, the Medgar Evers College Community Council and the Board of Higher Education co-hosted an announcement ceremony at the YMCA in Brooklyn. The Chairman of the newly established and incorporated Community Council, John Enoch, stated, "Medgar Evers College, reflecting the image of the martyred leader who dedicated his life to the cause of individual freedom, dignity and personal fulfillment, will add another pillar of strength to the growing educational, economic, cultural and social foundations of the Central Brooklyn community and New York City." Mrs. Myrlie Evers, the widow of Medgar Evers, and two of the couple’s three children attended the ceremony. Mrs. Evers was presented a scroll that cited Medgar Evers’ "...effective contribution to the cause of human freedom and dignity...In choosing the name of Medgar Evers, it is our hope that his ideals will inspire students and faculty of the College in their pursuit of truth as the surest path to human freedom and social justice."

For the first time in the history of the Board of Trustees of The City University of New York, then known as the Board of Higher Education, representatives from the local community participated in planning for the new college and in selecting its president. The first president of the College, Dr. Richard Trent, was appointed in March 1970. After a year of planning, the College admitted its first class of approximately 1,000 students in 1971 and graduated its first class of 94 students in 1974. In its first years, the College – administrators, faculty, and staff – actively and creatively embraced the mission of the College and a passionate commitment to the education and success of its students. The College worked cooperatively and productively and developed a plan for shared governance, many academic programs and two-year and four-year degrees, effective college management structures and procedures, sought and obtained competitive grants, and made plans for a permanent campus.
The Middle States Association Commission on Higher Education fully accredited the College in April 1976, an accreditation that has been maintained fully since then. Just five months after receiving accreditation, as a result of the 1975-76 fiscal crisis in New York City, the Board of Higher Education passed a resolution that reduced the College to a community college. The College's administrators, faculty, staff, students, and the Central Brooklyn community actively worked to "Save Medgar Evers College." The combined efforts of a coalition of faculty, administrators, students, and community residents successfully lobbied the New York City elected officials and State legislators to retain the College's baccalaureate degree programs even though the college funding model was being reduced to that of a community college. Despite the loss of senior college funding, Medgar Evers College as a four-year degree granting institution was preserved.

The College continued over many years to advocate for restoration of its senior college funding status, a position supported by the Middle States Association when it visited the College in 1987. The Chancellor and CUNY Board of Trustees passed a resolution supporting the restoration of senior college status that year. However, it took another seven years before senior college funding status would be restored by the State. The efforts of the College in concert with the leadership of the third permanent president, Dr. Edison O. Jackson, and the support of the community, the Chancellor and Board of Trustees resulted finally in the restoration of senior college status. On June 8, 1994, the New York State Legislature restored senior college funding to Medgar Evers College. It had been almost 20 years since the University’s Board of Trustees had passed a resolution to reduce the College to a community college. Senior college funding status was restored in 1994 through the same desire and kinds of efforts on the part of the College and Brooklyn communities that characterized the birth and history of Medgar Evers College. The College accomplished and preserved the original dream and mandate of its founding community residents and restored the integral part of its mission, to be a four-year college, funded as other CUNY senior colleges.

After more than 42 years, the College reflects on its experiences, its struggles, and accomplishments to maintain the substance and spirit of its mission. During its relatively short existence as a member of the family of institutions in The City University of New York, the College’s philosophy continues to be congruent with the historic purpose of The City University of New York--to provide an affordable college education for the residents of New York City who could not otherwise attend college. Through its mission, goals, and objectives, the College clearly articulates its responsibility to meet the intellectual, professional, and personal needs of its community. The cornerstone of the College's educational philosophy is that quality and excellence must be coupled with access. Open to generations of young, mature, and senior citizens, Medgar Evers College has graduated more than 15,000 students who are productive and contributing members in their communities and professions.

From temporary buildings located in Fort Greene, Brooklyn to an urban campus of permanent buildings in Crown Heights, Brooklyn, Medgar Evers College continues to serve as a beacon of educational opportunity, culture, and success to the New York City community and beyond. Currently, Medgar Evers College offers eighteen (18) baccalaureate degrees, twelve (12) associate degrees and one credit-bearing certificate, giving close attention to the articulation
between the two-year and the four-year programs. The School of Professional and Community Development offers seven (7) non-credit certificate courses with almost 700 seats per semester and twenty (20) programs in its Youth Development Programs.

The fourth permanent president of the College, Dr. William L. Pollard, who assumed the presidency in 2009, strongly affirms the Mission and is working to advance the Mission through the strategic planning vision and new initiatives that are reflective of the needs of the College, the community, best practices in higher education, and the demands of the Twenty-first Century. The College’s vision is of a vibrant urban college with an outstanding national and international reputation for meeting the educational needs of its students and community, a college that fosters a positive campus ethos, an educational environment for teaching, learning and research, and an effective work place for administrators and staff to conduct college business and serve the community. The College’s leadership is committed to enhancing academic quality, to augmenting a student-centered campus, to efficient and effective management and operations, and accountability to external agencies – the benchmarks of effective institutions.

In this second decade of the Twenty-first Century and reflecting on its history, the College affirms its Mission and is reminded of the power of great dreams which resulted in positive, constructive actions for the greater good of the community. Medgar Evers College confidently looks to the future with the knowledge that it is resilient and committed; that it is carrying out its valuable educational mission in service to its community; and that it is positioning itself to meet the challenges and the opportunities that will maintain and enhance its service and influence through education to the Brooklyn community, City, State, and, indeed, Nation and World.
Mission of Medgar Evers College, The City University of New York

The Mission of Medgar Evers College was established at its founding in 1970. The College mission statements have remained true to the chartered Mission over more than 40 years of the College’s existence. This is evidence that the College mission is robust and continues to be relevant and applicable to the education of students in the changing landscape of higher education. The 1970 Mission reflects a progressive consciousness that is even more pertinent in the 21st Century and continues to inform and guide our *raison d'être*.

The Institutional Strategic Planning Committee examined the mission statements of many years and used that review to craft the strategic plan mission statement, a concise statement that set the stage for development of the Plan. Below are selected Medgar Evers College mission statements, beginning with the 1970 statement. For the current mission statement, go to [www.mec.cuny.edu](http://www.mec.cuny.edu).

1970: The Mission of the college, developed by the seven-member Bedford Stuyvesant Coalition, was adopted in the resolution by the Board of Higher Education recommending the establishment of the College in January 1969, was endorsed by the New York Board of Regents on March 20, 1970, and signed into law by Governor Nelson D. Rockefeller on July 30, 1970. The resolution with the provisions outlined by the community committee and signed into law mandated:

*That Medgar Evers College be a four-year college of professional studies, offering both two-year and four-year degree programs and:*

1. *That the college be a four-year college from its inception*  
2. *That the college be experimental. That it develop new and better methods of selecting, organizing, and teaching course material, and pioneer innovations which would enhance the education of its students*  
3. *That the college emphasizes professional studies. That, without neglecting the liberal education of its students, it prepare a significant number of its graduates for direct entry into such fields as teaching, social work, public administration, and business*  
4. *That the college be responsive to and serve the educational and social needs of the Central Brooklyn community. That this be facilitated by the establishment of a community council to work with the college*  
5. *The community council should have a major voice in the ultimate selections of the permanent site*  
6. *That the community should determine the name of the college*
1975: The Objectives stemming from the Mission were first stated in 1975 and appear in the 1975-1976 College Catalogue (pp. 4-5) as follows:

As one of the ten senior colleges within The City University of New York, Medgar Evers College offers both two-year and four-year degree programs.

OBJECTIVES OF THE COLLEGE
Medgar Evers College seeks to provide a supportive collegiate surrounding with the highest possible quality of education which will enable its students to develop as individuals who are not only competent and successful, but who enjoy the full quality of life.

Seven fundamental objectives flow from this general goal:
1. Development of a strong professional career-oriented curriculum without neglecting the liberal education of the student
2. Mastery of basic skills of communications and reasoning, such as reading, writing, speaking, computational operations and problem solving
3. Knowledge of and appreciation for one’s cultural heritage and capacity for creativity, recreation, and self-renewal. This includes knowledge of major art, musical, literary and drama forms, appreciation of the diversity of mankind’s cultural and historical heritage and development of individual creative talent
4. Understanding the sociopolitical process of society in order to participate effectively and contribute to those processes in both the broader society and in the inner city from which our students come
5. Understanding of, respect for, and ability to relate to other people in terms of self-understanding as well as appreciation for those of different sex, origins, cultures, and aspirations
6. A commitment to life-long education and development of programs, courses, and activities to meet the needs of our students
7. Responsive to the educational concerns of the surrounding communities. To ensure a greater responsiveness to community needs, representatives from the Brooklyn community play an active part in College planning

1977: The Mission was further explicated in the 1977-1979 College Catalogue (pp. 4-5). The current Medgar Evers College mission statement is congruent with this statement. It, as all other statements before and after, is true to the chartered Mission statement of 1970.

Medgar Evers College opened in September 1971, offering both two and four-year degree programs. From the beginning, the College has accepted the challenge to provide quality education in professional fields, while at the same time integrating career and liberal arts education. In addition, the college seeks to provide a warm collegiate
atmosphere which will facilitate students in accepting the environment, supportive structures and academic programs that will enable them to develop as individuals who are not only competent and successful but also who can enjoy the full benefits of life.

From this concept, the College established the following five points which determine its mission and goals.

1. The College accepts students with diverse education, socio economic, political and cultural experiences
2. The College seeks to prepare students with essential knowledge and skills necessary for career advancement and professional mobility
3. The College seeks to prepare students to function in a dynamic and changing world
4. The College seeks to act as an energizer or change-agent in the community
5. The College maintains flexibility in the incorporation of students’ experiential resources as the building blocks for achievement of academic skill and in teaching/learning activities

In today’s society, the College recognizes the need for a well-rounded educational program which will prepare students for direct entry into a professional career upon graduation or for advanced study. At the same time, the College is aware that the education must be meaningful, allowing for cultural and social mobility, as well as academic expertise. The goals of the College reflect this philosophy. The objectives of the College flow from the goals in the following manner:

1. Career Education and Occupational Competence
   Development of a strong professional career-oriented curriculum without neglecting the liberal education of the student….
2. Basic Skills
   Mastering of the basic skills in communication and reasoning…
3. Cultural Appreciation
   Development of an appreciation for cultural heritage and a capacity for creativity, recreation, and self-actualization….
4. Sociopolitical Understanding
   Development of a greater understanding of the socio-political process…toward improving the society in general and coping with the challenges in the inner city, in particular
5. Human Relations
   Foster an understanding or respect for, and ability to relate to, other peoples….
6. Lifelong Learning
   Providing the student with relevant programs, courses, and activities … in the areas of continued education, recreation, political awareness, consumerism, and socio-economic improvement
7. Community Interaction
   Responsive to the educational concerns of the surrounding communities…
Medgar Evers College Institutional Strategic Planning Committee, 2011-2012

**Faculty Members**

William Pollard  
**MEC President, ex officio**

Doris Withers  
ISPC Chairperson, Professor, Biology & Education; SH&T

Kwesi Amoa  
Chairperson, Associate Professor, Physical, Environmental & Computer Science; SH&T

Charles DesBordes  
Professor, Biology; SH&T

Juollie Carroll  
Professor (Emeritus); Counseling; Student Affairs

Emmanuel Egbe  
Chairperson, Professor, Economics & Finance; Bus

Susan Fischer  
Professor, English; LAE

Roger Green  
Distinguished Lecturer, Public Administration; Bus; Dubois Center

Verna Green  
Assistant Professor, Mass Communications, Creative & Performing Arts, & Speech; LAE

Jean Gumbs  
Chairperson, Assistant Professor, Nursing; SH&T

Eda Hastick  
Professor, Social & Behavioral Sciences; LAE

Tonya Hegamin  
Lecturer, English; LAE

Jo-Ann Joyner  
Assistant Professor, Director, Counseling; Student Affairs

Nancy Lester  
Chairperson, Professor, Education; LAE

Earlean Smiley  
Lecturer, Student Affairs

Vanrea Thomas*  
Chief Librarian

Veronica Udeogalanya  
Distinguished Lecturer, Economics & Finance; Bus

Michele Vittadello  
Assistant Professor, Physical, Environmental & Computer Science; SH&T

Frank Riley  
Adjunct Lecturer, Social & Behavioral Sciences; LAE

**Professional Staff**

Kyeanna Bailey  
Faculty Specialist/Assistant to Provost; Academic Affairs

Vincent Banrey  
Executive Director; Enrollment Management

Eva Chan  
Director, Institutional Research

**Administration**

Howard Johnson  
Provost & Sr. Vice President

Janice Borlandoe  
Vice President, Student Affairs (Interim)

Earl Cabbell  
Senior Vice President & Chief Operating Officer

Claudia Colbert  
Assistant Vice President, Chief Information Officer

Simone Rodriguez-Dorestant  
Interim Dean, School of Professional Studies

Lisa Edwards  
Assistant Vice President, Facilities Management

Richard Jones  
Executive Dean, Accreditation & Quality Assurance

Moses Newsome  
Vice President, External Relations

Hector Ortiz  
Dean, Student Affairs

Mohsin Patwary  
Dean, School of Science, Health & Technology

Claudia Schrader  
Associate Provost (Interim), Academic Affairs

**Students**

Annamarie Schrouter-Gayle  
SGA President

Charlene Wright  
Student-at-Large, SGA
### The 2011-2012 Institutional Strategic Planning Committee (cont)

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<td>Lucius Priester, Jr.</td>
<td>President, Alumni Association</td>
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<td>Community Resident</td>
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<td>Katie Davis</td>
<td>Chairperson, Medgar Evers College Community Council</td>
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<tr>
<td>Richard Green</td>
<td>Director, Crown Heights Youth Collective, Adjunct Lecturer, Social &amp; Behavioral Sciences</td>
</tr>
</tbody>
</table>

| **Frequent Visitors**  | Patricia Belcon, Adjunct Assistant Professor, Social & Behavioral Sciences  |
|------------------------| Waldaba Stewart, Adjunct Assistant Professor, Social & Behavioral Sciences |

*Deceased July 2012*

Bus = School of Business  
LAE = School of Liberal Arts & Education  
SH&T = School of Science, Health & Technology