Medgar Evers College Strategic Plan 2015-2020:
FINAL DRAFT

COURAGE STRENGTH FORTITUDE

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Medgar Evers College is at a crucial point in its history.

With a new administration reviving passion and commitment among faculty and students, the College is ready to take the steps required for fundamental institutional change. What follows is the Medgar Evers College Strategic Plan for 2015-2020. It outlines a plan to “Claim Prosperity” and is a comprehensive look at where Medgar Evers College is, where it needs to be, and how it plans to get there.
# Table of Contents

A LETTER FROM THE PRESIDENT ........................................................................................................ 5  
The Strategic Plan Process: A Collaborative Approach .............................................................. 8  
  Faculty Review Process .................................................................................................................. 8  
  The Final Draft ............................................................................................................................. 9  
  Medgar Evers College Strategic Planning Committee, 2015 .................................................... 10  
Our Mission, Our Vision .................................................................................................................. 11  
The Financial Future of Medgar Evers College .............................................................................. 12  
Core Values ......................................................................................................................................... 13  
An Overview of Claiming Prosperity .............................................................................................. 14  
WHERE WE STAND .......................................................................................................................... 18  
  BROOKLYN, OUR HOME .............................................................................................................. 18  
  ASSESSING OUR STATUS ............................................................................................................. 20  
LOOKING AHEAD ............................................................................................................................. 21  
  CLAIMING PROSPERITY: THE INVESTMENT PLAN ................................................................. 21  
  INVESTMENT TRUST FACTOR .................................................................................................... 23  
PUTTING THE PLAN INTO ACTION ............................................................................................... 24  
  BOOSTING ENROLLMENT ........................................................................................................... 24  
  SERVING BROOKLYN .................................................................................................................... 25  
  INFRASTRUCTURE ....................................................................................................................... 26  
SHAPING A COLLEGE FOR ALL CULTURES .............................................................................. 28  
  THE PIPELINE: PRE-COLLEGE & COMMUNITY RELATIONS .................................................. 28  
  THE PROMISE: STRENGTHENING THE COLLEGE .................................................................. 31  
  IGNITING CAMPUS LIFE .............................................................................................................. 34  
  EXTERNAL RELATIONSHIPS ....................................................................................................... 36  
  GLOBAL THRUST .......................................................................................................................... 38  
FORTIFYING SCHOLARSHIP .......................................................................................................... 39  
  THE NEW CLASSROOM EXPERIENCE ....................................................................................... 39  
  LINKING LEARNING TO CAREER ............................................................................................... 43  
  THE CONVERSATION: LEADING IN EDUCATION REFORM .................................................... 44  
MONITORING THE PLAN ................................................................................................................... 46
A LETTER FROM THE PRESIDENT

In the summer of 2014, a third grader from a Central Brooklyn elementary school was participating in the first Pipeline Summer Immersion Program at Medgar Evers College. That boy, along with 850 other elementary, middle, and high school students, is an important pioneer, testing our belief that increased hours of learning and expanded experiences in the world will prepare more Brooklyn children to succeed in college. On that July day, when a passing faculty member asked the boy where he was going, he replied without hesitation, “Me? I am going to college now.”

One month earlier, 1,000 students from Medgar Evers College, witnessed by family and friends, received their Associate or Baccalaureate degrees in an extraordinary commencement ceremony held at the new, iconic symbol of Brooklyn: The Barclay’s Center.

These two events bookend the educational lifecycle. Medgar Evers College graduates have labored long and hard, some under the most difficult of circumstances, to achieve a better life economically, socially, culturally and intellectually. As they look over their shoulders, they can know that they form the foundation – have paved the way – for the achievements and successes of that third grader and his fellow students.

This educational continuum is fundamental to the 2015-2020 Strategic Plan. It will ensure that Medgar Evers graduates are prepared to lay claim to prosperity. To do so, we will lay a Pipeline that helps parents, public schools, and students in thirty local elementary, middle, and high schools start smart in creating college readiness. Parallel with that work, we will amplify our own capacity as an institution of higher learning, strengthening our Promise to prepare graduates for a life of service and prosperity.
The *Claiming Prosperity* Plan intends to answer two groups of questions. First: Who, what, and where are we? This question addresses not only the college’s forty-year history but also our location in one of the most dynamic geographic spaces in the world, the Borough of Brooklyn. There is also a second set of questions: What do we want to become and why? How will we get there?

Both sets of questions can be answered partially with data and metrics. Full answers to such fundamental questions, however, are more nuanced. Questions of: mission, responsibility, and relationship to community, educational content, quality, and performance, and the means of linking college learning to lifetime self-actualization. These questions are complex and must be thoughtfully and comprehensively addressed.

This Strategic Plan is a work in progress. It balances on a critical edge, where ambitious vision and the challenges of reality meet. It invests in better serving the community, equipping parents, building confident minds, partnering with public schools, jump-starting college learning, strengthening student advisement, igniting campus life, fortifying scholarship, optimizing academic options, and linking learning to career. It helps students start strong and stay the course so their lives are prosperous, fulfilling, and whole.

Like a game plan devised by a coaching staff but executed by the players on the field, the Strategic Plan will live within changing conditions and must be subject to strategic course corrections over time. Still, the basic strategies and performance measures described in this document will be maintained, even in the context of adjustments necessitated by time and events.

This plan will result in a qualitatively stronger Medgar Evers College. It will be beneficial to current and future students, faculty and staff and the many external communities of which the college and its alumni are a part.

The breathtaking rise of technology and concomitant globalization increase the urgency of providing equitable access to college for all students. This is a critical time to reshape education for a new, dynamic world. I believe that Medgar Evers College can be in the forefront of that change, always holding as a touchstone the dreams and aspirations of that third-grader who, in the very first weeks of
Pipeline programming, is already riding a new wave from home to college and the Promise of prosperity beyond.

I am deeply grateful to everyone who has contributed to this plan and those who are forwarding its vision every day. I commit myself to making it fully functional in the coming years.

Sincerely,

Rudolph F. Crew
The Strategic Plan Process: A Collaborative Approach

In June 2014 Mary Berryman Agard & Associates was hired to create a document framing Dr. Crew’s broad vision for the transformation of Medgar Evers College into the anchor of a vital pre-kindergarten through graduate-level education system in Brooklyn, NY. The purpose of the document that would eventually become known as Claiming Prosperity was to present a compelling, integrated overview of the proposed reconstruction of Medgar Evers College, enumerating each of five key elements that together constitute a united plan for institutional resurrection. The initial Claiming Prosperity grounded each element enumerated in a thematically unified context and provide broad financial data describing a 5-year overall transformation implementation.

Claiming Prosperity was intended to be used as a tool to cultivate interest in fiscal and programmatic partnerships for and with Medgar Evers College. In addition, Claiming Prosperity became the Operational Plan for the college, guiding programmatic and administrative decisions.

In May 2015, Medgar Evers College formed the Strategic Planning Committee by appointing faculty, staff, students, and community members to review and make recommendations to enhance Claiming Prosperity. Resolution Management, a NYC based consulting firm, was asked to facilitate the process. Four subcommittees (Student Services, College Culture, Finance, and Academics) led by faculty co-chairs met to define the elements of a traditional Strategic Plan and provide their input and feedback to update Claiming Prosperity. The 2015-2020 Strategic Plan, the new Claiming Prosperity, will serve as a bridge between the 2012-2016 plan developed by the College and the vision of President Crew who took office in 2013. It is meant to showcase the continuous work of the faculty, administrators, and professional staff as they develop an evergreen process for the perpetual improvement and growth of Medgar Evers.

Faculty Review Process

The College Culture Subcommittee, which included faculty, staff, and students, had several meetings in 2015 to discuss developing a vision statement and to review the College’s mission and core values. The Subcommittee also reviewed and compared the two most recent Strategic Plans – President Crew’s Claiming Prosperity and former President Pollard’s Institutional Strategic Plan – as well as relevant Middle States documents. At the final meeting, statements were finalized and submitted with the intention of enhancing the current Strategic Plan.

The Finance Subcommittee sought to develop a Financial Vision for the College in order to position the College to achieve its goals and provide the Brooklyn community with an effective educational experience. The Vision seeks to: mobilize the college’s resources to enact a Pipeline in Brooklyn with the goals of creating a clear path from initial education to college readiness, implement the Promise of the College to propel achievement, ignite campus life, fortify scholarship, optimize academic options, link learning to career realizations, and achieve a sustainable, self-dependent environment that is driven in part by increasing enrollment and retention.
The **Academic Subcommittee**, working to harmonize the Strategic Plans and continue to enhance the College, is a partner in the full prosperity of the institution and its mission, goals, and objectives. The Subcommittee met multiple times in 2015 in face-to-face meetings and via email communication to edit and refine *Claiming Prosperity* and its charge statements. Every member of the College stands to gain as Medgar Evers builds a future based on greater access to educational offerings for all. With stable resources, Medgar Evers College can assure that its students will learn and become intellectually prepared to make their lives better for themselves, their families, and the community through a quality higher education offered by the College.

The **Student Services Subcommittee**, also comprised of faculty, staff, and students, was charged to review the two existing strategic plan documents with the intention of producing one single strategic plan for the College. The deliberative process included the development of a vision statement from the perspective of Student Services as well as objectives to review and refine the core values of Medgar Evers College and the College’s thoughts on the meaning of excellence. A draft version of the new strategic plan, which included submissions, was sent to the Student Services Subcommittee for review. Final comments were submitted in December 2015.

**The Final Draft**

The Strategic Plan for 2015-2020 includes the mission, vision, and values of Medgar Evers College, alongside the 2013-14 College-wide Retreat Goals and Actions, and provides a template to ensure that important strategic plan criteria are met. The Medgar Evers College Strategic Plan for 2015-2020 was made available for comment on the College’s SharePoint system in December 2015 and through e-mail links in January 2016.

The process for *Claiming Prosperity* endeavored to cross organizational silos and achieve institutional transformation; it strives to provide the institution with a forum for campus-wide conversations about important decisions. This plan is organized to serve as a source of meaningful information about progress and achievement associated with the institution. Additionally, it is meant to serve as a guide in the use of assessment and resource allocation:

The 2013-14 College-wide Retreat Goals and Actions for Medgar Evers College may be found in Appendix A.
Medgar Evers College Strategic Planning Committee, 2015
Rudolph F. Crew, MEC President

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Our Mission, Our Vision

**MISSION:** Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Higher Education of the City University of New York (CUNY). The College, named after the civil rights leader, Medgar Wiley Evers, was established in 1969 with a mandate to meet the educational and social needs of Central Brooklyn. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of CUNY and Medgar Evers, the College believes that education is the right of all individuals in pursuit of self-actualization. Consequently, the College has a commitment to students who desire self-improvement, a well-rounded education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment. To realize these goals, the College offers programs both at the baccalaureate and at the associate degree levels, paying close attention to the articulation between its two-year and the four-year programs.

The College's mission is to develop and maintain high quality, professional, career oriented undergraduate degree programs in the context of a liberal arts education.

**VISION:** Academically, our vision is to enhance and invigorate the undergraduate learning experience at Medgar Evers College by honoring the past, teaching in the present, and creating future academic excellence. The College intends to build curriculum, programs, and partnerships that transform lives and offer opportunities to students of diverse backgrounds. Medgar Evers College strives to succeed in cultivating academic engagement through a culture of assessment, mentorships, learning communities, service, and research experiences.

Outcomes that focus on student success and achievement continue to enliven the work of the College. Offering cutting-edge classroom technologies and innovative learning approaches for both students and faculty will further promote these outcomes.

Students are valued as partners, encouraged in building resilient and scholarly competencies that will enrich their academic pursuits at Medgar Evers College. Student services will inspire students to be “Change Agents” who actively engage in challenging, thought provoking, safe, and nurturing learning environments.

The College will create a student-centered experience that values diversity, respects individual dignity, fosters collegiality, and focuses on academic and career achievement. Medgar Evers embraces the responsibility of the educational and social needs of the community.
The Financial Future of Medgar Evers College

The College’s ability to deliver on its mission relies on a sustainable strategic approach to managing its operational and financial resources, maintaining enrollment at capacity, and managing the collection of tuition and fees at maximum levels. Future objectives are to build a sound financial foundation that will make the College a competitive, cutting-edge academic institution that provides high-quality education at a reasonable cost while realizing the goals of the strategic plan. As part of the CUNY System, the tax levy-operating budget of Medgar Evers College consists of both tuition revenue and state support. It is not enough to receive appropriate support from CUNY’s state funding. To achieve its goals, the College must also increase enrollment and collections, which will increase budget resources, to reach the level of resources necessary to fund the vision of the strategic plan. In addition, the College must generate revenues from non-tax levy sources (e.g., fundraising, foundations, research overhead, etc.) to strengthen its academic, student, and administrative programs and initiatives.

In an increasingly demanding environment, the College must ensure financial capacity to sustain and fund the core instructional mission of the college: faculty-led curricular innovations, accessible goals for student recruiting efforts, and an upgrade of technological infrastructure and facilities. In order to accomplish its mission, Medgar Evers College must establish a permanent and sustainable budget model to fund the core activities in the college. To ensure that resources are allocated in ways that support the goals and objectives of the strategic plan, the College will develop and implement a transparent comprehensive calendar for all administrative and planning processes. The budget office will take the following necessary steps:

- **Improve** reporting and planning relationships between the Senior Administrators, Academic Departments, faculty, and staff.
- **Establish** clear and concise guidelines of the budget process. This will serve the College better in attaining its institutional goals and long-term academic objectives.
- **Allocate** all funds strategically in support of the College’s initiatives and projects.
- **Link** all requests for discretionary funds to the department plans which, in turn, will be linked to the College’s Strategic Plan.

These goals can be achieved by ensuring that both the annual and multi-year revenues and expenditures are in balance with appropriate reserves, while concurrently facilitating faculty and staff professional development programs and engaging in ongoing planning and implementation of the strategic plan.
Core Values

INTEGRITY: At Medgar Evers College, this means honesty, trustworthiness, and consistency of character to do the right thing at all times. The College values ethical behavior, honesty, fairness, and respect both within its grounds and in the global community. Academic integrity ensures that those who teach perform their duties honestly – with fairness and respect for their colleagues, their students, and the community at large.

EXCELLENCE: Excellence means having first-rate quality, reliability, meeting all obligations, and continually reaching notable benchmarks. Medgar Evers College values high standards of performance by all college constituencies.

ACCESS: As an institution as a whole, Medgar Evers College values fair and comprehensive access to every aspect of higher education opportunity. This includes empowering students in the classroom with evidence-based teaching methods and technology, the fair administration of college resources, the availability to participate in student-centered initiatives, internships and off-campus teaching environments, and access to information in all its forms. All this leads to the ultimate goal of intellectually developing students so they may achieve their academic, career, and personal goals.

SERVICE: Medgar Evers College values service that promotes human dignity and that is for the benefit of students, the community, and the institution. Students should be well served by the college so they may serve the global community just as well.

COLLABORATION: Finally, the College values an academic community of students, faculty, and staff who embrace and operate with integrity to ensure a collegiate culture that is honest and respects diverse viewpoint.
An Overview of Claiming Prosperity

Medgar Evers College is a vibrant, vital, and transformative Predominately Black Institution (PBI) that embraces the enduring legacy of Medgar Wiley Evers 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 evolving world. This document details the activities and resources needed to allow Medgar Evers College to step out of a shadowed past and back into the role its mission requires: developing and maintaining high quality, professional career-oriented undergraduate degree programs in the context of liberal education.

Since its founding, Medgar Evers College has grown by expanding programming to include the School of Science, Health and Technology, the School of Liberal Arts, and the School of Business. In addition to enlarging its academic programming, over the past 45 years, the College has graduated 14,000 students who have contributed their talents to Crown Heights, Brooklyn, New York City, and the world beyond. Currently, Medgar Evers College enrolls 6,000 undergraduate students. Over the course of their schooling, the College intends to provide these students with academic programming and student support; such elements are integral to ensuring the graduation competent individuals who can carry forward a powerful legacy of courage, strength, and fortitude.

There is a rich culture imbedded in Medgar Evers College. The College’s Male Development Empowerment Center is a model for supporting men, particularly those from under-represented populations, to succeed in college and their careers. Its service as a voter registration site has allowed tens of thousands of Central Brooklyn residents to vote, impacting critical local and national elections. For years, the College has engaged its student accounting professionals in service to community residents needing assistance with tax preparation through the student organization, Internal Revenue Service Volunteer Income Tax Assistance (VITA). The College’s many outstanding academic centers, including the Center for Law and Social Justice, the Caribbean Research Center, the DuBois Bunche Center for Public Policy, and the Center for Black Literature are all recognized for their exceptional contributions.

Still, in the last several years, the College has experienced a series of crises. Political and financial turmoil, poor student satisfaction ratings, a detached student population, lack of adequate
facilities, a concomitantly diminished campus atmosphere, and low enrollment and retention rates have all led to a decreased sense of internal and external confidence. With a significant drop in enrollment and a negative public image, the College's status as a comprehensive CUNY college offering two and four year degrees has been damaged. Too many people regard Medgar Evers College as the last stop on the CUNY admissions highway.

Now the College finds itself neglected and in need of aggressive leadership. It requires dramatic, comprehensive, and sustainable change. These changes must impact every area of the college; they must be ambitious and achievable. To move forward, the college must recognize its difficult history while vigorously embracing new leadership, new objectives, new roles, and new standards of scholarship, operations, and accountability. It must claim the prosperity it has been long overdue.

From this self-imposed mandate for radical change comes a set of comprehensive outcomes. These have been labeled The 25s:

- **25% Increase in Enrollment**
- **25% Increase in First-time, Full-time Freshmen**
- **25% this cohort being Baccalaureate Level Students**
- **25% Increase in Retention**
- **25% Increase in Graduation Rates**
- **25% Increase in Internships**
- **$25 M In Fundraising**
While faculty and students have eagerly embraced these outcomes, the realization of these goals requires a significant investment by the College, the university, and outside funding sources. Both financial and programmatic investments are required.

*Claiming Prosperity* is an all-encompassing five-year strategic plan that touches upon all aspects of the college including pre-college preparation, enrollment, retention, and graduation, academic strength and quality, student services and support, infrastructure improvement, and external engagement encompassing participation for college readiness for K-12 students. It clusters the redevelopment agenda of Medgar Evers College into three initiatives with nine subcategories:

- **THE PIPELINE** Enriching the K-12 Years
  - Serve Brooklyn
  - Build a College for All Culture

- **THE PROMISE** A Stronger MEC Experience
  - Propel Achievement
  - Ignite Campus Life
  - Fortify Scholarship
  - Optimize Academic Options
  - Link Learning to Career

- **THE CONVERSATION** Enjoining Education Reform
  - Study the Model
  - Engage National Dialogue

This ambitious plan rests on an innovative approach that ties K-12 instruction and parent support to college success at the front end (*The Pipeline*), and ties enhanced teaching, learning, student internships, and community service to career success at the back end (*The Promise*). This approach is a new educational paradigm that builds upon the symbiotic relationship between key parts of the education spectrum and ultimately connects them to post-graduation employment and civic participation, allowing graduates to claim prosperity.
For this agenda to be accomplished, a significant infusion of new resources is required. These resources can be made available through a four-part investment strategy:

1. **Employ CUNY Compact Funds** – The CUNY Compact in effect for FY 15 and FY 16 is part of a comprehensive five-year CUNY plan to target tuition increases and meet programmatic needs.

2. **Increase earned income** – Medgar Evers College plans to broaden its slate of activities to increase enrollment by an average of 5% per year for the next five years. The first three years’ enrollment increases of 15% will recapture the enrollment lost over the previous five years.

3. **Raise funds** – The College will reinvigorate the Medgar Evers College Foundation and raise funds focusing on the initiatives discussed in this plan.

4. **Reduce administrative operating costs** – Repurpose staff and provide services through more cost-efficient, state-of-the-art processes.
WHERE WE STAND

BROOKLYN, OUR HOME

When Medgar Evers College was established 45 years ago in Central Brooklyn, the borough, already the most populous in New York City, had few widely acknowledged distinguishing characteristics. Those who lived there knew it was a place of unsung diversity and a melting pot of different cultures. That diversity drove Brooklyn to become the Borough of Churches, with houses of worship proudly marking each neighborhood. As different cultures were exposed to each other, the seeds of ongoing artistic fusion were sown.

Fast-forward 40 years and Brooklyn has become one of the country’s – and perhaps the world’s – most desirable destinations. It once again has a professional sports team, the Brooklyn Nets, whose home court is the iconic Barclay’s Center. Modern Brooklyn is a cultural and business dynamo that fuels spectacular economic development, electrifying contemporary arts experiences, and widespread redevelopment.

Major employment growth has taken place in healthcare and the STEM industries, growing national and international sectors. Parallel growth is occurring in real estate development, financial services, and in the capacity and recognition of cultural institutions such as the Brooklyn Museum, the Botanical Gardens, and the Brooklyn Academy of Music.
Brooklyn’s ascendency can be measured in several ways:

- It is growing, with 2.6 million residents, a 13% increase since 1990.
- It is a global community where immigrants account for 39% of the borough’s residents.
- It attracts young people. The 23-34 age cohort grew the fastest in NYC and 44% of this group has bachelor’s degrees.
- Finally, these are boom times. Job growth has been twice the rate of the overall City in the past decade, and both the number of businesses and private sector employment grew by 20%.

Medgar Evers College has the unique opportunity to tie its own revitalization to that of Brooklyn. By building a strong link between college life, alumni, and Brooklyn’s businesses and non-governmental organizations, the College continually strives to become a valued partner in the Brooklyn community. The Claiming Prosperity Plan calls on the College to do just that.

By positioning Medgar Evers College as the center, and not the end, of an investment in learning that starts with kindergarten, through Associate and Baccalaureate programs, and onto careers and graduate schools, the College can take possession of a critical educational niche. It can help strengthen the Central Brooklyn community as it reaches for the world.
ASSESSING OUR STATUS

The journey of Medgar Evers College towards a vigorous and sustainable future must be grounded in an honest assessment of where the college stands. For many months, the faculty and administration have been engaged in a systematic process of institutional re-examination, probing Performance Management Process (PMP) data, exploring college financial and programmatic records, meeting with stakeholders on and off the campus, investigating the status of facilities and systems, and studying the college’s human resources and their deployment.

From this work, the College now has a clear picture of its own status in terms of enrollment, retention, and graduation, faculty productivity, student experience, external relationships, and infrastructure. This Strategic Plan devolves directly from understanding key areas for reform and formulating plans into addressing deficiencies and securing contemporary opportunities.
CLAIMING PROSPERITY: THE INVESTMENT PLAN

Claiming Prosperity is a multi-year and multi-dimensional strategic investment plan. It is a roadmap to reclaiming an institution and rebuilding it for today’s world. The situation of Medgar Evers College calls for a radical change in how the college defines itself in its interactions with internal and external constituencies. It demands accountability to a clear set of metrics. These measures, if achieved, will stand as a new covenant between CUNY and the Brooklyn community.

The College’s leadership team has formulated the following metrics, known as The 25s for the next five years:

- 25% increase in overall enrollment
- 25% increase in first-time, full-time freshmen with 25% of this increased freshmen cohort being Baccalaureate level students
- 25% increase in retention
- 25% increase in graduation rates
- 25% increase in internships
- $25 million in fundraising
The College community quickly embraced these ambitious metrics and Medgar Evers College has initiated a structured process to implement them. In February of 2014, nine subcommittees comprised of Medgar Evers College faculty, staff, students, and administrators met to define action steps to achieve The 25s. These action steps became a part of the budgeting process and are being implemented today; they also form the basis for this plan. The college has identified a combination of cost savings and shifting, earned income growth, CUNY Compact investment, and fundraising that together can provide the resources needed to implement The 25s. Full text of the subcommittee’s goals and actions are available in Appendix B.

The need for resources must be understood in the context of the population it serves – disproportionately impoverished, non-white, first-in-family college attenders, and foreign speaking/foreign born. The college is located in the center of a pocket of extreme unemployment; in many of the area’s census tracts, unemployment is 50% higher than the borough average of 8.8%. These numbers impact the college: on one hand, the document the profound need for the college’s service in Central Brooklyn; on the other, they raise the cost of providing an education while limiting the college’s ability to grow an endowment using standard methods.
INVESTMENT TRUST FACTOR

The changes proposed for Medgar Evers College are urgent and required within the next three to five years in order to prevent erosion beyond a point of no return. This fast pace will involve speedy personnel and program decisions. Generally speaking, CUNY procedures make fast tracking any decision difficult. Compounded with the College’s recent history, it may be assumed that decisions related to the College will receive an especially high level of scrutiny, creating an even slower process. The College is prepared to discuss any activities that it undertakes with whatever parties necessary.

Moving the College forward, however, cannot take place in a typical business context. Medgar Evers College cannot afford to continue losing ground while the broader system deliberates at its customary pace. Therefore, Medgar Evers College is asking for an “Investment Trust Factor” as it moves ahead.

*Claiming Prosperity* has both financial and programmatic objectives and complex interrelationships. It can succeed in turning Medgar Evers College around if the College focuses its efforts on the objectives described with discipline. If other factors like CUNY cooperation and the Investment Trust Factor come to fruition, then all parties can fix their mutual aim on the promise of the future.
PUTTING THE PLAN INTO ACTION

The Claiming Prosperity Plan is a process with measurable, aggressive objectives that engage the entire college community. What follows are objectives and metrics designed to turn Medgar Evers College around.

BOOSTING ENROLLMENT

The key to the future of Medgar Evers College is reversing the enrollment decline of the past five years. Aggressive objectives have been set in relation to overall enrollment, first-time freshmen, and student retention. To achieve these objectives, Medgar Evers College has targeted both the creation of a larger cohort of college-ready students in Brooklyn and the increase of the College’s capacity to provide a comprehensive college experience that links students to on-time graduation and career success.
SERVING BROOKLYN

COMMUNITY EVENTS – Medgar Evers College will host high visibility community activities including lecture series and health fairs, as well as arts and cultural events. The College will share facilities with outside community users, partnering to provide needed programs, and will promote all CUNY programs.

ALUMNI SERVICES – As one component of a broader effort to establish meaningful and ongoing relationships with alumni, the College will initiate an alumni service corps and engage that corps in projects of value to the community at large.

COMMUNITY ISSUES SUPPORT – Medgar Evers College has a strong tradition of engagement with civil rights and education issues. The college will provide students and faculty with opportunities to respond to community requests for contemporary issues research and service. This work will include the creation of written research products, public lectures, and on-campus community conferences.

COMMUNITY WISDOM – Student internships will be expanded, allowing students to benefit from the community’s wisdom and strengthening bonds between Brooklyn employers and MEC graduates. The college will also welcome community stakeholders’ thoughts in facilities and program master planning processes.

COLLEGE VISIBILITY – Of course, the preeminent service the college performs for the community is the education of its residents. In order to reach more residents with educational opportunities, the college will ramp up its public visibility. Community members and area educators will become familiar with MEC’s offerings through print, media, and web-based promotions; the development of program specific materials; and banners and visual identifiers on campus buildings, light posts, and area trains.
INFRASTRUCTURE

Medgar Evers College must also work to correct weaknesses in four main areas of infrastructure:

**Lack of a Campus Environment** – Students comment that although Medgar Evers is a senior College and requires a higher college tuition rate, it does not offer a fully-fledged college campus, lacking many of the amenities that are integral to a robust college experience and to opportunities for out of classroom learning. The “detachment” of students that often leads to low retention, poor academic scores, and an overall low PMP score are rooted in significant proportion in the lack of a campus. Students don’t feel as though they are connected to the campus because there isn’t one. A critical assessment of the overall state of facilities and grounds is necessary.

**Poor State of Facilities** – Some facilities are state-of-the-art such as the new Science Building, while others are dingy and in a constant state of disrepair. This is affecting student achievement, student, faculty, and staff morale, student recruitment, and even health and safety. It is particularly important for Medgar Evers College to be able to reflect the manner in which it values its students by providing a learning environment that is rich in aesthetic and functional amenities. The College is primarily housed in four facilities: The Bedford Building, The S Building (Offices of Student Services), AB1 (School of Science, Health and Technology, cafeteria, and computer labs), and Carroll Street (majority of administrative support offices and recreational activities). Bedford is in poor to fair condition. It is overcrowded, antiquated, and inefficient, poorly laid out, and most mechanical and ancillary systems are past their useful lives. A series of capital projects are underway or in the
planning stages to stop further deterioration and, at the least, stabilize the environment. A library renovation and expansion was completed at the start of the Fall 2014 semester. The S Building is in generally good shape but is overcrowded. Additionally, the building is not being utilized for its designed functions. AB1 is in excellent shape with some HVAC issues. Carroll Street is the most problematic of the facilities and comprises approximately a third of the college’s space. Its mechanical systems are poor, it has severe water infiltration problems, ADA compliance issues, restrooms in deteriorating condition, and inefficient office spaces. There are multiple capital and in-house projects, ongoing or planned, to revitalize the facility, but Carroll Street will continue to be an issue requiring a disproportionate share of resources.

**Deficient IT Structure and Deferred Maintenance** – Students and faculty are impacted on a daily basis while on and off college grounds because of unreliable email and Internet service. Many IT systems are in need of replacement, recalibration, or acquisition. In today’s digital world, it is imperative that colleges have a functioning IT infrastructure to support teaching, research, and business processes. It is essential that Medgar Evers College students have access to current and complete technology to ensure that they are competitive with their peers. The College’s IT infrastructure is in an extremely immature state and requires significant investment so that it can support the strategic direction of the college. IT corrections are urgently required to address ineffective network topography and unstable operating capacity in enterprise critical systems. Absent from the current IT system and urgently needed are a robust disaster recovery plan, standard operating procedures and tools, and extensive knowledge management and business processes information systems. Maintenance and upgrading issues include closet rewiring and hardware upgrades, increasing network transmission speed, campus-wide desktop upgrades, and the implementation of a system of regular replacement cycles are required.

**Ineffective Deployment of Personnel** – Perhaps there is no more important component of infrastructure than the personnel within the institution. This plan will give the College the ability to promote leadership, professionalism, and competency in every aspect of the College’s operations. Initial inquiries and observations identified a chronic pattern of ineffective deployment of personnel. Now, an in-depth examination of each leader in the organization is in process using an outside consultant. In addition, a functional analysis of every full-time Position at the college has begun and will lead to an understanding of overlapping functions, potential for consolidation, and matching skill sets to needs. A comparative study of CUNY and non-CUNY institutions of similar size, demographics, and programs will be undertaken to determine the requisite staffing of all support functions – academic, student and administrative.

It is assumed that approximately 5% of the College’s full-time positions will either be eliminated or repurposed based on information generated in these studies. The college is committed within this plan to provide for operational needs through the elimination of personnel without the appropriate skill sets or attitudes toward change. The reassignment of staff and the hiring of individuals with the competencies and professionalism required will make up for the loss of the 25 full-time positions. Properly deploying human resources and reducing unnecessary personnel costs will contribute to making the *Claiming Prosperity* Plan fiscally viable.
SHAPING A COLLEGE FOR ALL CULTURES

THE PIPELINE: PRE-COLLEGE & COMMUNITY RELATIONS

Medgar Evers College draws its students predominantly from the Central Brooklyn community and its public schools. Comprehensive data indicate that students entering Medgar Evers College are not prepared for college-level work. This is not surprising given Brooklyn’s public school performance data where, in 2013, only 20% of 8th graders met the New York State English Language Standards and 17% percent met the Math standards. The College’s entering freshmen, coming forward largely from these schools, need substantial developmental assistance in math, reading, and writing.

The founders of Medgar Evers charged the College to meet exactly this need – providing a college for students who had not been well served in the public schools. Of those enrollees needing developmental support, one third goes on to successfully exit skills developmental courses, but two thirds do not. Students drop out in large numbers, often during or just after their first year. When students come to Medgar Evers with profound skill gaps, the College is already reaching them too late.

To correct this, Medgar Evers College has created Claiming Prosperity both to benefit all 200,000 Brooklyn students in nine districts and to reclaim the College as an effective institution. Activities undertaken in the pre-college and community relations areas are designed to serve Brooklyn’s aspirations as a community while restoring visibility and credibility to the College. The College will reach out to students, parents, schoolteachers,
and community leaders early, communicating an understanding of what is required to succeed in higher education – at either the Associate or Baccalaureate level. It will increase the number of college ready student applying to Medgar Evers College.

**Student Programs** - *The Pipeline* is designed to build confident minds by providing extensive and varied educational opportunities throughout the K-12 years, adding an additional 200 hours of instruction to the average school year. The work is accomplished through formal partnerships with specific schools in Central Brooklyn. This approach, together with related parent and teacher training aims to:

- Increase skill-based and critical thinking in the Arts, Math, Science and Reading.
- Increase cognitive skills through applied learning.
- Introduce students to college life and the disciplines of study.
- Build student confidence to handle increasingly more complex tasks.
- Help students prepare to succeed on the CUNY placement exams.

This summer, Medgar Evers College implemented a portion of *The Pipeline*, with a Summer Immersion Program, enrolling 850 Brooklyn schoolchildren and their parents. The program was a stunning success, being exceptionally well rated by parents in their evaluations. Those parents, on the whole, wanted only one change: a longer program so their children could learn even more. Over time, the College will do just that, and add programs during the school year as well. Another benefit of *The Pipeline* is it jump-starts learning for more mature participants, offering advanced crediting options for high school students ready to handle college-level material. These options will include College Now, Smart Scholars, dual crediting programs, Medgar Evers College classes offered at partnering schools, and on-site CUNY testing.

**Parent Programs** - Shaping a college-going culture begins with parents at home. *The Pipeline* equips parents with skills, information, and personal networks that they can employ to lead their children from the home into a college setting. Parents will be offered a series of age appropriate activities to help them shape a family experience that supports eventual college education for their children. As services to parents evolve, *The Pipeline* will offer training to help parents understand college elements such as the Common Core, requisite skills for success, and the college application and admissions process. In the future, the College intends to create a Follow My Child to College program as well.

**Teacher and Educational Leaders Programs** - *The Pipeline* also invests in educators: training teachers to collaborate with parents of all cultures using a variety of languages, advancing family-accessible pedagogies, infusing culturally diverse arts into the broader curriculum, and providing a comprehensive approach to leadership development including a lecture-discussion series.

**Recruitment Support** – Medgar Evers College will hire a consultant who has had major administrative responsibilities with NYC Department of Education. The consultant will assist the College in gaining access to high schools, principals, students, and parents. In addition, a *Pipeline* Director has been hired to further relationships with high schools and maintain qualitative and quantitative contacts. For its own part, the College
will hold information sessions with principals, keeping them engaged and committed to the cause of the College and *The Pipeline*. Key faculty will accompany admissions staff during high school visits. There will be extensive use of admissions materials showcasing the value of Medgar Evers College, the benefits of particular schools, and career possibilities associated with specific majors.]
THE PROMISE: STRENGTHENING THE COLLEGE

While The Pipeline prepares students with the requisite skills and self-confidence to succeed in college, The Promise addresses the need of Medgar Evers College to offer a better college experience. Naturally, strengthening the College boosts its ability to recruit, retain, and graduate students and connect them to careers. These goals include propelling achievement through improved advisement, incentives, and academic programs, igniting campus life to make the student experience more compelling, fortifying scholarship to improve teaching outcomes and productivity, optimizing academic options by linking the College’s academic offerings to contemporary employment opportunities and civil society issues, and linking students to leading contemporary career trajectories with aggressive intentionality.

The College is implementing a set of initiatives to ensure students succeed in their coursework and earn the requisite number of credits to graduate on schedule.

**CUNYFIRST Registration Center** – This Center will assist new and continuing students in the registration process. It will especially concentrate on transfer populations.

**Revamping the Advisement Center** – The Advisement Center will move to a caseload model where all students will be assigned an advisor upon entry to advocate on their behalf throughout their college career. For transfer students, case managers will ensure that the credits earned in their last institution are utilized
appropriately in their major at Medgar Evers College.

**Financial Aid Information Sessions** – Sessions will inform students of new policies and assist them in filing for financial aid early. Once again, this is extremely important for transfer students who have accessed state and federal financial aid and need to strategically maximize continuing financial aid to graduate. This is a key part of a broader campaign to ensure that students are financially literate. It will go beyond student financial aid and will involve problem identification and problem solving concerning personal finances.

**MEC Connect**– A pilot program that will provide mentors and guidance to first time freshman using faculty, staff, and administrators employed at the College. Supported by the President and area vice- presidents, MEC Connect will enable the college to collect quantitative and qualitative data on the freshman experience.

**New Student Focused Programming** – Medgar Evers College will offer various opportunities for students to excel and fast track themselves towards a degree. The ASAP Program started in Fall 2014 and the CUNYSTART program was offered Spring 2015.

**Graduation Checklist** – A comprehensive schedule of information sessions for first time students will be delivered in concert with registration activities. Additionally, evening and weekend students will be invited to workshops to help them navigate the campus during the hours they attend. Pre-workshops to familiarize students with the CUNY Assessment tests before the actual exams will be offered as well.

**Hobsons** – Medgar Evers College will make robust use of the Hobson’s system to keep constant communication with prospective students, high schools, residents, principals, and counselors, all in an effort to increase the number and quality of applicants.

**Safety Net** – A comprehensive Early Alert/ Safety Net system continues to be developed to identify and support students who are in academic and social need. Faculty, staff, and advisors will collaborate to use available College resources to increase student success.

**Incentives** – Students with GPAs greater than or equal to 3.0 will be encouraged to take more credits in order to graduate faster through the awarding of incentives. In some instances, students will receive scholarships to allow them to stay in school and graduate on time. Baccalaureate completion scholarships for students who do not receive financial aid or those that have exhausted aid limits will immediately increase graduation rates.

**Assessment** – Ongoing assessment at all levels will uncover the critical variables that cause students to diminish their semester credit loads (e.g., academic, financial, work-related, increased care-giving, timing of classes vs. timing of work, etc.) and determine if, and how, the college can intervene and assist the student in maintaining or increase her/his credit load.

**Freshman Year Experience (FYE)** – FYE will be expanded to include more robust global co-curricular and extra- curricular programs that engage students in the life of the College and beyond. Seminars with faculty,
academic centers, and student affairs staff will provide wrap-around support to freshman students. In addition, the College will develop an integrated first year experience that addresses the developmental needs of students by imbedding critical thinking, personal, financial, and psychological tools across all first year courses.

**Baccalaureate Elite Scholars Program** – In June 2014, Medgar Evers College launched a Baccalaureate-level Elite Scholars program for 50 select students. Beginning in the summer, the students were programmed as a group with block schedules and exposed to highly engaging faculty. With the fall academic semester, the elite scholars were transitioned to the honors program where additional co-curricular activities, increased instructional rigor, and study abroad program options became available. This program aims to increase the number of Medgar Evers College enrollees who begin matriculation in the Baccalaureate program.

**Constant, Consistent Communication** – Students will receive scholarship information with their admissions letter to entice them to choose Medgar Evers College. The College has also purchased a phone tree system to assist in constant communication to students about both activities happening on campus and reminders about outstanding documents needed to complete processes for registration or graduation.
IGNITING CAMPUS LIFE

Medgar Evers College lacks a well-defined campus. A defined campus – physically linked and thoughtfully organized – is essential to enhancing the student experience both academically and in terms of co-curricular aspects of student life whether planned or spontaneous. Lacking a traditional campus environment, The College’s challenge is to create alternative mechanisms to link students to the college.

The main facilities of Medgar Evers College are divided between a set of three buildings located off Bedford Avenue and a fourth facility on Carroll Street, with about one-third of the campus’s space located at a distance from the main facilities. In addition, administrative offices and community programs are located in leased space across Eastern Parkway and a satellite program operates in a Department of Education High School in East NY. Most students arrive on campus by subways scattered throughout the area.

**Shuttle Service** – A new, efficient, and reliable Shuttle Bus transportation system has just launched, linking various parts of the campus and area subway lines to benefit students, faculty, and staff. It eases movement to and from classes and extracurricular activities. The brightly marked shuttle increases the College’s presence in the community and increase visits to, and collaborations with, neighboring Brooklyn cultural institutions.

**Students/Faculty Engagement** – Students and faculty will engage in poster sessions, leadership talks, dinner theatre, and financial management sessions for students. These efforts will create a sense of belonging
and connectivity between members of the campus community, including alumni.

**Student Center** – There is a need for a student-center-type space for recreation. Most schedules, particularly for lower division students, require students to be on campus for hours at a time thus presenting the college with an opportunity to increase co-curricular programming as additional space becomes available. The College’s ability to offer peer tutoring and study spaces during non-class hours will increase as more communal spaces emerge. Those spaces can be conceptualized on campus in a variety of ways – from large projects such as converting the outdoor Bedford amphitheater to an indoor Student Union, to smaller initiatives like changing the look and feel of Carroll Street or creating pocket lounges throughout the entire campus.

**Strong Alumni Relationships** – Campus life should hold a place for both students and graduates. The College will revive relationships with graduates by mobilizing the Alumni Association, creating a school-by-school alumni archive, and holding special alumni events. By engaging alumni in activities and inviting their service as mentors, externship, and internship hosts, Medgar Evers College will build an important network to support each year’s graduates as they enter the world of work or graduate studies. The College’s relationship with its alumni will honor the places they have taken in the Brooklyn economy, reinforce the importance of their service to community, and strengthen their connection to Medgar Evers College. Additionally, this work will assist the college in reaching out to alumni for financial participation.
EXTERNAL RELATIONSHIPS

COMMUNITY REPUTATION – Over the past several years, the College’s reputation declined to such a degree that surrounding high schools routinely discouraged their more academically prepared students from enrolling at Medgar Evers. Additionally, for several years prior to the current administration, the College did not engage constructively with the Brooklyn community and experienced a period of broken relationships and negative press, which undermined enrollment and development alike. While current efforts including the deepening conversations with area residents concerning the Quad development and the success of the Summer Immersion Institute are beginning to rebuild the College’s reputation, full restoration of its image in the mind of the community will require long-term, assertive rehabilitation.

FUND DEVELOPMENT – With the downward trend in funding for public higher education institutions, Medgar Evers College requires a strong fund development operation to compete with its peers. A successful foundation provides financial assistance for talented and economically disadvantaged students, supports high achieving faculty, supplements the capital investments of the college, and funds the actualization of the priorities of college leadership.

An effective foundation board raises significant support from private sources, steward’s foundation assets, and advocates for the College. Private funds provide critical augmentation to state, city, and tuition funding. A recent assessment by the CUNY Office of Institutional Advancement, in collaboration with the College, developed a detailed Foundation Action Plan for Medgar Evers College. This plan made a series of recommendations ranging
from establishing institutional advancement as a recognized priority to establishing a policy and practice base for systematic fund development planning, implementation, and evaluation. Furthermore, the plan addresses the need for short and long-term goal setting, the development of a case statement for fundraising, and identification of key programs and initiatives for which funds will be sought. It describes basic development protocols and tools, including alumni cultivation and engagement that are needed. It recommends the reconstitution of the Medgar Evers College Educational Foundation through identification of new board members, reviewing and modifying bylaws, and developing a process for staffing the board and making it productive. In short, the report suggests creating a development function where, at present, none exists.

COMMUNICATION, PUBLIC RELATIONS, AND MARKETING (CPRM) – As with fund development functions, one year ago Medgar Evers College had essentially no comprehensive or systematic approach to communication, public relations, or marketing in place. The College’s broken IT infrastructure hampered even the simplest internal communications. The College website was in shambles. College facilities were not visible to the community because identifying signage was absent or minimal. Print materials were lacking and no common graphic design standards were in use. For a college to be attractive to existing and potential students, faculty, donors, and alumni, it must develop a distinctive vision and market niche, which should be presented in a clear, concise, and captivating manner. Fashioning the College’s message and its outreach is greatly dependent on the efforts of the CPRM team.

At Medgar Evers College, a new CPRM team is in place and working to create a uniform brand for the college. This includes adopting a consistent logo, marketing materials, and website that showcase the achievements of students and faculty while highlighting academic programming. This uniformity is already contributing to a new narrative about the College. These initial efforts are important but incomplete. Success will strengthen strategic communications, media relations, business and community outreach, broadcast productions, and alumni affairs. The resources required to actualize these plans involve staffing, state-of-the-art equipment, social networking capabilities, print materials, and relevant data on key demographic groups to cultivate.
GLOBAL THRUST

Global intelligence in the twenty-first century has become a necessary component of the broader educational spectrum. A recently established Office of International Education (OIE) within the Office of Administrative Affairs is the focal point for the College’s multi-year plan to provide a wide array of functions to develop Medgar Evers College as a player on the global stage. Functions include:

**Study Abroad** – The College aims to increase its outgoing students by 25% over the previous year’s figure for the next five years by continuously seeking scholarship opportunities and other sources of funding in support of study abroad. The OIE will also establish a virtual study abroad program on campus to expand global learning opportunities for the many student who may not be able to afford actual study abroad trips.

**International Scholarships and Partnerships** – The College will restore its International Scholars Program and be treated to the works of outstanding scholars from the global community. Medgar Evers College will also establish partnerships with reputable international institutions to serve as host institutions and international partners, facilitating student exchange, faculty exchange, and joint international research programs.

**International conferencing** – The OIE is in the process of establishing the necessary technologically equipped facilities to enable international conferencing and collaborative online international learning.
FORTIFYING SCHOLARSHIP

THE NEW CLASSROOM EXPERIENCE

The quality and productivity of Medgar Evers College faculty is of obvious importance. Great ideas and great teaching galvanize students, engendering important contributions to individual and collective lives. This plan calls for fortifying scholarship through increases in full-time faculty, the creation of distinguished professorships, and by bolstering teaching and research.

**Increase Instruction Delivered by Full-Time Faculty** – Based on the 2013-14 PMP report, 42.5% of FTE instruction at Medgar Evers College is by full-time faculty. Though a small college within CUNY, Medgar Evers College’s five-year goal is to provide 50% of instruction by full-time faculty – an increase of about 20% from the current level. As of fall 2013, the College had 165 full-time faculty members. A 20% increase will result in hiring an additional 33 faculty at current enrollment levels.

**Increase Instructional Capacity** – The College is projecting an FTE enrollment increase of 15% – or 750 FTEs – by Fall 2016. Approximately half of this enrollment – 375 FTEs – can be absorbed without additional resources. The remaining 50%, however, would require more instructional resources. Assuming a student/faculty ratio of about 18.5/1, this will require about 20 new FTW faculty divided between full and part-time personnel.
**Strengthen Teaching and Learning** – The College will redouble its focus on pedagogy, scholarship, and student/faculty interaction, re-establishing the Center for Teaching and Learning and implementing a professional development program to improve teacher effectiveness. Tenured and published professors will become mentors to tenure-track faculty. Cross-disciplinary research will be encouraged and faculty productivity will be recorded, monitored, and celebrated. Student/faculty interactions outside of class will increase via co-curricular and extra-curricular activities including field trips, student research, service learning, and study abroad programs.

**Distinguished Professorships** – Medgar Evers College is already well known in two distinct areas – Black Literature and Civil Rights/Social Justice, disciplines associated with the College’s name and mission. This is an important intellectual niche for the College and a selling point to engage new faculty and students. The recruitment of exceptional, internationally recognized faculty in these areas in association with the graduate school and/or the Macaulay Honors College will be a formidable asset for the College.

**Teaching and Research** – Teaching and research continue to be enriched through start-up funding to attract full-time and adjunct faculty. This will develop the capability to pursue major government and foundation sponsored research activities and enhance teaching and learning. The College will support optimum utilization of core scientific research facilities in the School of Science, Health and Technology. The College’s various research centers will continue to provide opportunities for applied and experiential learning.

**Enhance Classroom Technology** – Effective classroom technology has become a critical teaching tool. Medgar Evers College will centralize its help desk and Classroom Instructional Support Services and implement a four-year life cycle for all desktop technology.
OPTIMIZING ACADEMIC OPTIONS

EXTENDED STUDENT OPPORTUNITIES – Targeted scholarships based on need, academic performance, and incentives for earning credits in the winter and summer sessions will be awarded to appropriate students. Also, students will have the opportunity to join study abroad programs such as Study USA, a semester exchange program with similar American colleges throughout the country.

CREATING NEW PROGRAMS – Medgar Evers College is starting the process of assessing curriculum and degree programs and expanding its discipline majors. The College’s mission, which links liberal education and professional preparation together, imposes an obligation on the college requiring it to provide contemporary, relevant career training options that open the door to middle class earning power. Therefore, the College will increase faculty capacity to engage in systematic, data-driven assessment of courses. An on-going assessment process will allow the College to engage in continuous improvement and develop a range of course offerings that are effectively connected to the contemporary and near future economies. Assessment practices will also allow the college to map course learning outcomes, to program outcomes, and to provide learning outcome information to the public.

CREATE A SCHOOL OF EDUCATION – Enhancing education from a major to a fully-fledged School will allow Medgar Evers College to focus on the development and dissemination of practices that are effective in educating global urban students – learners with Brooklyn’s demographics such as people of color, people experiencing life as an immigrant, people beset by poverty and unemployment, and people without college educated parents or
siblings. As such, the School of Education will be an invaluable source for teacher training, preparation, and development. Given the rise in vocational training geared towards educators, it also will allow for increased retention and successful post-graduation placement rates while simultaneously complimenting *The Pipeline* by providing in-house capacity to fuel and evaluate those efforts.

**OFFER UNIQUE BFA**— The BFA program will focus on music production, entertainment, and fine arts, a contemporary array based on rapid changes in the arts and entertainment industry. It will capitalize on the College’s partnership with the Brooklyn Academy of Music (BAM) and Brooklyn’s rise as a center of creative commerce.

**EXPAND MAJORS IN THE SCHOOL OF BUSINESS** – An assessment of current and near future employment opportunities will inform the expansion of majors in the School of Business. Brooklyn’s high tech employment increase is projected to continue its rapid growth. Employers seek students who have business-critical soft skills combined with expertise in robotics and automation, software development and application, and e-commerce marketing. Medgar Evers College will develop new majors in close communication with area businesses to ensure content in each major that prepares students for real and specific job opportunities.

**EXPAND MAJORS IN THE SCHOOL OF SCIENCE, HEALTH, AND TECHNOLOGY** – Thirty-three percent of Brooklyn’s jobs are in the booming healthcare industry; there are 66 healthcare employers with more than 500 employees. The mission of Medgar Evers College requires the College to address this opportunity by offering majors that compliments the needs of the healthcare industry. Currently, the college has targeted development of degrees in mortuary sciences, allied health, and dentistry.

**STRENGTHEN ACADEMIC CENTERS** – Medgar Evers College has four academic centers that enrich student experience by providing real world engagement in research and advocacy. Over time, these centers have been responsible for groundbreaking contributions to knowledge and policy in their respective fields. The centers are: The Caribbean Research Center, the Center for Black Literature (home of the prestigious National Black Writers Conference), the DuBois Bunche Center for Public Policy, and the Center for Law and Justice. Each of the College’s centers is grounded in the perspective of, and gives voice to, people of African descent and other under-served populations. To take full advantage of Brooklyn as a center for entrepreneurship, global trade, and small business development, Medgar Evers College will create an Entrepreneurship Center on campus to offer students, faculty, and the community an applied counterpart to the academic and theoretical business skills taught in the classroom. Centers will be strengthened and charged with connecting students AT Medgar Evers College to the issues, questions, and ideas of a broader world.
LINKING LEARNING TO CAREER

WORK LEARNING CYCLE – Because Medgar Evers College is deeply committed to linking college study to career, a four-year platform conveying work skills will support students’ programs of study. This platform will emphasize financial and economic literacy during the freshman year, career awareness and the introduction of a specific career trajectory in the sophomore year, internships, applied learning opportunities, and soft job skills training in the junior year, and employment networking, job fairs, and community service opportunities in the senior year. This cycle is intended to link students to lifetime prosperity and community engagement.

INTERNSHIPS, EXTERNSHIPS, AND RESEARCH - Extensive Internships, externships, and supportive advisement will assist students in gaining necessary experience for job readiness. Additionally, students will be able to gain applied research skills in collaboration with Academic Affairs. These experiences will build skills, familiarize students with professional work culture, tighten students’ connections to potential employers, and link them to alumni working in their fields.

ASSESS STEM SKILLS – Medgar Evers College will offer a STEM Competency Test Matrix to help students identify their talents and strengths, and will develop strategic partnerships with high tech companies and healthcare providers to assure students opportunities in those burgeoning fields.
Claiming Prosperity looks to further the conversation in education reform by standing apart from all other Strategic Plans of its kind.

**Studying the Claiming Prosperity Model** – The work being undertaken through The Pipeline and The Promise is among the nation's most tangible examples of how complex education reform looks when students are truly put first. The idea that effective education reform must address a wide breadth of factors and impact many critical dimensions of life is not a new concept, but the College’s comprehensive execution of such a plan will be among the first of its kind in American public education. It is critical that this work be studied and documented.

**Engaging in Reform Dialogue** – Once documented and researched, the Claiming Prosperity model must be shared and reflected upon within the national dialogue around best practices in education. Medgar Evers College and its investment in each student, their parents, the schools in which they are taught, and the community in which they live is expansive and ever expanding. It rests on the belief that all students, given sequential opportunities to gain confidence and capacity for effort, can learn, become self-sufficient, and be of service to the communities in which they live.

The work of Medgar Evers College will stand as a vehicle by which to steer thinking towards the creation of comprehensive, student-centered education reform and away bell-curve models that rest on instructional
reform and testing. Medgar Evers College will carry the *Claiming Prosperity* model into the national education reform conversation through a comprehensive public and scholarly communications campaign in both traditional and electronic forums. This campaign will include dissemination via written and spoken word, video treatments, public and media appearances, and on-going dialogue with education reform leaders nationwide. It will give voice to the college’s powerful commitment to the students it serves.
MONITORING THE PLAN

Setting the ambitious and comprehensive set of metrics such as The 25s might be considered the easy part of the planning process. The next phase is the strategic implementation of objectives designed to accomplish The 25s and to develop monitoring mechanisms to track the progress of each.

No matter how important overall enrollment (recruitment, retention, and graduation), what is more crucial is the ongoing assessment of improved student learning outcomes and institutional effectiveness — that is the success or failure of Claiming Prosperity. Medgar Evers College has put into place an assessment methodology that includes systematic gathering, review, and use of data. This will inform the College about student characteristics, what students know and are able to do, and the impact of academic programs, administrative units, and external programs on student learning. Processes have been created to:

- Implement a comprehensive and sustainable process to assess institutional effectiveness, student learning at the course and program levels, and general learning outcomes.
- Assess student learning at each key transition point in a student’s educational experience, as framed by the College’s Student Success Progress Model.
- Systematically collect and evaluate evidence of student learning for program assessment and accreditation.
- Determine institutional progress toward the goals established in this plan, CUNY’s Performance Management Process and the Master Plan.
• Use assessment results to improve programs and services, and to determine resource allocations and future planning needs.
• Finally, set in motion annual goals and processes informed by CUNY’s PMP, the CUNY Student Experience Survey (SES), and the National Survey of Student Experience (NSSE).

Progress on the recruitment, retention, and graduation of enrollment targets will be readily available beginning with the University’s Fall 2014 enrollment reports. Reassessing goals in these three areas will be driven by these data. The College will also very carefully monitor internships, job placements, and fundraising targets. Each objective will be subject to ongoing monitoring, so the year-end PMP reports will hold no surprises.

For Medgar Evers College, formative evaluation guides each day’s work. The aim of the College is to work to create a life of continuous learning, civic participation, and productive employment for the students.
CONCLUSION

Medgar Evers College has a history of serving its community and its students. Although the youngest of the senior colleges, it has been prematurely aged by a period of neglect, poor management, and misuse of resources. That period is over. The College’s faculty and students deserve the same superb academic programming that other CUNY institutions offer.

A new administration is in place, equipping Medgar Evers College with the passion and dedication to turn the tides in its favor. The Medgar Evers College Strategic Plan, Claiming Prosperity, lays out strategies that make this aspiration attainable.

Today, Medgar Evers College is a work in progress. Big steps are being taken. The Quad is becoming real after years of controversy and neglect. Programs in education, nursing, social work, and environmental science have been accredited and the School of Business has been re-accredited. The College has instituted a new and more comprehensive assessment process. Advisement programs have been strengthened. Enrollment in the Baccalaureate track is beginning to climb.

The Pipeline’s Summer Immersion Program has launched, and parent feedback is resoundingly affirmative. Direct relationships with partner high schools have been cultivated. Important interagency agreements supporting The Pipeline are secured. An unprecedented coalition of education industry leaders has come together to help The Pipeline’s K-12 partner schools excel. Future programs are on schedule to launch, with promising results.

While Medgar Evers College acknowledges the trials of its past, today the road map to achievement is in place. Now is the moment to invest in this concrete plan for a proud, attainable future.

It is MEC’s time to rise.
APPENDIX A

2013-2014 College-wide Retreat Subcommittees Goals and Actions

This document describes operational goals and actions developed by Medgar Evers College Faculty, Staff, Students and Administrators in support of the Claiming Prosperity Vision
Subcommittee #1: Promoting And Enhancing A Student-Centered Environment That Fosters Retention And Student Success

Goal: Ensure students are college ready by the end of their first year at Medgar Evers College (PMP Goal 1.2)

1.1 Charge the Office of Academic Affairs and Student Affairs to convene and empower a college-wide group of faculty, staff, and students to create an integrated First Year Experience for Fall 2014 that coordinates developmental needs, critical thinking, personal, financial, and psychological tools across all first year courses.

Action Steps:
- Form said committee including written record of membership, charge, and impact
- Once committee has met several times, it will make recommendations for Fall 2014 first year experience
- Committee will draft an implementation plan to present for the College Council for May 2014

Subcommittee #2: Creating and Strengthening Academic Programs that Enhance the College Mission

Goal: Update Current Curriculum and develop new, innovative courses and/or degree programs that are career and student driven (PMP Goal 1.2)

2.1 Departments review current curriculum

Action Step:
- Each department will review strengths and weaknesses of current curriculum and submit data driven review of curriculum [Preliminary report due Fall 2014]

Subcommittee #3: Enhancing Faculty Scholarship and Teaching and Learning Process

Goal: Create, implement and assess systematic professional development in pedagogy, scholarship, and student-faculty interaction (PMP Goal 1.2)

3.1 Create a place for professional development

Action Steps:
- Center for Teaching and Learning will be re-established
- Hire a Full time Director with faculty status
- Location should be central to the main academic quad (New Library or AB1 312)
- Create a blueprint for operations that focus on pedagogy, scholarship development, grant writing, and technology utilization

3.2 Initiate the recruitment and hiring of CTL

Action Step:
- Partner with CLT committee, Office of Academic Affairs, and academic departments and establish best models for professional development

3.3 Implement Professional development to improve teaching effectiveness

Action Steps:
- Design one-week required professional development program during Fall 2014 for faculty teaching developmental, gateway, and entry level courses. Program will focus on student learning outcomes, development of syllabi, multiple teaching styles, utilization of e-portfolio, and more
- One development opportunity per month for current and new faculty
- August and January — will assess student profiles and its relationship to teaching styles, effective learning
styles, and strategies in implementing effective pedagogy.

3.4 Increase Faculty Scholarship and Creative Works by 25% over a five year period (Fall 2014 – 2019)

Action Steps:
- Implement peer mentoring program, matching tenured published professors with junior tenure-track faculty
- Implement cross-disciplinary and/or collaborative research initiatives
- Presentations and recognition for faculty’s scholarship and research organized by the Office of Academic Affairs
- Keep track of number and quality of publications, performances, and presentations

3.5 Increase/Strength student-faculty interaction outside of class

Action Steps:
- Develop a structured mentoring program for the Fall of 2014 for all departments.
- Each department will develop co-curricular and extra-curricular activities, field trips, student research, service learning, study abroad, and a vigorous apprenticeship and internship program

Subcommittee #4: Assessing Institutional Effectiveness, Program Quality and Student Learning

Goal: Expand knowledge college wide about assessment to inform program improvement and improved student learning outcomes (PMP Goal 1, 2, 3)

4.1 Inform faculty and staff about the development of Assessment Plans to enable departmental implementation

Action Steps:
- Assessment Coordinators meet with academic departments
- Identify and collect existing assessment tools
- Develop template for operational unit assessment plan
- Bring consultant to meet with departments and units
- Faculty development for how to draft an assessment plan
- All departmental unit assessment plans drafted May 2014

4.2 Assessment for improved student learning outcomes

Action Steps:
- Evaluate program and course syllabi for required courses for learning outcomes
- Map course learning outcomes to program outcomes
- Post learning outcomes on MEC website
- Hire a dedicated assessment person
- Write Monitoring report for November 1

Subcommittee #5: Strengthening the Use of Technology in Academic and Administrative Services

Goal: Seek continuous improvements in user support, customer service, and proactive initiatives to improve customer satisfaction (PMP Goal 1, 2, 3)

5.1 Centralize the Service Desk (Help Desk)
Action Steps:

- Assess the pre-centralized Service Desk customer satisfaction with the publication of satisfaction survey and establishment of a service level benchmark
- Centralize the Service Desk into a new location to support students, faculty, and staff

Determine post-centralized service desk customer satisfaction

5.2 Centralize Classroom Instructional Support Services

Action Steps:

- Create an e-new unit
- Definition for classroom technology configuration
- Update 15 classroom to standard configuration

5.3 Maintain desktop hardware and software optimal performance

Action Steps:

- Develop a four year life cycle refresh for all desktop technology
- Replace end-life desktops

Subcommittee #6: Expanding and Enhancing Service to the Brooklyn Community

Goal: Establish a stronger presence in the Brooklyn Community (PMP Goal 1.2)

6.1 Improve Marketing of College and its program and increase college inquiries

Action Steps:

- Create Advertisements both print and web based promoting MEC
- Develop program specific Brochures
- Radio and Television advertisements
- Banners on Light posts
- Posters on the 2,3,4,5 train

6.2 Improve relationships with MEC Alumni

Action Steps:

- Mobilize Alumni Association
- Create an Alumni Taskforce
- Create an archive by School of Alumni
- Hold Alumni Reunion and homecoming

6.3 Improve relationship with community

Action Steps:

- Use Hobsons to maintain emails and phone contact with students, high schools, residents, principals, and counselors
- Maintain an up to date log of contacts with community
- Promote all CUNY programs

6.4 Improve funding to MEC

Action Steps:

- Contact and Mobilize elected officials
Meetings with CUNY

**Subcommittee #7: Rebuilding the College Image and Affirming its Niche**

**Goal:** Establish a stronger presence in the Brooklyn Community (PMP Goal 1,2)

### 7.1 Create an Internal Communication Plan building on the college's strengths

**Action Steps:**
- Rebrand “Quality Assurance” as the nerve center of the college
- Branding Banners
- MEC Release
- Bioson Faculty/Spotlight
- Internal Press Releases
- Alumni Relations
- Admissions Office Overhaul
- Labor Management Partnerships
- Medgar Student (Freshman Yr)
- Faculty/Staff Appreciation

### 7.2 Create an External Communication Plan building on the college's strengths

**Action Steps:**
- Rebranding Image
- National Awareness Campaign
- (ME = Medgar Engages)
- High Ground (Dr. Crew)

**Subcommittee #8: Increasing Grant Opportunities and Philanthropic Gifts**

**Goal:** Strengthen alumni and community relationships to increase funding for MEC (PMP Goal 1,2,3)

### 8.1 Strengthen Alumni relations

**Action Steps:**
- Establish official Alumni Relations office
- Communicate with alumni (Medgar Zone)
- Coordination with alumni association
- Creation of strategic plan
- Create alumni activities calendar (Meet & greet with the President)
- Alumni recognition
- Create alumni council

### 8.2 Expand funding from Corporate Philanthropic/Individual and Government Sources

**Action Steps:**
- Prospect research to expand the corporate and philanthropic database that are in alignment with programs and centers at MEC
- Develop grant applications and fundraising by academic department, schools, programs and centers; target grants to meet the needs of all subcommittees

4/12/2016
Establish a Grants and Development Council

**0.3 Establish shared responsibility for grants, fundraising and development**

**Action Step:**
President solicits grant initiatives from faculty and other units

**Subcommittee #9: Promoting Campus Growth and Expanding Campus Facilities**

**Goal:** Establish a campus plan and implement campus facilities that allow for campus growth (PMP Goal 1, 2, 3)

**9.1 Develop College Master Plan**

**Action Steps:**
- (Long Term) Establish through the College’s Governance a MP Committee
- (Short Term) Ad Hoc “Go Team” MP Team
- Revisit and Revise 10 year enrollment projections to reflect the President’s Vision and submit to CUNY
- Identifying funding and retain MP consultant to work with campus community