

PRESIDENTIAL TRANSITION TEAMS

OBJECTIVES

1. The development and provision of findings, recommendations, and implementation strategies in the identified critical concern areas of Medgar Evers College.
2. The direct involvement of every segment of the Medgar Evers College Community in collective problem solving vital to the further development and enhancement of the College.
3. The further development and making operational, within the Medgar Evers College Community, the notions and principles of collective work and collective responsibility with full recognition of our interdependence and potential "oneness" with the provision of a viable foundation for further enhancement.
4. To further develop within the College critical deliberative capacity that is task oriented that yields results on vital issues facing the College.
5. To provide for the new President and his administration well conceptualized thinking and recommendations that will inform the President, his administration and the College as to needs and recommended directions in the identified areas.

TRANSITION TEAM CHARGES

CHARGES

1. Academic Standards and Academic Expectations of Medgar Evers College

What is the level of academic standard(s) maintained at the College? Is this too low or too high and how would you strengthen the present standards and to what level? What is the academic expectation of students entering Medgar Evers and what is the academic expectation during enrollment and upon graduation? Specify what should be done immediately and over the mid-range and long-range to strengthen academic standards and expectations at the College. Also specify what supports and assistance students will need to meet high academic standards and expectations within our present frame of reference. Clearly enumerate and present recommendations to maintain high academic standards and expectations in the College. Also develop recommendations on improving the academic climate and ambiance of MEC.

2. Faculty-Student-Staff Relationships

What is the present state of these relationships between faculty and students, students and staff, and faculty and staff? Identify problem areas and recommendations designed to strengthen these relationships. Discuss and specify the major barriers to positive faculty-student relationships and faculty-staff relationships. What should be done to remove these barriers? How can we build upon our present strengths and expand these strengths throughout MEC? The transition group should present findings and clearly articulated recommendations for change. Change roles should be specified for faculty, students, administrators, and staff persons within our college environment.

3. The Planning Process - Design and Format (Short-Range - 0-2 Years, Mid-Range - 3-6 Years, and Long-Range - 7-10 Years)

This transition team should identify and analyze the present planning process in place at MEC. Identify the strengths and weaknesses in the present process and the state of the art. Attention should then be focused on the barriers to rational and vigorous planning at MEC and recommendations formulated to eliminate barriers that exist. Role expectations must be explicated for faculty, administrators, students, staff, and community participants in the planning process. This transition team should

clearly articulate a planning procedure for the College with goals, procedures, and anticipated planning outcomes specified.

4. Student Affairs and Student Support Services

The transition team should clearly analyze and articulate the present state of the student body in relation to need(s) and assess the current state of the art in relation to student services. Attention should be given to every aspect of student life at MEC, i. e., financial aid, leadership structure, function and student participation in the governance process. Students' perceptions of MEC and their experiences within the College should be given close attention. Barriers to student participation in the life of the College and barriers to full participation should be analyzed, developed, and clearly articulated. Careful attention should be devoted to how to strengthen student support services with recommendations specified.

5. Faculty Development Needs and Goals

The faculty development state of the art at MEC should be analyzed and clearly articulated. Faculty development needs should be analyzed, developed and clearly articulated. Existing barriers should be identified and articulated and recommendations developed that will facilitate problem solving in this area. Faculty development goals should be developed and a methodology presented and enumerated as to how to proceed. This area should proceed in full cognizance of the faculty criteria of senior college status and in recognition of the new MEC quest for excellence academically. Attention should be given to further training and educational needs, needed faculty supports, faculty self and peer expectations, the conducting of research and publication activity by faculty and its role in faculty development. A clearly articulated set of findings and recommendations should be presented.

6. Black Studies - Black Perspective Content - Substantive Issues, Goals, Program Design and Development

A current state of the art in this area should be developed and analyzed as to where and how Black content is presented at MEC. This analysis should be presented by departments and for each division.

Attention should be given to goals, content, variations on philosophy of teaching such content by area and division, and articulation of a collective view/ideology within the College. Further analyses should be developed to the perceived differences in philosophy, point of view, and ideology of faculty and students. The transition team should address the issue of whether or not it is a contradiction to teach Black studies within a Black college. Further, attention should be devoted to the efficacy and rationale for establishing at MEC a division of African and Caribbean Studies culminating in a bachelor's degree (and beyond when senior college status is regained) with electives, minors, and major areas of study as a strong possibility. The transition team should give consideration to separate tracking of Black content, integrating such content across the board in MEC curricula along with systems of accountability as to the presence and teaching of Black content. Along with clearly taking a position on the above questions, the team should develop findings, a methodology, and recommendations.

7. The Mission of Medgar Evers College - Review and Updating

MEC's mission was developed and articulated at the beginning of the College. Since that time, the College has grown and developed and has created an ethos of its own. Further, the mission as articulated appears to have a heavy emphasis on political and geophysical (locality issues) concerns. Has the present mission served the aims and goals of the College well? If not, why not, in that the school's mission defines program thrust and many other educational variables? Should the mission be changed, if yes, for what purpose(s) and goal(s)? Should the mission of the College be updated? What factors or variables should be considered in updating the mission? What should be the process to follow within the MEC community in updating the mission and who should be involved? What would be the parameters of an updated mission? In a preliminary manner, how would an updated mission appear? Clearly present findings, recommendations.

8. Community Affairs and Community - Medgar Evers Interface

Analyze and present the state of the art in community affairs of MEC. Further articulate the degree of relationship enjoyed by MEC with the various community constituencies, i.e., the grassroots Brooklyn community, the middle class Black community, the broader non-Black community, the political community within and external to Brooklyn, and the

relationship with other groups of color within the Brooklyn community and beyond. How does MEC interface with the various communities and with the corporate and foundation communities? Please specify how we will develop and further strengthen community ties and how to develop new and supportive constituencies. What is the role of the community council and what should that role be? How should we proceed to gain more and new community input and meaningful involvement? To what extent should the community advise MEC and/or be involved in the governance of MEC? Present findings and recommendations to all of the above questions and concerns.

9. Medgar Evers' Image, Public Perception and Public Relations

This transition team is being asked to assess MEC's image and public perception of the College. A "state of the art" statement should be drawn up and agreed to by the team as a starting point and as a place of departure. The College's image should be understood and explicated from the vantage point of the community, secondary-primary educational institutions, public officials, the church and religious community, and by agencies and other institutions within the Brooklyn area. Further, also consider MEC's image on a city wide basis. The team is being asked to consider how to develop and utilize public relations skills and process in image rebuilding for the College. What will be the goals and directions in rebuilding MEC's public image? Identify both strategies and tactics in rebuilding MEC's image and identify key "actors" and institutions to be involved. Also, identify barriers to image rebuilding and develop a set of strategies to move beyond and around the identified barriers. The team should consider the parameters of a comprehensive public relations program to immediately lift the school's public image. Consideration should be given to the mid-range period (3 - 6 years) public relations needs as well.

10. Senior College Status - Goals, Objectives, and Strategies - Time Table

Medgar Evers College's senior status was arbitrarily taken away by the Board of Trustees during the economic crisis facing New York in the 1975-76 period. This action subsequently led to program reductions, budget reductions, and a lowering of morale within the MEC community. It is now time for the senior college status to be restored by the Chancellor and Board of Trustees. The transition team should prepare a set of findings in this area and clearly state the present position in relation to having a "hybrid"

status (having both community and senior college programs). The transition team should then develop a clear cut set of Goals and Objectives in relation to restoration of senior college status. Strategies and tactics should be discussed and presented in prioritized format in the report. The team should also develop a time table for achieving the goals and objectives as presented above. Close attention should be given during all of the above process to the criteria for senior college status as prescribed by the Board of Trustees of the City University of New York.