

March 27, 1987

Dr. Jay C. Chunn, II
Office of the President
Medgar Evers College/CUNY
1150 Carroll Street
Brooklyn, NY 11225

Dear Dr. Chunn:

Enclosed is the final edition of the team's report on Medgar Evers College following our evaluation visit on March 8 - 11, 1987.

The few corrections which you suggested have been made. Otherwise the report is substantially the same as the draft report since your telephone response indicated no other changes were necessary.

Please permit me to say that the team and I found working with you and your colleagues at Medgar Evers both edifying and enlightening. Clearly, Medgar Evers College has set for itself a vision of an abundant and productive future with a dynamic, forward looking leader at its helm.

Yours, in respect,

Vera King Farris
President

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Report to the
Faculty, Administration, Trustees, Students
of

MEDGAR EVERS COLLEGE
CITY UNIVERSITY OF NEW YORK
Brooklyn, N.Y. 11225

by

An Evaluation Team representing the
Commission on Higher Education
of the
Middle States Association
of Colleges and Schools

Prepared after study of the institution's
self-study report and a visit to
the campus on March 8-11, 1987

This report represents the views of the evaluation team as interpreted by the Chairperson; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Medgar Evers College. They are based solely on an educational evaluation of the institution, and of the manner in which it appears to be carrying out its educational objectives. The revised edition (1982) of the Characteristics of Excellence in Higher Education was used as a guide.

The members of the team

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AT THE TIME OF THE VISIT

Date when instruction began:	1971
Year of first graduating class:	1973
President:	Dr. Jay Carrington Chunn II
Dean of Academic Affairs:	Dr. Luberta Mays
Chairman of the Board of Trustees:	Mr. James Murphy
Chairman, Community Council:	The Honorable Judge Lewis Douglass

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THIS REPORT NEEDS THE INSTITUTIONAL DATA SUMMARY TO BE ATTACHED AT THIS LOCATION. THIS SHOULD BE ADDED BY MEDGAR EVERS COLLEGE.

I. INTRODUCTION

"I know thy works: behold, I have
set before thee an open door, and no
man can shut it."

Revelations 3:8

The quote above was found in the open bible in the room of the Chairperson and kept returning to memory throughout the team's visit to Medgar Evers College. It seems much too germane to omit from this report since the candor, openness, and confidence exhibited by the College provided an "open door" to a veritable treasure vault of educational experiences for the visiting evaluation team. May Medgar Evers College always be an OPEN DOOR for people everywhere!

It has been agreed since the beginning of the Self-Study process that this evaluation would be a comprehensive one involving all major areas of the college.

The visiting team has studied the materials available, with particular attention to those prepared especially for this evaluation. Especially noteworthy was the college's thoughtful, well-written, analytical Self-Study Report describing the progress of the college.

The visit spanned four days, during which team members attended meetings with committees, faculty, students, administrators, trustees, and the Community Council, and interviewed more than 200 members of the college community, individually and in groups.

The initial evening at Medgar Evers College was helpful in providing a basis for common understanding between the team and the college, and in laying the groundwork for pursuing individual issues and assignments within a comprehensive framework. The team is truly grateful to all of those individuals we interviewed the first night and during the course of our visit, for it was an exhilarating and intellectual experience. We hope that the observations and interpretations here provided will constitute an acceptable return on Medgar Evers College's very considerable investment in this exercise in collegiality.

Nevertheless, we are aware of the possible biases of our own experiences and commitments, and of heavy reliance upon the evidence of our senses during a brief and intense experience. It is thus in the combination of confidence in a task energetically and seriously addressed, and humility of human fallibility, and colored by the accidents of selection and encounter, that we present our consensual findings.

As is typical with reports of this nature, it may seem that there is a tendency to dwell more on areas that need reinforcement than on Medgar Evers College's strengths. We assure you that such is not our intent, for we do recognize and appreciate and commend your considerable strengths.

We sincerely hope you recognize that our recommendations are suggestions offered from us to you as colleagues and should not be taken as prescriptive or as directives to the solutions of the problems. However, we hope you will wish to review our recommendations as part of the next step following self-study and evaluation. In addition, you will have full opportunity to respond to this report via your official institutional report to the Commission on Higher Education, Middle States Association of Colleges and Schools.

II. PURSUIT OF REINSTATEMENT OF SENIOR STATUS

The team was aware throughout its evaluation visit of one primary issue which, in many ways, superseded all others at Medgar Evers College. This major issue is the college's fierce determination to obtain complete reinstatement of its senior level college status, with authority to grant a variety of baccalaureate degrees. The college also intends to retain its authority to grant associate degrees.

Medgar Evers College, which initially had senior college status, was compelled to the junior level following the fiscal crises within City University several years ago. This change of status has represented a serious bone of contention for the college and for the community ever since its occurrence.

In interviews with every constituency from the Board of Trustees and Community Council through and including the faculty, staff and students, this issue surfaced. The goal of reinstatement was consistently reaffirmed. The impression from the Trustees, the Council and the Chief Executive Officer was clear -- they will continue to pursue reinstatement until the battle is won. No action short of total reinstatement of senior college status seemed acceptable or desirable to the college community. The Team also strongly and solidly supports reinstatement to senior college status for Medgar Evers and sincerely hopes that this goal is won with haste and Godspeed. The significant impact this important step will have upon funding, curriculum, staffing, community activities and status should serve to strengthen the college's mission as well as add realism to the hopes and aspirations of its hundreds of deserving students.

It should be noted that the change in status forcing the college to junior level with continual pursuit to gain reinstatement of senior status has left its mark on the college. For example, there is a tendency toward being too widespread in activity due to its precarious dual character. As a junior level, community-oriented college Medgar Evers provides (in addition to associate degrees) a variety of services, such as GED education, sewing, introduction to beginning typing, and beginning piano as part of its community outreach. On the other hand, the college also offers a number of baccalaureate degrees in areas including Business Administration, Accounting, Nursing (for RN's), Biology, Public Administration, and Psychology. Few colleges could long endure this wide span of activities and maintain high quality programs and outcomes even with the most thoroughly prepared students.

The team recommends that the college begin now to specifically and strategically plan for what the team hopes will be imminent reinstatement to senior status and seek expert assistance in guiding Medgar Evers through the shoals of these turbulent waters. The senior college status will solve many problems; but should not be taken as a panacea. No doubt the Commission on Higher Education of the Middle States Association will be helpful and will follow carefully the college's progress in this worthwhile and richly deserved venture.

III. MISSIONS, GOALS AND OBJECTIVES

One of the most fundamental characteristics of excellence in an educational institution involves the clarity of stated missions and their appropriateness to the institution's resources and the needs of its constituents. In addition, awareness of the mission and goals on the part of all concerned is vitally important.

Medgar Evers College's fundamental mission is "to provide high-quality, career-oriented undergraduate degree programs in the context of a liberal education for deserving students from widely varying social and economic backgrounds."

Of the college's eight major goals, four merit special mention, since they represent the core of the non-traditional character of Medgar Evers College. These are:

Goal Four: To provide students with a sense of personal and cultural identity and to sponsor activities which promote tolerance and respect for other cultures and ethnic groups.

Goal Five: To provide non-traditional educational, social, economic and cultural programs (both degree and non-degree granting) which serve a wide variety of metropolitan residents.

Goal Six: To provide opportunities for students to prepare for leadership positions and political participation in a changing world, so that they can assume active roles in the development of their communities.

Goal Eight: To engage the community in the realization of the College's mission and goals.

The team wishes to commend, in the highest terms, Medgar Evers College on its fine work in this area. We found the college's statement on mission and goals to be clearly stated, realistic, philosophically well-founded, and yet an excellent challenge for students and to faculty. The non-traditional goals appear to be especially well-matched and thoroughly appropriate for the exciting non-traditional students at Medgar Evers as America moves toward its 21st century.

With respect to the "goals" associated with the rest of the individual chapters in the self study we recommend that ongoing monitoring be undertaken to assure that the respective objectives remain closely related to the primary mission and goals of the college.

IV. INSTITUTIONAL INTEGRITY

By academic tradition and by philosophical principle, an institution of higher learning is committed to providing the most conducive environment to achieving its mission and goals and the pursuit of truth. A Middle States evaluation team has a particular responsibility to look at an institution in its totality with serious attention given to the integrity of the institution as the keystone of its quality and vitality.

In the aspects we have pursued - the freedom to examine the college's data and materials, to meet with and question individuals and groups, and to obtain evidence - we have met with integrity. The thoughtful and thought-provoking self study report is an excellent example of Medgar Evers College's willingness to share analysis, candor, and openness with the team, and we commend the college highly on the substance as well as the form of its excellently written document.

The team found the area of community and public relations to be truly outstanding and represented a stellar asset to the college. It seemed to be brilliantly administered and especially active in keeping the community and the city informed of the college's educational and cultural activities as well as its identity. The plethora of positive news media coverage was stunning given the young life of the college, its size and its location. We congratulate the college on its vigorous activity and excellence in this area.

One other area related to institutional integrity is the college catalog. The team recommends that the college catalog be reviewed and revised as soon as possible. We noted that in some instances the programs, curriculum and courses/credit hours are not always congruent with actual practice as we found it. Perhaps more frequent updating or supplements can be used to advantage in this instance. One method we suggest might be to develop a process whereby approved new curricula or courses have a central data base which is regularly monitored and used to provide information for the catalogs.

V. STUDENT RECRUITMENT, ADMISSION AND RETENTION

One of the important indicators of an institution's standards is the appropriateness of its admission policy as evidenced by recruitment, admission requirements, procedures and outcome.

The team lauds the college's strong effort toward recruitment and admission of students over the past two years. Although the majority of new students seem to be part-timers, this fact seems to predict renewed vitality in this area.

Some confusion was experienced by the team in obtaining the numbers of students at the college, in full-time equivalents (FTE) as compared to head count. This problem was resolved and the annual FTE enrollment picture was determined to be:

1982 - 83	1976 FTE, Annual
1983 - 84	1846 FTE, Annual
1984 - 85	1847 FTE, Annual
1985 - 86	1696 FTE, Annual
1986 - 87	1665 (Fall) and 1758 (Spring) =
	1712 FTE, Annual

However, the FTE picture is actually much stronger than it initially appears. In 1984 the new president, working with the academic staff, began a serious dismissal process for students with academic deficiency. This resulted in the loss of 1200 students who heretofore had been continued at the college despite poor academic standing. Many of these students were full-time attendees. The team commends the president and academic staff for this wise and courageous step and supports the constant monitoring of the academic probation and dismissal area presently undertaken. In light of this effort it was viewed as a strengthening of the college to observe the steady increase in admission of students now underway since this will provide real and accurate FTE numbers of students in good academic standing.

The team noted professionalism among the college's staff in this area, many of whom demonstrate a very real effort to follow the progress of the admitted students.

We do urge Medgar Evers to continue, with high energy, to address retention at the college.

Retention Strategies

Retention of Medgar Evers College's students requires an all-college effort and well-conceived strategies. The team found the basic skills courses to be taught largely by adjuncts as reported under FACULTY. Also there appears to be a tendency toward overreliance on support staff to carry much of the burden of retention of students. Given open admissions within the CUNY system and the major mission and goals of Medgar Evers, it seems essential that more concentrated effort should be brought to the area of retention of the colleges students.

The students at the college were very impressive to the team. Their serious nature, mature age (average age of approximately 30 years), and high hopes and aspirations deserve to be met with deep commitment on the part of the college to provide the best retention efforts and strategies possible. We believe the college recognizes this need as evidenced by the college's discussion of the establishment of a retention task force.

The team recommends that the Task Force on Retention be carefully designed to include members from all constituencies of the college including staff, faculty, administration and students. Both the staff and faculty should be selected with an eye toward those who are willing to devote the time and interest to carry out the task in a committed manner. We emphasize that the task force should represent the entire college and not particular sections thereof. We believe the strategies which might occur from such an effort should result in improved retention of Medgar Evers students.

VI. STUDENTS AND STUDENT LIFE

An educational institution has an obligation to provide for the individual development as well as the instruction of its students in ways consistent with its mission. A program of student services should be concerned with advisement, counselling, health, student government, cultural, athletic activities, and student-faculty-administration relationships.

The team found the students at Medgar Evers College to be one of its greatest assets. In general, the students were articulate, forthright, objective, eager to learn, and candid in the discussions of their concerns. Further, the students were loyal and supportive of the mission and the programs of the college and dedicated to the reinstatement of the senior status of Medgar Evers. The student leader group was especially impressive to the team. They demonstrated interest in the college, in their areas of study, and many other aspects of Medgar Evers. As one student stated, "I know Medgar Evers has problems, but I am not going to give up. Because if I give up and everyone else gives up, then Medgar Evers won't be anything for other students who will come here later. I don't want to take sides. I feel we should all join hands, for when we are united, anything is possible!"

The Student Government Association (SGA) appears to be functioning well with excellent leadership and objective, realistic understanding of the political realities of the college. The Student Government appears to use its energies admirably on behalf of the college and major issues. However, care should be taken by the college not to draw this dynamic group into taking sides in the tension which surfaces occasionally between major constituencies.

Student Services

Several student services areas seemed to be very strong. Career Development and Athletics seem to be developing well at this juncture, along with the Alumni Association. The Day Care Center and the Women's Center appear to be good additions to the college but seem to need more funding, space and support from the college. A good deal of pride is evidenced by students, and alumni in these programs.

Medgar Evers, as does several other CUNY Colleges, has an open admissions policy. Further, at Medgar Evers, among the students, the number of females is very high (approximately 70%). The average age is approximately 30 years. The student population consists of 99% minorities, with low median family income, and low mean entrance scores, with approximately 30% of the entering students having attained a GED. Many of the students attend college part time. All of these factors have an important bearing on the unique mission and non-traditional goals of the college.

Areas of concern expressed by the students include: The need for improved tutorial equipment and services; more assistance in identifying and planning recreational and athletic activities; more academic advising and direction since many adjunct faculty are not available when needed; and improved counseling services. The academic support services seem to need to be reviewed by the college in light of these perceived concerns.

Certainly one area mentioned repeatedly by a variety of constituents as well as students was insufficient and inadequate supervision and administrative coverage during the very active evening hours. The team spent time in the evening observing the activities. The college appears to "come to life" with students after five o'clock, but offices close shortly thereafter to the grave disadvantage of the students. The team recommends that attention be given to evening hour supervision as rapidly as possible.

The Health Services area caused concern to the team. The lack of back up nursing staff, lack of enforcement of the college's mandatory policies e.g. physical exams and lack of firm arrangements with local hospitals to provide

emergency care leave much to be desired. We recommend the college develop a plan to enhance and augment the health services, including the addition of evening health services, preventive health education and provision of contractual medical services as soon as possible.

One additional area requires comment by the team. Good recordkeeping and data needs are essential for retention, placement and counseling as well as monitoring academic progress of the students. Is it possible the college can acquire a computerized data base management system either on the micro-or mainframe? The timeliness and accuracy of information received by the academic support staff is very important. Further there appears to be a need for Admissions, Financial Aid, and the Registrars Office to work in closer concert with other student related services.

The team observed a need for more decisive leadership in the Student Services area. There appeared to be an element of newness or hesitancy here. No doubt, once additional experience is gained, the concerns herein conveyed can be creatively resolved.

VII. ACADEMIC PROGRAMS

Basically, an institution's education program should reflect and foster the accomplishment of institutional goals and mission, and should use ongoing evaluations to determine the extent to which the goals are being met by the students served by the College.

We wish to compliment Medgar Evers College on its achievement in academic programs and curriculum development, especially as these areas relate to the mission and goals statement.

In general, the programs and curricula seem to be responsive to the community, to the students, and to the faculty. The program objectives appear to be clear and appropriate. The periodic evaluation of programs, and the resulting modifications, seem well-thought out, responsive and in keeping with current information in the disciplines. We found the programs strong, well-conceived and rigorous, in general. The criteria for admission and graduation seem appropriate and more than adequate.

The balance between core curriculum credit hours and specializations closely parallels the stated objectives of the College. In fact, it seemed clear to the team that the integrity and credibility of the College emanates to a real extent from its academic programs. Keep up the good work!

We recommend that the college consider the following at this point in its development:

- 1) that the major academic divisions work more closely together to provide better articulation and communication among programs;
- 2) that a computer literacy program or course be designed for all students;
- 3) that the Business program and Natural Sciences work together to avoid overlapping courses and duplication of effort in the computer area;

- 4) that information on placement and post testing be shared with Academic Programs so that program data can be used to inform the basic skills courses;
- 5) that the outcome of transfer and graduating students be followed closely to see how these students fare when they depart the college; and,
- 6) that the college monitor and fill faculty vacancies in a timely manner.

In general, however, we commend the college's faculty, staff, and academic leadership on its outstanding effort on behalf of the college's academic programs and curriculum. In particular, the chief academic leader, along with her professional staff, deserves meritorious mention for effectively articulating the academic goals of the institution and for developing strategies to meet these goals. The fortitude, loyalty, dignity, and intelligence provided through the Dean's Office was admired by the team.

The team chairperson also encourages the college to develop a definition of excellence which encompasses the many fine activities and student outcomes it undertakes so successfully. Such a definition is clearly needed in contemporary higher education, for it extends beyond "value added" and incorporates "hope added;" it extends beyond career education to incorporate confidence and aspiration education; it somehow goes even beyond a job, or academic progress and gets to the very core of liberal arts, i.e. the freeing or liberating of a human being. Today's higher education needs a definition of excellence for tomorrow. Medgar Evers is well situated to undertake this exciting venture.

Core Curriculum

The core curriculum of the academic program is under review by the College Council, with adoption anticipated in the 1987-88 Academic year. At present, some confusion and concern still exists relative to the objectives and content of the core. The team thinks the desire to refine the core is admirable and a step in the right direction. Clearly, expert and competent faculty are on hand to teach the core courses once they are defined.

The college appears to be making progress in articulating its objectives with respect to computer literacy. The team supports the college in this effort and urges the college to move expeditiously from planning to implementation with respect to this important topic.

When finally revised, the core curriculum, unquestionably, should bring stability and renewed vitality to the college's overall academic program and we wish Medgar Evers well in this important endeavor.

Basic Skills

The basic skills program plays an integral role in providing the necessary tools by which the underprepared student can function in an academic environment characterized by literacy. The basis and need for a strong basic skills program is rooted in the mission of the college. Medgar Evers students, when admitted to the college, should be able to expect, and rightfully demand, to enter a program of study that would prepare them to function well at the college.

The strengths of the Medgar Evers basic skills program appear to be related to identifying students who need remediation, to obtaining grants to assist with remediation, and to keeping faculty abreast of information regarding remediation efforts.

As discussed under FACULTY, the team was discouraged to find that instruction in remediation is largely by Adjunct faculty and thus there is relatively little interaction with the students in terms of counseling and advisement. Further, the facilities seem only marginally adequate for the intensive work needed for remediation. Computer assisted instruction needs expansion as well as additional soft and hardware in this area. A review of the syllabus and exams should be undertaken with an eye toward some commonality and coordination of these two aspects; i.e. a common syllabus and common or at least similar exams.

The Task Force for this area no doubt will address many of these concerns as well as those stated in the section of this report under FACULTY.

Adult and Continuing Education

To the team this area seemed to be in an evolving state which, understandably gave it a somewhat transitory appearance, due, apparently to a recent change in leadership. Yet there was clear indication that community involvement was present and that service to area residents was being provided.

Despite some very real strengths in this area, e.g. good grantsmanship and professionalism, the college should consider additional ways in which this area could be more responsive to the needs of evening students and programs. One suggestion would be to consider providing regular administrative supervision of the evening hours. Another suggestion would be to enhance opportunities for more interaction and systematic exchange of ideas between the Office of Adult and Continuing Education and other major areas at the college. This area seemed, to the team, detached from the rest of the college, and, hopefully, will become more integrated with other programs over time. Perhaps, to this end, the administration and staff in this area might be well served by exposure to similar operations at other colleges.

The team also suggests that studies be undertaken to determine future market feasibility and to determine the future impact of the reinstatement of senior status on this area of the college.

In general, however, the team found Adult and Continuing Education to be an important medium through its outreach into the community. Certainly its value will continue to increase as the college continues to develop.

VIII. OUTCOMES

The acid test of evaluating the effectiveness of any college is evidence of the degree to which it is able to achieve the goals it has set for itself.

The team was genuinely impressed by the effort Medgar Evers College has shown in recognizing the need for outcome data at the College and by having begun to undertake seriously the identification of the major areas in which outcome studies are critically important.

The team spent considerable time on this aspect of the evaluation, for we are sensible of the need for these data for teaching Medgar Evers College's students and for necessary long range planning and decision making at the college.

In order to continue its progress in this vital area we recommend that the Office of Institutional Research seek expert advice and assistance in research design for outcomes especially in areas such as attrition, retention, transfer students and how they fare, and academic progress of students. Further, these terms should be defined in a manner which is used synonymously throughout the college. Outcome studies, especially following expert design, should prove to be a vital resource for data-based decision making at the College.

IX. FACULTY

The Commission of Higher Education document on Characteristics of Excellence in Higher Education addresses the subject of faculty in an eloquent manner. It begins with a statement which includes "The primary responsibility of the teaching faculty is to supply the instruction necessary to make the curriculum effective." It further points out that allowance of time to devote to professional advancement and development and the encouragement to do so are very important.

Clearly one of the great strengths of Medgar Evers College is the expertise, competence, dedication, high accessibility, and sensitivity of the faculty to the needs of Medgar Evers students. The faculty demonstrate high commitment to the task at hand and evidence pride in both their academic programs and their students. In large measure this pride is met with reciprocity by the students. The small class size and interpersonal, although professional, interactions with students, especially in the major subject courses, appear to enhance the quest for truth, and fit the college's mission extraordinarily well.

The faculty are well-credentialed and seem to work diligently to upgrade their expertise in their major disciplines. There is evidence that many of the faculty have undertaken the opportunities to become computer literate and to keep abreast of current activities in this important area. Further, most faculty are committed to the mission and goals expressed by the college and seek to provide the best instruction possible in facilities which, in some instances, seemed only marginally suited to that purpose.

The team commends Medgar Evers on its procedures which aid faculty to undertake sophisticated scholarly pursuits, to maintain a reduced teaching load, and to pursue a terminal degree, when desired. These advantages cannot help but benefit the students and the college in the long term.

The team noted several areas concerning faculty which we suggest be reviewed at this point in the college's history.

Faculty Development

Faculty development, especially those initiatives other than sabbaticals, appear to need strengthening and consistency throughout the college. In-service training for faculty seems needed, for example.

The team suggests that faculty development receive a high priority along with other major issues at the college. We encourage the Academic Affairs area to continue the movement it has begun in this direction, and commend the leadership for its foresight in this area.

Adjunct Faculty

The team noted that the number of adjunct faculty seemed to be very high in proportion to regular, full time faculty at the college. Although adjunct faculty credentials were adequate in most cases, these faculty often seemed to be practitioners in their subjects rather than experienced instructors. Furthermore, the time spent at the college by adjuncts, other than in actual teaching, seemed minimal. The combination of large adjunct numbers, less experience in teaching, and minimal time at the college could work to disadvantage the college's students.

The team was surprised to determine that many of the basic skills courses were being taught by adjunct faculty with relatively little involvement by regular, full time Medgar Evers faculty. Given the fundamental mission and goals of the college, and the seriousness of the students, the team found the lack of involvement of regular teaching faculty in basic skills to be philosophically unfounded.

We recommend that the college devise a plan to reduce the numbers of adjunct faculty and to provide more in-service teacher training to the adjuncts who exhibit a need for it. Further, we urge the college to review this entire area and take whatever steps are necessary to provide, to the fullest extent possible, incoming students and ongoing students with the benefit of the strong, capable, experienced teaching by regular Medgar Evers faculty. Otherwise, we foresee an unwholesome gap opening between remedial and college level courses.

Faculty - Institutional Governance

The team found that although the roles and responsibilities of the faculty are documented in the Revised Governance Plan approved June 1981, both faculty and administrators acknowledge that further revision is needed. Apparently, the President has appointed a committee to recommend revisions in the Plan.

Although it is clear that Medgar Evers is making some effort in institutional and faculty governance, through the College Council, as is the case in many complex, contemporary, young educational institutions there is the impression of at least a few unresolved tensions in governance. The team noted, for example, a tendency for the faculty to appear to view its role as one of faculty review of administrative decisions. Administration appears to have responded with a tendency to seem a bit reserved concerning this role for the faculty.

Several basic attitudes and perceptions recurred in interviews:

1. There is clearly one large body of faculty who appear to be committed to making the present system of governance work effectively and demonstrate confidence that the system is moving toward addressing the major issues of the college-wide and community concerns. Evidence of this is provided through some of the committees, the processes of which lead to expeditious action.

2. A second smaller body is skeptical about the governance system at times and complacent at other times. They do not seem hostile, but would like more direct interaction with decision-making and communication. Otherwise they prefer to stay remote from governance activities and simply teach.
3. A much smaller third body seems a bit suspicious about the present system of governance. Individual persons within this category might not agree with one another as to the appropriate governance structure, but share a belief that faculty should be more directly involved in the setting of admissions standards, educational, fiscal, and personnel policies, with administration playing a less decisive role in these areas.

However, it should be noted that, in general, most faculty believed this area is resolvable and could be successfully addressed by faculty and administration. The team concurs with this belief.

The team recommends that the college set a firm deadline for the completion and college-wide review of the anticipated revision of the Governance Plan. We also suggest that the faculty role in governance be defined toward more effective communication and wider dissemination of information at levels which more directly reach the faculty at large. This step might enhance the sense of the faculty of having taken a more active and positive role in college governance.

X. ORGANIZATION AND ADMINISTRATION

Medgar Evers impressed the Team as being very well-managed.

The president is clearly the chief executive officer of the college. We note especially the active role the president has played in obtaining funds, reducing teaching loads, moving the anticipated new building projects forward and being in the forefront of attempting to win reinstatement of the college's senior status.

The stability of the college reflects the caliber and administrative skills of the president. Since assuming office the president appears to have tackled the many issues facing the college with boldness and high energy. The institution functions well as a unit despite some creative tension as a result of what is perceived to be a brisk, often forceful pace. The area of administration seems to have good direction and excellent communication between the president and his administrative executive staff.

We noted under FACULTY that communication between the administration and faculty needs further development as the college develops from a young growing institution to a more mature status. We also wish to note that some of the administrative offices need to confer more with each other, for example, Financial Aid, Registrar, Admissions, and Institutional Research. Further, the team observed a definite need for a better computer facility to assist with the information related to the management of the college. This area will be very important to assist in planning, budgeting, and outcomes studies as well as aiding the college in providing quality services to students and faculty.

The team suggests that the formal organizational chart be corrected/updated so the various persons within the college have a more accurate understanding of the reporting system which is being used. The leadership of the area

designated "Administration," for example, functions very smoothly and effectively. In interviews over the course of the visit, it became evident that this position and its concomitant duties were significantly more central to the college's administration than was indicated by the organizational chart.

A committee on reorganization has been established and expects to complete its work within the next year. The team commends the college on its efforts and interest in continuing the process of reexamination of its organization as it continues to mature and hopes these comments will prove helpful.

XI. LIBRARY

The centrality of a college's library in the educational mission and at the institution is of paramount importance to the students and faculty and needs to be strongly supported.

The team found the library collection to be worn, tired, and woefully neglected for such a young college. Despite valiant efforts by the library staff and leadership, the prolonged insufficient funding of this unit has caused it to have grave difficulty in fully achieving its goal of enriching the educational programs of the college, teaching students to become independent users of libraries, a goal which promotes lifelong learning and an informed citizenry. The library appeared to the team to have the most serious deficiencies to overcome.

The budget over the years of 1981-86, ranging between \$20,000 and \$40,000, fell far short of the funding needed to bring a young library to requisite size and currency for Medgar Evers student body and community size. The reference and audio-visual collections seem limited, periodical subscriptions have been sharply reduced, and interlibrary loan, though useful, does not replace direct access to materials which the college's students should have.

The team was greatly cheered to note the recent influx of massive funds to the Library (\$280,000 from supplemental budget in addition to \$65,000 from the operating budget). The team commends the college for this important step toward correcting the serious condition of its library. These funds have assisted in adding much-needed professional staff, media and equipment, as well as print collection. The college needs to develop consistency with fiscal allocations so that the library can plan to continue to upgrade its programs and collections.

Although the steadily declining circulation and attendance numbers at the library represent a serious concern, they appear to be, at least, partly attributable to the meager collection and offerings of the library. The facility in which the library is housed (Santini building) is somewhat isolated but appears to be well-lighted, and it was clear that a good deal of effort had been expended to make the library look inviting. New space is allocated for the library in the anticipated new building. However, it may be inadequate, if the library is able to bring its print collection and media operation to threshold adequacy. The team recommends that the college provide the library annually, to the extent possible, a stable level of adequate financial support for thoughtful collection development and for increased individualized assistance to students. We recommend also that the library engage in greater efforts toward library outreach - outreach to department meetings, and with faculty, and in the community, in order to promote the library resources.

In closing this segment on the library, the team commends the vigorous efforts and dynamic leadership provided by the chief librarian and staff, especially under the existing conditions (spatial isolation, location changes, fiscal constraints). Collectively, the librarians have exhibited creative responses to the problems confronting the Library. On the other hand, the team must express its serious disappointment at the long-standing neglect of the college's library and hopes that the new influx of funding represents a new chapter in support of this vital educational resource.

XII. FINANCIAL PLANNING

A budget for annual operation is a major form of planning. The financial stability of a college is a fundamental aspect of its integrity and to this end both long-range and short range financial planning are absolute necessities.

The City University of New York has a number of bureaucratic processes which Medgar Evers' Chief Financial Officer has handled adroitly and successfully with respect to its budgetary and financial assets. Additionally, some funding, is obtained also, from the state for specific areas and programs. It was clear to the team, however, that the unusual circumstances of being funded at a junior level status while having senior level programs and aspirations do leave the college seriously underfunded.

Several concerns were voiced by the team primarily related to the following questions: Will senior level formula funding meet most of the college's present financial need? And, with eighty percent (80%) of the budget currently dedicated to personnel salaries, how will the college undertake new programs and activities needed to produce quality senior college level educational outcomes? Given the high cost of remediation associated with the college's admission of non-traditional students, what will be the financial impact on equally high cost baccalaureate programs? What is the break-out between credit hour and non-credit costs per student under the college's present status?

The team unquestionably believes senior status for Medgar Evers is an important step in the right direction. We recommend, however, that the college begin immediately to establish stronger ties between long range budget planning and final allocation of funds. This step should encompass all budget items including "fixed costs" (such as telephone, postage, etc.) as well as allocating or breaking-out revenues and expenditures into cost centers to determine more clearly the cost-effectiveness as well as inefficiencies that may exist within college programs and activities.

In general the team found that Medgar Evers was moving forward well in this area for a college still in the early stages of its development. We are confident that the college will continue its development of procedures, processes and long range financial planning needed during its maturation into reinstated senior college status.

XIII. INSTITUTIONAL FACILITIES

Plant and physical facilities must be looked upon as means which facilitate an institution's work. An institution which cultivates among all members of the

campus community a sense of responsibility for the physical plant as part of the total learning environment can add greatly to institutional morale.

Medgar Evers College's currently existing facilities (two main buildings) are severely cramped, overcrowded, and show signs of deterioration. The team was greatly cheered, therefore, to view the new physical plant which Medgar Evers is in the process of constructing. The new facility is a large, impressive, \$31 million dollar physical plant which is planned to house a majority of the college's present educational activities. The team commends the college for its foresight and endurance in obtaining the funding which will result in the new capital construction of this much needed facility.

The team concurs with the college's belief that it will require considerable and careful liaison with the capital construction bureaucracy to oversee the new building's completion in a timely manner (Fall 1987). Given bureaucratic and construction processes it seems likely that the new facility will be completed later than anticipated. Further, it is clear that excellent coordination and timing will be needed between the new facility and the existing plant to effect a smooth transfer and avoid chaos. Fine planning work has begun on this task by the college's Master Plan Committee and certainly should be continued.] X

The team was informed that additional property has been acquired which is located close to the impending new facility. Also, plans were proposed to rehabilitate the larger of the two current buildings. It appeared to the team that all three of these areas will be needed, since the new facility may not be adequate in space when the college is reinstated to its senior status. We recommend, accordingly, that long range strategic planning be continued (or initiated) in this area to assure that current space problems will be largely alleviated and that expansion of certain areas, e.g. academic programs, computer services, adult and continuing education, will be made possible. A total assessment of current and future plans for space and programs seems clearly needed.

Again, the team highly commends the college for its outstanding success in moving forward with much-needed new facilities. The new physical plant should have a significant impact upon the college and its educational activities on behalf of both students and the surrounding community.

With respect to existing facilities little can be said which is not already apparent from the self study report. Further, the team recognizes the financial constraints and staff shortage in this area. However, we urge the college to pursue the best daily maintenance possible while awaiting the new facility. Perhaps painting, refurbishing and carefully supervised daily housekeeping, to the extent possible, could be undertaken pending the new facility. The team observed less than desirable, and in some instances, inadequate levels of maintenance in the public areas which receive heavy usage by students, especially in the very active evening hours. X

XIV. GOVERNING BOARDS

A governing board is expected to serve the public interest by accepting legal responsibility for seeing that the institution is what it is intended to be, and that it fulfills the announced mission and goals for which it was established, and ensures its continuance.

Board of Trustees of City University of New York

Several members of the City University of New York Board of Trustees met with the team. These Trustees exhibited a great deal of interest in, understanding of, and commitment to the mission, goals and major issues of Medgar Evers College.

Much of the discussion centered upon the Trustees' solid support of the College's efforts to reinstate its four year senior college status. In addition we discussed at length the Board of Trustee's role in the following topics: public policy formulation, funding acquisition and allocation, and future plans, including sector wide articulation; CUNY standards; and the strong advocacy role of the Board. It was particularly gratifying to the team to observe the Board's obvious depth of caring for and about students in the CUNY system, including, of course, Medgar Evers College's students. In fact, two of the members of the Board who were present had been founding members of the college.

It was clear to the team that the Board members are appropriately knowledgeable in all of the areas under their purview and ably apply that knowledge for ensuring the college's integrity, mission and continuance. The team found the members of the CUNY board with whom we met to be excellent examples of Trustees.

Community Council

Typically, the Community Council would be discussed under Community Outreach. However, the goals of Medgar Evers fundamentally include engaging the community in the realization of the college's mission and goals. The college was founded at the insistence of the residents of the Central Brooklyn community, and the Council was established to maintain involvement of the community with the college. To that end, the Council has had a profound impact on the college.

The team was greatly impressed with the Community Council members with whom we met. Several persons present had been founding members of the college. It would be difficult to imagine a more dedicated, devoted or hard working group. The Council's strong solid support, excellent knowledge and keen understanding of the community and the college, is truly laudable and serves as a bedrock for Medgar Evers. The Council's role in fund raising, advocacy, and community leadership appeared to the Team to be one of the prime factors in preserving the college's autonomy as an institution within CUNY while maintaining a firm link with the Brooklyn Community. Yet, at the same time, the Council demonstrated respect for the operational authority of the Chief Executive Officer of the college.

The Council members discussed in considerable detail and with deep intensity the community's strong support for and activities on behalf of gaining reinstatement to senior college status for Medgar Evers College. Despite the long term battle which they have tenaciously fought for this much sought-after goal, there clearly was no hint of recession. Indeed, as one member said, "We have come too far to turn back now. We are determined! We shall overcome any and all obstacles to return to senior status!" Further, the Council members seemed extraordinarily insightful and perceptive with respect to the future

needs and plans for the college once senior status reinstatement is accomplished.

We found the professionalism, dignity and collective wisdom exhibited by the council to be admirable. The team commends the Council highly for its long term outstanding work with the college on behalf of the Central Brooklyn Community.

XV. CONCLUSION

In conclusion we are favorably impressed with Medgar Evers College. From a well-informed and supportive Board of Trustees, and Community Council, through an administrative cadre characterized by talent, efficiency and effectiveness, a highly qualified and deeply engaged faculty, an able, and adaptive support staff, and a decidedly serious and committed student body, Medgar Evers College exhibits vitality, strength and achievement in the many new dimensions of excellence toward which it presses.

Medgar Evers College impressed the team as a vital and necessary precious resource of the City University, New York State and the Nation.

The visiting Middle States Association team expresses again its gratitude for a stimulating learning experience with value both to individual members and to their parent institutions. It hopes that the familiar Heisenberg effect (alteration in phenomenon by the very act of observing and measuring) which has clearly characterized the self-study and the program review processes, will have occurred to some degree, and in a helpful direction, through this visit.