



# MEDGAR EVERS COLLEGE

of The City University of New York

1650 Bedford Avenue

Brooklyn, New York 11225

718: 270-5000

OFFICE OF THE PRESIDENT

To: The College Family  
From: Dr. Edison O. Jackson, President  
Date: October 15, 1990  
Re: Position Paper on Restoration of Four-Year Status

---

Enclosed is a position paper entitled "Undergraduate Status for Medgar Evers College: A Call for Action!", which proposes that Medgar Evers College be designated as the Undergraduate College of the City University of New York. All of the senior colleges within the City University of New York offer graduate as well as undergraduate degrees. This paper presents our argument, in a comprehensive yet cogent manner, for the restoration of 4-year status.

This change in status from a community college to that of an undergraduate college is merely a confirmation of the College's current role of offering both Bachelors and Associates Degrees. It also marshals our argument for the need to move from our current request for senior status to that of an undergraduate college by unequivocally stating that Medgar Evers College's intent is to offer four-year degrees as the terminal degree of the College. As Medgar Evers College continues to fulfill its mission of "... providing high quality career-oriented undergraduate degree programs in the context of a liberal arts education ...", classifying the College as an undergraduate college will finally recognize the vital role that Medgar Evers College plays in the upliftment of the citizens of the central Brooklyn community.

The concept of an undergraduate college is not a novel idea. Within the state of New York there are 250 colleges and universities; of these 131 focus exclusively on undergraduate education. However, within the City University of New York, there is no undergraduate college.

As you know, Medgar Evers College has continued to offer instruction and student support service as a four-year institution, despite losing its senior status funding in 1976; thereby continuing to fill an urgent need in the central Brooklyn community. Over seventy percent of our Associates Degree graduates go on to complete the Baccalaureate Degree at Medgar Evers College. This has placed a severe strain on our educational infrastructure: instruction, student support services, operation and maintenance

of existing facilities, and administration; not to mention the debilitating effect this has had on our operating budget. In addition, the negative stigma which the rescinding of senior status has had on the College, has created severe recruitment problems, as well as acceptance problems for our baccalaureate degree graduates. As senior colleges are funded at higher levels than community colleges, our budget allocations have not been adequate to meet the expenses associated with providing senior college instruction and services to our students.

As we move into the last decade of this century, the question that we must all address (faculty, staff, students, administrators, and the community-at-large), is: What will Medgar Evers College become as an academic institution during this period and beyond? The answer to this question is, to a large extent, inextricably linked to your dedication and willingness to strive for excellence in the performance of your individual duties and responsibilities. Another major portion of this equation lies in the charting of the proper course to ensure that Medgar Evers College achieves the greatness which it so richly deserves. As you know, we have charted, and have begun implementation of that course. I am proud to say that as a result of implementing some of the tenets of this new agenda, the College has been able to realize significant improvement in the quality of the academic enterprise. For those of you who have embraced wholeheartedly the philosophy of quality and excellence, I encourage you to continue; for the others, I urge you to "join the bandwagon" and begin doing your part to make Medgar Evers College great.

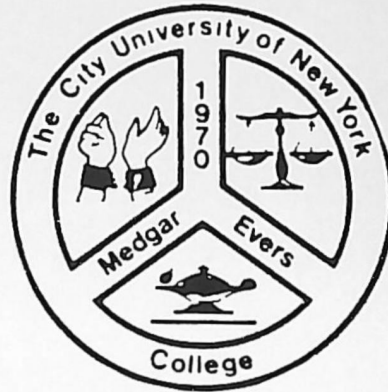
It is important to point out that for the first time in the recent history of the College, there is renewed esprit de corps among faculty, staff, students, administration, and the community-at-large. This speaks well for the rebirth that is presently taking place. The future for Medgar Evers College is indeed very promising. I am sure that many of your colleagues, maybe even you, can attest to this. Our basic fear, however, is that the rebirth/rebuilding that is presently taking place will be stymied if restoration of four-year status is not achieved. Needless to say, we need to continue along this path.

Medgar Evers College is well positioned to achieve greatness and have greater control over its destiny because we have charted, and have begun implementation of, a cohesive well-thought-out plan for the future. Our achievement of this goal, therefore, will not be because of any singular person's success, but because we (faculty, staff, students, administrators, and the community-at-large) have all decided to strive for what is best for Medgar Evers College. For it is only through our collective dedication and performance that we can restore four-year status to Medgar Evers College.

1 2

UNDERGRADUATE STATUS  
FOR  
MEDGAR EVERS COLLEGE

A CALL FOR ACTION!



A Position Paper  
For the Designation of  
  
MEDGAR EVERS COLLEGE  
As  
The Undergraduate College  
Of  
The City University of New York



UNDERGRADUATE STATUS FOR MEDGAR EVERS COLLEGE:

A CALL FOR ACTION!

A Position paper  
For the Designation of

MEDGAR EVERS COLLEGE

As

THE UNDERGRADUATE COLLEGE

OF

THE CITY UNIVERSITY OF NEW YORK

By

Dr. Edison O. Jackson

President

October 15, 1990



## TABLE OF CONTENTS

INTRODUCTION .....	1
BACKGROUND .....	3
THE ROLE OF MEDGAR EVERS COLLEGE .....	4
RATIONALE .....	5
MEDGAR EVERS COLLEGE: PRESENT AND FUTURE .....	8
EXTERNAL AGENCY RECOMMENDATION .....	11
CONCLUSION .....	12
APPENDIX	

## List of Appendices

- A: Setting a New Agenda for Medgar Evers College  
1990 - 95: A Blueprint for Excellence
- B: 1990 - 91 Educational Plan
- C: Reorganizing the Academic Affairs Area at  
Medgar Evers College
- D: 1990 - 91 Financial Plan & Long Term Plan

**UNDERGRADUATE STATUS FOR MEDGAR EVERS COLLEGE:  
A CALL FOR ACTION !**

**INTRODUCTION**

This position paper proposes the designation of Medgar Evers College as the Undergraduate College of the City University of New York. All of the senior colleges within the City University of New York offer graduate degrees, in addition to undergraduate degrees. Our intent is to create a niche wherein we will concentrate on teaching and preparing our students to pursue successful careers as well as graduate study.

This change of our status from community college to that of an undergraduate college is in fact a recognition of the College's unique role of offering both the Bachelors Degree and the Associates Degree, with the resources of a community college. It also marshals our arguments for the need to move from our current request for senior college status to that of undergraduate college, by unequivocally stating Medgar Evers College's intent is to offer four-year degrees as the terminal degrees of the College. Given that Medgar Evers College has served and continues to serve a diverse student body from the central Brooklyn community through a fulfillment of its mission of "... providing high quality career-oriented undergraduate degree programs in the context of a liberal arts education ...", the classification as an undergraduate college will finally recognize the vital role that Medgar Evers College plays in the upliftment of the citizens of the central Brooklyn community. Further, this classification provides a meaningful and workable alternative to the current impasse and focuses on the possibilities without excessive additional expense.

An undergraduate college is an autonomous independent school, or part of the campus of a larger institution. Undergraduate colleges offer four year programs as the terminal degrees of the college. The concept of an undergraduate college is not new as it has existed since the inception of postsecondary education. The concept was further clarified with the introduction of graduate education.

The undergraduate college as an organizational device captures the special values of both the community college and the senior college without their inherent limitations. The undergraduate college is a hybrid. It is not limited and circumscribed by its historical past to offer only 2 year degrees as in community colleges, nor can it be expected to offer graduate level degrees as invariably occurs with senior colleges. Undergraduate colleges by definition become the bridge in their unique mission of 2 and 4 year degree programs.



The history of undergraduate colleges in the United States offers examples of the success of such colleges and institutions of higher education. State Colleges like Elizabeth City State University, Ramapo College, University of Maryland, Baltimore County, private colleges such as Spelman, Morehouse, Whitman and Swarthmore, and religious institutions like Trinity College, Wilberforce University, and Rust College are a few examples of such success.

The undergraduate institution is an idea designed to enhance diversity within the university. "... The concept of diversity is based upon one of the primary tenets of American education - intellectual freedom. The existence of a diverse postsecondary educational system comprised of institutions that support different approaches to intellectual inquiry, is one of the best guarantees of intellectual freedom..." (Regents plan for the development of post secondary education in New York State, 1984)

The breadth and depth from the existence of a wide array of institutions stimulate intellectual activity and permits a student choice of the institution, and program which meets his/her academic, occupational and personal needs and expectations. The New York State Regents in acknowledging the benefits of such an educational system affirmed the goal of diversity in 1984 as one designed "to preserve and foster a diversity of institutions and programs to enable choice related to need, interest and ability".

Of the 250 colleges and universities in New York State, 131 focus exclusively on undergraduate education, and 26 specialize in education at the graduate or first-professional degree level. The concept of the undergraduate college is therefore not new or unique since approximately half of New York State colleges are so designated (Regents, 1984).

However, within the City University of New York system of public higher education there is a different structure. There are nine (9) senior colleges, seven (7) community colleges, one (1) technical college, one graduate, one medical and one law school. Yet, there is no undergraduate college. It is therefore recommended that Medgar Evers College be so designated. What is important to understand is that such a designation is a mere confirmation of the College's current role. Medgar Evers College is appropriately positioned to enhanced its role as the undergraduate college within the City University.

As you consider this proposal, it is important for you to be fully cognizant of some of the more relevant background information that is crucial to your understanding of the need to facilitate this request in an affirmative manner.

## BACKGROUND

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of the City University of New York. The College, named after the late civil rights leader Medgar 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 the educational and social needs of the Central Brooklyn Community.

In keeping with the philosophy of the City University of New York and Medgar Evers College, we believe that education is the right of all individuals in the pursuit of self actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career oriented undergraduate degree programs in the context of a liberal education. The College offers programs both at the baccalaureate and at the associate degree level, giving close attention to the articulation between the two-year and four-year programs.

The College is committed to students who desire self improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from the environment.

Consistent with the Board of Trustees policy, the College seeks to serve the central Brooklyn community which is comprised of students with diverse educational, socioeconomic, political, cultural and national background.

Despite losing its senior status funding in 1976, the College has continued to offer instruction and student support service as a four-year institution; thereby continuing to fill an urgent need in the central Brooklyn community. Over seventy percent of our Associate Degree graduates go on to complete the Baccalaureate Degree at Medgar Evers College. This has placed a severe strain on our educational infrastructure: instruction, student support services, operation and maintenance of existing facilities, and administration; not to mention the debilitating effect this has had on our operating budget. As senior colleges are funded at a disproportionately higher level than community colleges, our budget allocation has not been adequate to meet the expenses associated with providing senior college services to our students. In addition, the negative stigma which the rescinding of senior status has had on the College has created severe recruitment problems, as well as acceptance problems for our baccalaureate graduates.

As the College's mission is to provide educational opportunities for any and all students who enter its doors, regardless of whether they be middle class or poor, native born American or immigrant, academically well prepared or in need of



remediation, and regardless of ethnic or racial background, it continues to provide the same high level of instruction and student support services within the context of a senior college despite being funded as a community college.

We, therefore, view the restoration of 4-year status through the designation of Medgar Evers College as the undergraduate college of the City University of New York as crucial to our ability to realize effectively our charter mission.

#### THE ROLE OF MEDGAR EVERS COLLEGE

The role that Medgar Evers College must play in transforming the lives of every person who enters its doors is one that we accept with humility, pride and seriousness. We at Medgar Evers College understand the capacity of education to transform the lives of persons, a people, a community, a city, a state, and ultimately a nation. Therefore, Medgar Evers College, through the collective framework of its on-campus academic programs, student support services, and its Research Centers, sees itself as change agents. We are convinced that if the quality of life for the citizens of Brooklyn is to be improved, it will be because of the role that we play, along with other institutions in bringing about a change.

The dilemma that the College's Administration faces is whether to turn away the students who come to our doors seeking a four year degree to help them achieve self-respect, self actualization, and a chance to lift themselves from socioeconomic deprivation to an acceptable level of being productive citizens, or to continue to fulfill our sacred mission.

Given our commitment, we choose to continue to pursue the fulfillment of our mission. The outcome of our much needed efforts to meet the urgent needs of our service constituents is that the College has been forced into the unenviable position of providing 4-year college instruction with resources of a community college. That is, Medgar Evers College, with much less resources, has had to meet the same standards of academic excellence as senior colleges. Given the fact that the College services a clientele comprised mainly of people of the lower socio-economic strata with greater academic deficiencies, this achievement takes on greater significance; which has had an adverse effect on the College's operating budget. The future, if 4-year status funding is not restored, is projected to be the same. Given the tightening of fiscal purse strings at both the City and State levels, our ability to provide high-quality effective educational services to the central Brooklyn community is being jeopardized.

Against such a backdrop of germane information, the rationale for restoration of 4-year status through the designation of Medgar Evers College as the Undergraduate College of the City University



of New York, becomes abundantly clear. Nevertheless, we will provide additional information that should assist in your deliberations.

## RATIONALE

Today, the problems faced by urban public institutions of higher learning have mushroomed. Increased student enrollment in the face of declining federal support exacerbated by vanishing State dollars, worsened by ever increasing societal problems, require institutions of higher education to do more with a lot less resources. It has focused attention on the need for accountability. These problems are forcing institutions to rethink their priorities, revisit their goals and objectives, and generally streamline activities for greater efficiency.

This urgency is underscored by the Commission on Higher Education's statement of standards in Characteristics of Excellence in Higher Education (Philadelphia 1989). Among other things, the commission emphasized the relationship between an institution's overall academic organization, and institutional excellence. For Medgar Evers College, this urgent request for an undergraduate college status is grounded firmly in the need for more equitable resource allocation, increased efficiency in the use of those allocations, and greater accountability especially in meeting our goals and objectives.

More importantly, the advantages of this status center in part, on resolving the contradictions inherent in the current structure whereby Medgar Evers College designated as a community college, yet the College grants baccalaureate degrees; with seventy percent of our graduates receiving baccalaureate degrees in 8 different programs. It is funded on the community college model although 70% of its educational activities result in the graduation of students with baccalaureate degrees. According to the New York State Education code regulation, schools granting four year degrees are classified as senior colleges. Yet, Medgar Evers College is not classified as a senior college. Recommendations for the immediate restoration of senior college status by the Middle States Association of Colleges and Schools, and the firm of Alexander and Associates (who undertook a Senate mandated review of Medgar Evers College's qualifications for senior status), have not been embraced and acted upon by key decision-makers and policy-makers.

Medgar Evers College which is located in the midst of Central Brooklyn, has served and continues to serve as a beacon of light and source of hope for many who have become disenfranchised from the educational pipeline. Many of our students have completed their secondary education through the non-traditional general equivalency programs. Descriptions of many of our students can be found in Dr. William Julius Wilson's recent book, The Truly Disadvantaged. He

describes a permanent underclass that represents a population locked at the bottom of the economic ladder, and determined that the impetus for underclass status for a proportion of the population is maintained by policy decisions and programmatic practices. Another recent publication, One-Third of a Nation (1988) reviewed the past progress that was made when this nation decided it wanted to correct the unequal opportunities that minorities suffered through the years. However, much of the considerable progress has been lost as a consequence of recent policy decisions that have reversed the progress of the underclass. The price of this neglect results in maladaptive behavior, high mortality and morbidity rates, and delinquent behavior (Wilson, 1988).

Some factors that one needs to be cognizant of are as follows:

- 1) today minorities only constitute 17% of students in higher education, and only earn 9% of the degrees;
- 2) enrollment of minorities in postsecondary education has been steadily declining however Black colleges have had increases of 10-15% for the past 3 years (Chronicle of Higher Education 10/3/90). For Medgar Evers College, our enrollment has shown unprecedented increases over the past academic year - 21 % increase for Fall 89 over Fall 88, 24 % increase for Spring 90 over Spring 89, and 38 % increase for Fall 90 over Fall 89 - the past two semesters have been record enrollment levels;
- 3) Black colleges while registering only 16% of Black students, issue approximately 32% of all degrees earned by Blacks;
- 4) investing in higher education remains the major avenue for the upward mobility of most members of minority groups;
- 5) Minority students' ability to obtain access to graduate and professional education largely depends on the type and quality of their undergraduate education (Thomas and Braddock 1987).

Hart (1987) identified that the most powerful predictors of institutional effectiveness in promoting the retention and completion of baccalaureate requirements for minority students are: attending a four year college, a Traditional Black Institution (TBI); access to the institution; and the percentage of Black faculty. The most powerful contextual factor is attending a college in the northeastern part of the United States. Aside from private four year colleges located in the northeast, TBI's also have been identified as being the most successful in producing Black baccalaureates for over a century within an environment that requires them to be creative and cost-efficient. When compared to



the private four year northeast colleges however, the TBI's graduate a significantly larger number of Black students per year.

Medgar Evers College is one of these institutions of higher education which has indeed survived in an environment which requires us to be creative enough to offer both associate and baccalaureate degrees without the necessary supports bestowed to other undergraduate public institutions of higher education in the State of New York. Medgar Evers College, which services a predominantly African-American population, is one of the few such institutions located in the northeastern part of the U.S. whose faculty, staff, students and administration are comprised of persons from diverse ethnic groups. The curriculum also reflects these ingredients of cultural pluralism and diversity. These concepts, now being discussed at other institutions of higher education, are fully ingrained within the academic fabric of Medgar Evers College.

As stated before, Medgar Evers College offers both baccalaureate and associate degrees and the majority of our graduates complete baccalaureate degrees. Research findings document that associate degree aspirants are more likely to attrit than baccalaureate degree aspirants (Dougherty, Clark, Scott) and that if associate degrees are completed, transferring into baccalaureate degree programs is not likely to occur. One factor which hinders transferability is the loss of credits completed at the associate level when transferring into a baccalaureate program at another institution. Transferring to another institution is often required as many students complete the requirements for associate degrees at community colleges. In recognition of this problem of articulation, recently, the New York State Education Department has required clear and specific letters of articulation agreements between the college which proposes to offer a new associate degree program and the college which proposes to accept students transferring into their baccalaureate degree program.

Medgar Evers College is uniquely structured in that associate and baccalaureate programs are offered to our students, and it is not necessary for them to transfer into another institution, lose credits, and become acclimated to a new college environment. They have already become academically and socially integrated into the college environment. The majority of our faculty have doctorates and conduct research. Cultural pluralism and ethnic diversity prevail among the people who work at the college and our student body. While we have experienced increased enrollment lately, continued growth will be constrained by the size of our facilities, number of programs, and level of our funding; all of which can be ameliorated by the restoration of 4-year status.



## MEDGAR EVERS COLLEGE: PRESENT AND FUTURE

As we move into the last decade of this century, the question that we must all address - educators, politicians, and community leaders alike, is: What will Medgar Evers College become as an academic institution during this period and beyond? The answer to this question is, to a large extent, inextricably linked to the decision you make regarding our request for the restoration of the College's 4-year status, by the designation of Medgar Evers College as the Undergraduate College of the City University of New York. Another major portion of this equation lies in the charting of the proper course to ensure that Medgar Evers College achieves the greatness to which it is destined. At Medgar Evers College, we have begun to chart that course. We look to you now to assist us by doing your part.

Since assuming the presidency of Medgar Evers College in September 1989, I am proud to say that the College family and I have been working diligently to chart a new direction for the College. That plan is a bold one which is positioning us to carry out a very special role for the College within the larger framework of the City University of New York. Our quest is to become one of the premier institutions of the first rank. We will not duplicate that which exist at other institutions, but rather to carve out a niche and thrust that will set us apart from the other units within CUNY. Our intent is to create an institution that will provide high quality academic programs and student support services in response to the many educational, social, and economic contemporary challenges facing the community we serve. This unique role which Medgar Evers College is carving out for itself will add to the richness and diversity of the City University of New York.

Further details regarding the plans and direction that the College is taking can be found in Appendix A: "Setting a New Direction for Medgar Evers College 1990-95: A Blueprint for Excellence"; Appendix B: "1990-91 Educational Plan"; Appendix C: "Reorganizing the Academic Affairs at Medgar Evers College"; and Appendix D: "1990-91 Financial Plan & Long Term Plan". I encourage you to peruse these appendices.

As the fortunes of the City University of New York are inextricably linked to the betterment of the City of New York, and ultimately the State of New York, we at Medgar Evers College take our charter mission with pride and seriousness of purpose. For it is our belief that if the quality of life is to improve for our citizens it will be as a direct result of the role that we play in bringing about that betterment.

As a result of implementing some of the basic tenets of our "new agenda", the College has been able to realize significant achievement and improvement in the quality of the academic enterprise. The following are some of the highlights:

- ... The College experienced unprecedented growth for the 1989-90 academic year: enrollment for the Fall 1989 semester increased by over 21 percent over Fall 1988, and increased by over 24 percent for the Spring 1990 semester over Spring 1989. The Fall 1990 semester enrollment is over 38 percent higher than the Fall 1989 semester enrollment. This makes it two consecutive semesters that the College was able to realize record enrollment levels. We anticipate that this upward trend will continue. This achievement is even more significant when one considers that no other CUNY unit was able to achieve such a high level of growth.
- ... The College developed and approved a new core curriculum which incorporates all of the aspects of providing a well-grounded liberal arts education, and emphasizes cultural diversity and pluralism in all of its coursework. This core curriculum is scheduled to be implemented in the Spring 1991 semester.
- ... The College has developed a Freshman Year Experience Program to address the need to provide more holistic academic experiences to our incoming students to reverse the alarming rate at which minority students attrit from college. The College also developed an Honor's Program to address the need to provide gifted minority students with a more rigorous curriculum to prepare them for graduate study. Both of these programs are currently being implemented.
- ... The College's Associates in Science Degree program in Computer Science was approved by CUNY, and is being implemented this Fall 1990 semester.
- ... The College was recently awarded a Title III grant in the amount of \$450,000 per year for five years, for the development of a Student Information Management System, Student Learning Center, and Freshman Year Experience Program.

The College is very proud of these accomplishments, and is well positioned to achieve the level of success and greatness which it so richly deserves.

### Goals and Objectives

Although Medgar Evers College offers four-year and two-year liberal arts, science and professional studies degrees, the granting of 4-year status (Undergraduate College Status) will provide the necessary resources to permit the College to increase and enhance its articulation efforts with graduate-degree-granting colleges and universities where its graduates can pursue graduate

education. This can be achieved through quality educational programs supported by competent, dedicated faculty and staff, and relevant, innovative curriculum. Our "new" status will be reflected in:

- a) Size: We aim to increase the provision of educational services to 5000 students. This will permit our on-going personal attention and interaction with the students. Our size will also permit diversity without isolation and the flexibility to respond quickly to the needs of the community.
- b) Commitment to teaching: The Undergraduate College will be a teaching college. While our professors will conduct research, the primary activity will be teaching. Research and public service will be important activities to the extent that they reinforce and enrich the teaching process.
- c) Professional Education: We shall be committed to a concept of professional education that provides job skills within the context of a liberal education.
- d) Integration: We want to continue to weave a seamless web in a structure that combines two year and four year programs; a structure so integrated as to reinforce our stated goals and objectives, and go beyond the Board of Higher Education mandate which sought to establish an educational institution "that would be an on-site experiment in reaching the underprivileged and improving their lives through education".

Medgar Evers College has served and continues to serve a diverse student body from the central Brooklyn community, and beyond and within our stated mission of providing "high quality, professional, career-oriented undergraduate degree programs in the context of liberal education". Our program objectives of preparing students for community leadership roles, developing non-degree community programs, and preparing students for career advancement and professional mobility have been actualized.

Undergraduate college status will enhance our ability to continue to meet these stated objectives. It is crucial that we enhance this ability because we serve a community whose per capita income is \$9,000 while the overall New York State per capita income is \$11,755. We need budget stability for our anticipated increase in enrollment. This will give us the ability for more effective fiscal and programmatic planning. The College will have enhanced prestige and publicity for its academic achievements. Additional programs will provide the vehicle for creating additional employment opportunities and other forms of cultural and aesthetic upliftment in collaboration with neighborhood and city businesses.



Finally, it will enable us to qualify for more federal government grants which are currently earmarked for four year colleges. Needless to say, this will extend our ability to serve the community.

#### EXTERNAL AGENCY RECOMMENDATION

The conclusions and recommendations of Alexander and Associates, commissioned by the state to study the question of senior status for Medgar Evers College; and those of the Middle States Association of Colleges and Schools, the regional accrediting commission; which both called for the immediate restoration of Senior College Status, are worth restating here. For although they argue for senior status they apply equally to an undergraduate college status.

1. Both the baccalaureate and the associate degree programs would be retained.
2. The undergraduate college will retain its open-door admission policy.
3. Undergraduate status would help eliminate the senior status issues. The institution can stabilize its energies that have been expended on our quest for senior status. Energizes and activities can be transferred to enhancing academic programs, and the current increase in student enrollment can continue.
4. Eliminating the Senior Status issue will re-direct energies away from political action to more focus on the college's academic mission.
5. Undergraduate College status will "make the College whole"; thus removing any doubt about the status and prerogatives.
6. Undergraduate status would end "the era of gerry-built budgets - budgets with one-time add ons to meet the changing demands of an uncertain institution".
7. Undergraduate status would enrich the overall student and faculty mix. The undergraduate college would be able to serve more full-time students as more curriculum choices are made available.

## CONCLUSION

In closing, the comments of Dr. Tribble (1988), Executive Director of the Florida Endowment Fund for Higher Education, on "Setting an Agenda for Improving the Educational Status of Blacks Towards the 21st Century" are worthy of consideration. For the last two decades, the American polity has experienced a decided conservative shift which now ushers in a return of the old "meritocracy". Meritocratic principle suggests that only the best and the brightest shall be allowed to pass. By the turn of the 21st century, America will be one-third ethnic minority which has enormous implications for the workforce and social stratification." Medgar Evers College is poised to contribute to the continued growth of minorities. It will be able to do more with a new status.

Finally, it is important to point out that for the first time in the recent history of the College, there is renewed esprit de corps among faculty, staff, students, administration, and the community-at-large. This speaks well for the rebirth that is presently taking place. The future for Medgar Evers College is indeed very promising. I am sure that many of your colleagues, maybe even you, can attest to this. Our basic fear, however, is that the rebirth/rebuilding that is presently taking place will be stymied if restoration of 4-year status through the designation of Medgar Evers College as the Undergraduate College of the City University of New York is not achieved. Needless to say, we need your help.

Nevertheless, Medgar Evers College is positioned to achieve greatness and have greater control over its destiny because we have charted, and have begun implementation of, a cohesive well-thoughtout plan for the future. Our achievement of this goal, therefore, will not be because of any singular person's success, but because we - educators, politicians, and community leaders - have all decided to strive for what is best for Medgar Evers College. I ask you to assist us in this quest by restoring 4-year status to Medgar Evers College, through the designation of "Medgar Evers College as the Undergraduate College of the City University of New York".