



STRATEGIC PLAN 2023-2030



MEDGAR ON THE RISE



**Rigorous
curricula**



**Innovative
teaching
and learning
practices**



Scholarship



**Experiential
Learning**





STRATEGIC PLAN 2023-2030



A MESSAGE FROM THE PRESIDENT

When I think of the strategic planning process, I liken it to taking a trip using a GPS. When taking a trip, one may have some idea of how to get to the destination, but to minimize getting lost, GPS technology is used to provide turn-by-turn directions. When using GPS as a tool for a trip, the GPS “knows” where the car is positioned; so, when the destination is input, the GPS will provide directions from the “current location,” and will indicate the expected time of arrival. If some incident is detected while en route, the GPS may recommend an alternate route. However, the alternate route is not automatic, one must decide whether to accept the suggested new route.



Patricia Ramsey, PhD

I liken the strategic plan to being the institution’s GPS. The stakeholders know the position of the institution by looking at the institution’s strengths, weaknesses, opportunities, and threats. The institution’s destination is determined by setting goals, and the initiatives are comparable to the turn-by-turn directions of a GPS. Because a strategic plan is dynamic, changes can be made along the way, as the circumstances of the environment change, much like route changes suggested by the GPS, when the circumstances change on the original route.

In June 2023, CUNY’s strategic plan 2023-2030, “CUNY Lifting New York,” was released to the public, and subsequently, the CUNY performance management process (PMP) was transformed. Although the Medgar Evers College (MEC) Strategic Planning Committee had begun working on the MEC strategic plan in the fall of 2022, we decided to shift direction to better align the MEC plan with “CUNY Lifting New York.”

MEC’s 2023-2030 strategic plan guides the College in fulfilling its social justice mission, as delineated in the new mission statement, through Rigorous curricula, Innovative teaching and learning practices, Scholarship, and Experiential Learning (RISE). Medgar is on the Rise!

I wish to thank the Strategic Planning Committee for being so nimble in realigning the MEC plan, and for their selfless service. I would also like to thank all of the MEC stakeholders who were not members of the committee, but took the process seriously and provided thoughtful responses to the 2023-2030 strategic plan feedback survey.

Medgar Evers College is a vibrant institution, a valuable asset, and an anchor institution for the Central Brooklyn community. As we implement this strategic plan and guide Medgar Evers College into the future, let’s reflect on the words of the scroll that was given to Mrs. Evers regarding naming the College for Medgar Evers.





STRATEGIC PLAN 2023-2030



THE MEDGAR EVERS COLLEGE STRATEGIC PLANNING COMMITTEE

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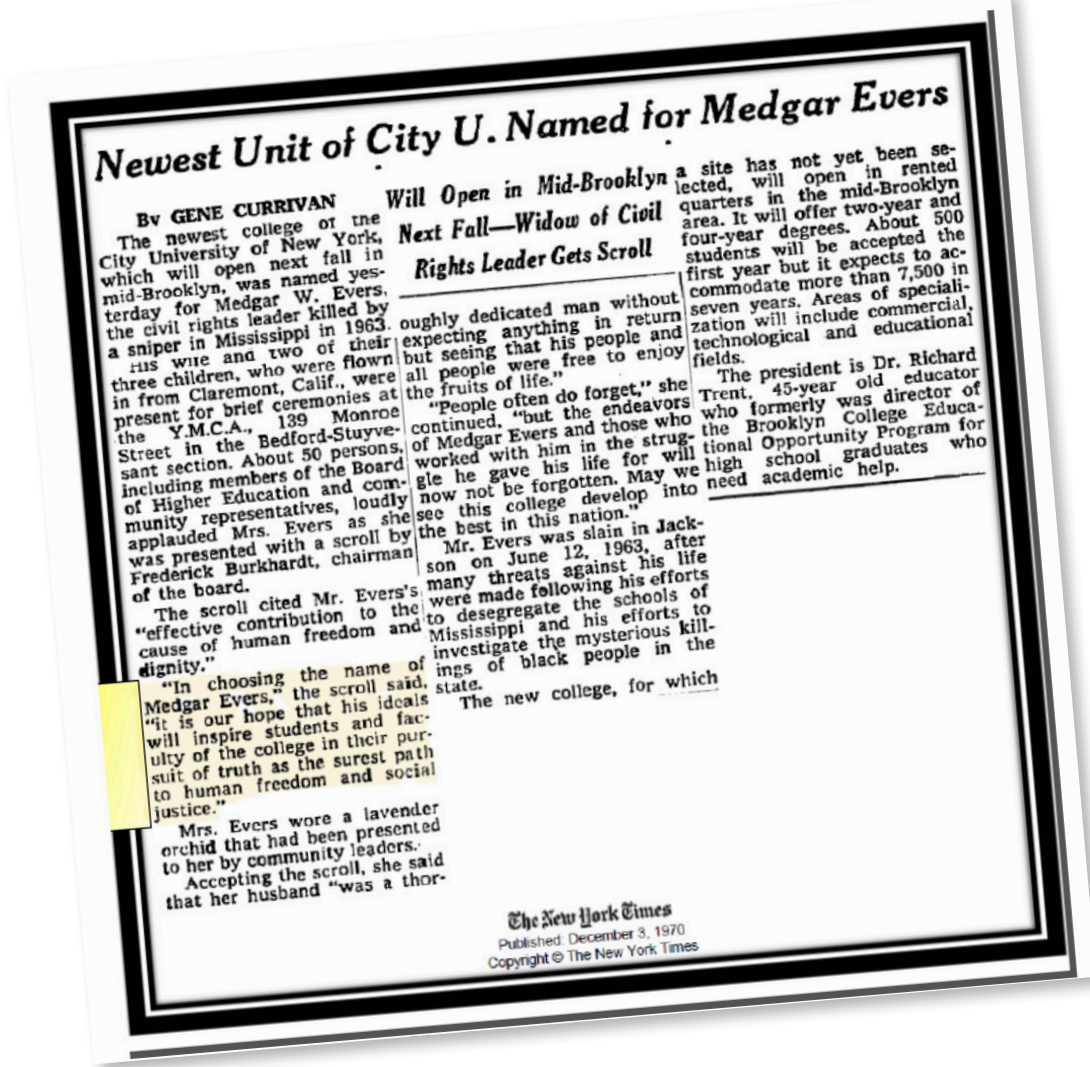




STRATEGIC PLAN 2023-2030



THE STRATEGIC PLANNING PROCESS



A Medgar Evers College (MEC) strategic planning steering committee was formed and met with a consultant team during the summer of 2022, to begin conversations about a new strategic plan. The steering committee members included members of the President’s cabinet, two faculty members, two students, and an alumna. The consultants presented information on the strategic planning process, the planning context, and “getting started.” They also conducted a SWOT analysis and a campus-wide survey and presented the findings to the steering committee. The results are presented in Figures 1, 2, and 3.

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FIGURE 1, DRIVING FORCES, EXTERNAL

Post COVID pandemic disruption

- Ongoing demand for flexibility following the “successful” pivot to remote instruction in 2020 (hybrid classes and work schedules pass-fail grading remote access to services)
- Stress on emotional well-being of students, faculty and staff
- Increased financial stress from enrollment declines and increased operating expenses

Declining undergraduate enrollment

- Pre-pandemic, 2009-2019, U.S. undergraduate enrollment declined 8.4% (IPEDS)
- During the pandemic, from November 2019 to November 2021, total undergraduate enrollment declined 7.8%, with freshman enrollment experiencing the biggest decline of 13.1% during this period. (National Student Clearinghouse Research Center)
- Graduate enrollment increased by 4.6% in Spring 2021, but down by 0.8% in Spring 2022.
- Projected decline in high school graduates — “Enrollment Cliff”

* Number of U.S. public high school graduates expected to fall 10.2% between 2026 and 2037

* Between 2019 and 2036 there’s expected to a 30% decline in number of African American high school graduates (public and private schools) in New York State (Source: Western Institute Commission for Higher Education, WICHE)

- In NYC, the adult population grew between 2010 and 2019; the population aged 25 to 29 increased by 8.5% and the population aged 30 to 34 increased by 11.6% (U.S. Census data; Source: 2022 Gallup/Lumina Survey)
- Forty-four percent (44%) of U.S. adults who are not currently enrolled in a college degree or certificate program report that they have considered enrolling in the past two years.

- Black and multiracial adults are most likely to report they have considered re-enrolling at 51% (State of Higher Education 2022 Report, Gallup/Lumina)
- Increased competition for non-traditional providers
 - * Micro-credentials
 - * Apprentices-Boot Camps-Competency Based programs
 - * Many employers dropping the requirement of a college degree due to labor shortages
 - * New approaches to tuition pricing and financing a degree - subscriptions - Coursera Plus
 - * Income-share agreements

Merger and Acquisitions

- For-profit with non-profit — Purdue Global
- Consolidations
- Partnerships

Political polarization

Interference inherent internal decision making

- Threats to academic freedom and free speech mounting
- Student activism

Increased focus on equity and outcome versus access

- Pressure to demonstrate the value of a college degree
- Employers seek evidence of essential skills

Heightened attention to Minority Serving Institutions

CUNY Strategic planning mandates and initiatives





STRATEGIC PLAN 2023-2030



FIGURE 2, DRIVING FORCES, INTERNAL

Leadership transition

- New President, May 2021
- Interim Provost, August 2021
- New Provost, August 2022

Reaccreditation visit approaching

Strong history and legacy Medgar Evers

- Created to serve the community
- Brooklyn location near Botanical Gardens and Museum
- Social Justice focus

CUNY senior colleges with Associate Degree programs

- Pipeline for majors
- Serve students with promise — provide access to higher education

Financial pressure

- Enrollment decline
- Pandemic-related expenses
- Increasing inflation
- Heavy reliance on government funding (local, state and federal)

Reputational risks

- Student outcomes — retention, persistence and graduation rates low
- Internal conflict reported in the media — former President
- Maintaining relevance and currency in the curriculum



Operational challenges from SWOT analysis

- Staffing — getting the right people in the right positions
- Bureaucracy — modernizing and streamlining
- Organizational structure

Focus on reducing racial gaps and increase economic and social mobility





STRATEGIC PLAN 2023-2030



FIGURE 3, SURVEY RESULTS

{118 responses = 14% response rate}

Factors important to the Medgar mission and distinctive characteristics

MOST IMPORTANT

LEAST IMPORTANT

Quality of instruction

Convenient location

Supportive faculty and staff

Predominantly Black Institution

Professional/career-oriented programs

Values-driven education

What we would like to say in 5 years that we cannot say today

- Improved Curriculum — relevant, current and competitive programs; more graduate and online programs
- Increased enrollment and improved student success outcomes — better retention, persistence, graduation, and professional employment rates
- Improved campus culture — people, policies, processes and politics are all aligned to support the mission; better place to work with more transparency and respect
- Better reputation — Within CUNY, within the local community, recognized for serving the target population well, leader in social justice, college of choice
- Improved facilities, infrastructure and technology — more state-of-the-art classrooms and technology, adequate space for programs, well-trained and competent staff, well-maintained facilities
- Better funding — more support for student scholarships, faculty research and professional development

Trends representing the greatest challenge for MEC

TOP CHALLENGES

BOTTOM CHALLENGES

Maintaining enrollment

Cost of MEC education

Improving student persistence/completion

Campus policing

Improving employee morale

Adapting to student activism

Competition with job market/other colleges

Addressing sexual harassment/assault

Trends representing the greatest opportunity for MEC

TOP OPPORTUNITIES

BOTTOM OPPORTUNITIES

Improve student persistence/completion

Become model for campus policing

Create new degree programs to attract new students

Become a model for addressing sexual harassment

Communicate the value of a MEC education

Increasing campus-based childcare

Expand course schedule to better serve students

Improving employee morale



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THE STRATEGIC PLANNING PROCESS

Strategic Planning Committee structure

The strategic planning committee was divided into a steering committee and working groups, each headed by a steering committee member. The steering committee provided the leadership for the strategic planning process.

Development of the draft Mission Statement

One of the strategic planning subgroups developed a new mission statement. There were several iterations of the mission statement, and feedback was solicited from the campus community in January 2023 resulting in the mission statement below.

Mission Statement

Medgar Evers College (CUNY) a four-year culturally diverse institution birthed out of the Black community of Central Brooklyn, is rooted in social justice, dedicated to increasing the upward mobility of its students and producing graduates who are civically engaged and prepared to provide leadership to address issues from local to global concern. It does so through

- Rigorous curricula
- Innovative teaching and learning practices
- Scholarship
- Experiential Learning

Vision

Medgar Evers College will be recognized as a model for social justice and a global leader in advancing knowledge. It will be achieved through ACCESS

- Accountability, Academic Research/Scholarship
- Continuous Improvement
- Community Engagement
- Equity (health, food, justice, environmental)
- Sustainability and Strategic Partnerships
- Student Success

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STRATEGIC PLAN 2023-2030



THE STRATEGIC PLANNING PROCESS

Core values

ETHICS and INTEGRITY

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

EXCELLENCE

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

ACCESS

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

SERVICE

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

CIVILITY and COLLABORATION

Finally, the College values an academic community of students, faculty, and staff who embrace and operate with integrity to ensure a collegiate culture that is honest and respects diverse viewpoints.

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THE STRATEGIC PLANNING PROCESS

A shift in the Strategic Planning process

In 2023, CUNY Central shared that there would be a greater alignment between the CUNY strategic plan that was in development, and the Performance Management Process (PMP). In the PMP submission, institutions would be responsible for reporting outcomes based on the new CUNY strategic plan. Therefore, once the CUNY strategic plan, CUNY LIFTING NEW YORK: 2023-2030 Strategic Roadmap, was released on June 28, 2023, the Medgar Evers College Strategic Planning Committee pivoted to begin to align the MEC strategic plan components with CUNY LIFTING NEW YORK, such that there would also be in alignment with the impending new Performance Management Process, as well.

To minimize confusion in the alignment efforts, the MEC committee decided to change MEC's "Strategic Commitments" to "Goals," for congruence with the language used in CUNY LIFTING NEW YORK. The MEC committee completed an exercise of matching MEC goals to the goals of CUNY LIFTING NEW YORK. In cases where there were no comparable goals, MEC developed goals, initiatives, and metrics that aligned with CUNY LIFTING NEW YORK.

CUNY Central began the presentation of the changes to the Performance Management Process in the Fall of 2023. Also, In the fall of 2023 MEC participated in the Middle States Commission on Higher Education (MSCHE) Self Study Institute and the participants learned of the Strategic Planning and Institutional Priorities alignment, as seen in the MSCHE slide in Figure 4 (Source: MSCHE).

It's a major milestone that all of the processes that gauge the College's success have come into alignment.





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GOAL ALIGNMENT



CUNY

Goal One: Be a National Leader in Providing Access to Higher Education for Diverse Populations of Students.

Goal Two: Improve Our Ability to Exceed Predicted Student Outcomes and Eliminate Academic Equity Gaps With Innovative Curriculum and Support for Our World-class Staff and Faculty.

Goal Three: Advance Our Community Through Comprehensive Research, Engagement and Services.

Goal Four: Modernize the CUNY System

MEDGAR EVERS COLLEGE

Goal One: Enhance retention, and graduation rates through comprehensive, innovative, and well-focused institution-wide strategies

Goal Two: Continue to offer high-quality innovative educational programs and student experiences with professional development for faculty and staff, with ongoing assessment for continuous improvement

Goal Three: Advance our community through research, assessing existing partnerships, and establishing new ones that are of strategic value to the college and its students

Goal Four: Modernize Medgar Evers College by continually evaluating its financial position within an ever-changing higher education environment, to ensure all systems are current and sustainable, and streamline administrative and technological workflows that enhance operational





STRATEGIC PLAN 2023-2030



GOAL 1

MEDGAR EVERS COLLEGE WILL ENHANCE RETENTION, AND GRADUATION RATES THROUGH COMPREHENSIVE, INNOVATIVE, AND WELL-FOCUSED INSTITUTION-WIDE STRATEGIES

Initiative 1.1

Develop a college-wide Strategic Enrollment Management Plan

Metric:
1.1 Completed by August 2025

Initiative 1.2

Implement a joint Student Success/Enrollment Management (SSEM) and Office of Academic Affairs (OAA) Recruitment and Retention Task Force

Metric:
1.2a 3-5% increase over a 5-year period of Hispanic AND Asian American and Native American Pacific Islander student groups enrolling at the College
1.2b 10% increase over a 5-year period of Fall-to-Fall retention rates for associate degree first-time freshmen, bachelor's degree first-time freshmen, and bachelor's degree-seeking transfers

Initiative 1.3

Develop new partnerships with high schools throughout the Borough of Brooklyn

Metric:
1.3. Visit 10 new high schools within the 2024 – 2025 Academic Year to do recruitment Presentations to students

Initiative 1.4

Establish new transfer agreements, with community colleges, inclusive of course equivalency review to facilitate a seamless transfer

Metric:
1.4 Four new transfer agreements will be established in the 2024–2025 academic year

Initiative 1.5

Implement a peer mentoring program

Metric:
1.5 A minimum of 100 new students will be assigned an upper-class peer mentor by December 2024

Initiative 1.6

Enhance degree audit process for baccalaureate students

Metric:
1.6 All students who reach 90 credits attainment will receive a degree audit by their advisor

Initiative 1.7

Institutionalize the Enrollment Management Council (EMC)

Metric:
1.7 EMC meetings will be held monthly with at least 80% participation from membership

Initiative 1.8

Increase conversion of students who are admitted to enrolled

Metric:
1.8 Increase yield conversion by 5%

Initiative 1.9

Academic Program Recruitment

Metric:
1.9 By the end of the 2023-2024 recruitment period, each academic program will have participated in or hosted at least 1 recruitment related event

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STRATEGIC PLAN 2023-2030



GOAL 1

MEDGAR EVERS COLLEGE WILL ENHANCE RETENTION, AND GRADUATION RATES THROUGH COMPREHENSIVE, INNOVATIVE, AND WELL-FOCUSED INSTITUTION-WIDE STRATEGIES

Initiative 1.10

Increase adult learner enrollment

Metric:

1.10 Increase adult learner enrollment by 5%-10% by the end of 2030

Initiative 1.11

Pilot three academic programs to increase evening and weekend enrollment

Metric:

1.11 Increase enrollment through evening and weekend programs by 15% above 2020 levels

Initiative 1.12

Enhance enrollment-related marketing and communications

Metric:

1.12a By the end of 2024, each academic program will have digital and print marketing brochures

1.12b Increase the MEC social media presence on various platforms (TikTok, YouTube, Instagram, etc.)

1.12c Finalize the digital virtual tour

1.12d Expand marketing efforts beyond Central Brooklyn, i.e., regional marketing





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GOAL 2

MEDGAR EVERS COLLEGE WILL CONTINUE TO OFFER HIGH-QUALITY INNOVATIVE EDUCATIONAL PROGRAMS AND STUDENT EXPERIENCES WITH PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF, WITH ONGOING ASSESSMENT FOR CONTINUOUS IMPROVEMENT

Initiative 2.1

By 2025, degree programs will be identified for modification, consolidation, or closure as based on best practices

Metric:

- 2.1 100 % of existing degree programs will be reviewed and identified as merge/close candidates using the following metrics:
- a. 5 years of meeting financial profit (% to be determined)
- b. 5 years of averaged consistent enrollment growth
- c. 5-year cohort increase in 4-year or 2-year graduation rate
- d. Decrease in 6-year Baccalaureate or 3-year

Associate graduation rate

- e. 5-year minimum increase in the retention rate of 10% for FTF over the previous year.

Initiative 2.2

The number of Liberal Arts and Social Science courses identified inclusion in the AcMo2 and A2B projects will increase by 75% to reflect CUNY's percentages

Metric:

- 2.2 100% of existing associate degree programs will be mapped to their companion baccalaureate degree programs to facilitate seamless transfer by 2025.

Initiative 2.3

The Pathways/General Education Core Curriculum will be reviewed

Metric:

- 2.3a 50% of existing MEC courses in the TREX database will be reviewed and updated to ensure full transferability

between colleges by 2026.

- 2.3b A minimum of 5 courses from liberal arts and social science disciplines will be approved annually for inclusion in CUNY Pathways buckets.

Initiative 2.4

Expand the number of courses that support the CUNY-wide retention, progression, and strategic focus areas which include but are not limited to Pathways/General Education curriculum, and the expansion of the co-requisite course model beyond English and Mathematics

Metric:

- 2.4 Obtain necessary reports to calculate realistic enrollment % increases and targets based on funding availability using baseline data

Initiative 2.5

Using the W, D, F, Inc reports in conjunction with the High Fail report, expand Supplemental Instruction to at least one additional High Fail course in each degree program

Metric:

- 2.5 Minimum of 1 additional SI course per semester

Initiative 2.6

Using the same W, D, F, and INC data sources, expand the number of Co-Requisite sections

Metric:

- 2.6 Minimum of 1 additional Co-requisite course per semester

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Initiative 2.7

Increase student enrollment in Math and Quantitative Reasoning (Math 136: Integrated Elementary and Intermediate Algebra with Trigonometry; & Math 115) and English Composition (English 112: College Composition I) corequisite course sections) by 20%

Metric:

2.7 20% increase in student enrollment in Math 136C, Math 115C, and English 112C by spring 2025. 40% increase in Math 136C, Math 115C, and English 112C sections by Spring 2025.

Initiative 2.8

Assessment results will be regularly analyzed to ensure ongoing institutional improvement and program renewal.

Metric:

2.8 80% of academic programs will complete MEC Annual Reports

Initiative 2.9

Academic Program Review (APR) Calendar will be reviewed annually.

Metric:

2.9 Five to six academic programs will be reviewed annually in accordance with the APR Calendar.

Initiative 2.10

Assessment plans at the institutional, program, and course levels will be updated regularly to reflect the current best practices as defined by CUNY, NYSED, and accrediting bodies.

Metric:

2.10. 80% of programs reviewed by 2030

Initiative 2.11

Establish Taskforce to review study plans of existing degree programs to ensure alignment with the current disciplinary content, outcomes, and workforce demands as promulgated by relevant bodies.

Metric:

2.11a Taskforce findings completed Fall 2025

2.11b Workshops per semester with industry professionals to address the needs of employees in areas such as soft skills, technological expertise, etc.

Initiative 2.12

Increase student participation in research-based experiential learning and internships to improve student retention.

Metric:

2.12 10% increase in retention for students participating in research-based experiential learning as compared to nonparticipants by Spring 2026.

Initiative 2.13

Increase student participation in internships to improve student retention and career preparation

Metric:

2.13 5% increase of students placed in internships from Spring 2025 to spring 2030

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Initiative 2.14

Identify an assessment software that will integrate with the LMS

Metric:

2.14 Review of existing OTC packages and budget submitted to Cabinet by Spring 2025

Initiative 2.15

Increase/update classroom access to technological support

Initiative 2.15a

Taskforce on the integration of AI and ChatGPT in classroom pedagogy and assessment

Metric:

2.15 Brightspace training completed for Train the Trainers.

Initiative 2.16

Cyclical training opportunities to support mastery of existing and new software platforms

Metric:

2.16 80% of faculty trained in Brightspace by Fall 2025

Initiative 2.17

Present regular training in pedagogical and technical foundations in online education

Metric:

2.17a 100% of tenured and tenure track faculty will successfully complete training in online delivery and pedagogical techniques specific to online instruction by 2025.

2.17b 80% of Adjunct faculty will successfully complete

training in online delivery and pedagogical techniques specific to online instruction

Initiative 2.18

Increase distribution of CUNY training/conference opportunities in leadership training

Metric:

2.18 10% increase in faculty/staff participation in CUNY-led leadership training as indicated by registration records

Initiative 2.19

Office of Human Resources will establish annual recognition and/or service ceremonies.

Metric:

2.19a Annual recognition ceremony will recognize staff with 5,10,15, 20+ years of service.

2.19b Faculty /staff receiving significant grants or civic recognition will be feted in a recognition ceremony.

Initiative 2.20

The Office of Human Resources will periodically post advancement and career opportunities available to staff and faculty

Metric:

2.20 Opportunities for advancement and career progression will be posted monthly.

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Initiative 2.21

Office of Human Resources will identify post-professional development opportunities

Metric:

2.21 COACHE survey results on questions related to Professional development will show increased satisfaction.

Initiative 2.22

A mentoring guidebook will be created

Metric:

2.22 Each newly hired faculty will be assigned a mentor. Mentees will report >75% satisfaction with the mentorship relationship

Initiative 2.23

Newly hired full-time and adjunct faculty will participate in new faculty orientations

Metric:

2.23 Annually 80% of newly hired full-time and adjunct faculty will register and participate in New Faculty Orientation.

Initiative 2.24

Faculty-focused policies will be reviewed to identify and eliminate language or actual policy that acts as a deterrent to increased faculty satisfaction and retention

Metric:

2.24 Policy and practice manuals designed for faculty will be revised by Spring 2025

Initiative 2.25

Identify project development that aligns with future employment growth, and community needs

Metric:

2.25 Task Force Environmental survey or SWOT completed within the first year

Initiative 2.26

Integrate “real-life” essays/projects into each degree in at least one of the 300-level courses across disciplines

Metric:

2.26 25% of degree programs have integrated real-life projects by 2026

Initiative 2.27

FS 101,102, SEEK will focus on additional extracurricular activities – post-grad ops, and industry leaders

Metric:

2.27 Maintain existing opportunities while expanding the diversity of career options available

Initiative 2.28

Deans and faculty will continue to evaluate course equivalencies for Credit for Prior Learning

Metric:

2.28 50% increase in courses evaluated by faculty for entry into the CUNY CPL

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STRATEGIC PLAN 2023-2030



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Initiative 2.29

Integrate “real-life” essays/projects into each degree in at least one of the 300-level courses across disciplines database

Metric:

2.29 25% of degree programs will have integrated real-life projects by 2025.

Initiative 2.30

Review existing personnel and offices to determine if an additional person or office s/b established with a specific focus on expanding and establishing employer relations and placement options

Metric:

2.30 At least one position will be created with responsibility for Employer outreach.

Initiative 2.31

Assessment results will be regularly analyzed to ensure ongoing institutional improvement and program renewal.

Metric:

2.31 80% of academic programs will complete MEC Annual Reports

Initiative 2.32

Build deliberate relationships with alumni and leaders of industry to equip current students with career exploration

Metric:

2.32a Design and administer an alumni survey and analyze results by Fall 2025

2.32b Distribute CUNY Cap and Gown Graduate Survey to MEC offices upon MEC completion

Initiative 2.33

Integrate Post-Secondary Employment Outcomes (PSEO) Reports in departmental data reports

Metric:

2.33 100% of MEC departments/Areas will receive information on using PSEO and other postgraduate income indicators.

Initiative 2.34

Industry Connections of Alumni.

Establish an Alumni Speaker Series

Metric:

2.34 At least one Alumni Roundtable scheduled per year

Initiative 2.35

Redesign degree programs to reflect the best practices in design and delivery as defined by CUNY, NYSED, accrediting bodies, and organizations focused on online instruction.

Metric:

2.35 Increase the number of fully online programs from one to nine by 2030

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Initiative 2.36

Ensure the necessary technical infrastructure for online instruction is up-to-date and available to faculty, staff, and students

Metric:

2.36 IT User Needs Survey designed, implemented, and analyzed by Fall 2025 to identify additional training and equipment needs.

Initiative 2.37

Identify Aged, LGBTQIE, Differently Able; Linguistically diverse population; Religious diversity; Veterans' experiences by identifying and administering a nationally normed survey (e.g., HEDS)

Metric:

2.37 HEDS Diversity and Equity Campus Survey (or other as identified) administered and analyzed with results distributed in Fall 2025

Initiative 2.38

Belongingness of faculty and staff addressed through analyses of COACHE surveys

Metric:

2.38 COACHE MEC Team in compliance with CUNY COACHE postsurvey plans.

Initiative 2.39

Belongingness of staff addressed through analyses of a yet-to-be-identified normed staff survey

Metric:

2.39 Faculty and Staff satisfaction with the work

environment will increase by 5%. (Required: Analysis of Faculty/Staff turnover and retention rates; COACHE and Staff Survey results)

Initiative 2.40

Using analyses of Student Satisfaction Surveys (local and CUNY OAREDA), expand or improve the scope of existing services

Metric:

2.40 Student satisfaction with offered services will increase by 5% (Need to Identify services once surveys are analyzed.)

Initiative 2.41

Support services (Mental Health Services, Transition Academy, Petrie funding, etc.) will be more effectively advertised.

Metric:

2.41 Student satisfaction with offered services will increase by 10% (Need to identify services once surveys are analyzed.)

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STRATEGIC PLAN 2023-2030



GOAL 2

MEDGAR EVERS COLLEGE WILL CONTINUE TO OFFER HIGH-QUALITY INNOVATIVE EDUCATIONAL PROGRAMS AND STUDENT EXPERIENCES WITH PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF, WITH ONGOING ASSESSMENT FOR CONTINUOUS IMPROVEMENT

Initiative 2.42

Promote attendance at CUNY trainings. Workshops (CTLE and others) presented on DEI-related topics, professional behavior, microaggressions, and related classroom and workplace issues

Metric:
2.42 CTLE will schedule formal training on integrating DEI principles into the Curriculum and pedagogy

Initiative 2.43

Presentations and “Months” Expand Formal Debate opportunities and the Presidential lecture series (MEC-based or outside invitees)

Metric:
2.43 At least one Presidential Lecture series will be scheduled

Initiative 2.44

Expand official meetings that include and respect different constituencies and their contributions to institutional effectiveness

Metric:
2.44 Brown bag lunches covering local issues will meet at least once a month





STRATEGIC PLAN 2023-2030



GOAL 3

MEDGAR EVERS COLLEGE WILL ADVANCE OUR COMMUNITY THROUGH RESEARCH, ASSESSING EXISTING PARTNERSHIPS, AND ESTABLISHING NEW ONES THAT ARE OF STRATEGIC VALUE TO THE COLLEGE AND ITS STUDENTS

Initiative 3.1

Assessing/ Mapping Community Needs

- a. <https://communityprofiles.planning.nyc.gov/brooklyn/17>
- b. Health Care and Human Services
- c. Youth, Education, and Child Welfare
- d. Public Safety and Emergency Services
- e. Core Infrastructure, City Services, and Resiliency
- f. Housing, Economic Development, and Land Use
- g. Transportation
- h. Parks, Cultural and Other Community Facilities

Metric:

3.1. Key Performance Indicators (KPIs) for Assessing Community Needs.

Initiative 3.2

Aligning Community Needs with Institutional Expertise in Academic Departments or Units

Metric:

3.2. (KPIs) for Aligning Community Needs with the Institutional Expertise in Academic Departments or Units

Initiative 3.3

Catalyzing research, engagement, and service

- a. Entrepreneurial
- b. Professional credentials, certifications leading to employment now and aligned with degree opportunities later
- c. Environmental / Sustainability

Metric:

3.3. (KPIs) for Catalyzing research, engagement, and service





STRATEGIC PLAN 2023-2030



GOAL 4

MODERNIZE MEDGAR EVERS COLLEGE BY CONTINUALLY EVALUATING ITS FINANCIAL POSITION WITHIN AN EVER-CHANGING HIGHER EDUCATION ENVIRONMENT, TO ENSURE ALL SYSTEMS ARE CURRENT AND SUSTAINABLE, AND STREAMLINE ADMINISTRATIVE AND TECHNOLOGICAL WORKFLOWS THAT ENHANCE OPERATIONAL EFFICIENCY

Initiative 4.1

Implement Integrated Data Management: Establish a centralized data repository that aggregates information from various departments, enabling real-time access to accurate data for informed decision-making

Metric:

4.1 Monthly reports will be developed to assess the progress of the initiative, with a target completion date of December 2025.

Initiative 4.2

Develop a Multi-Year Budget Plan: Collaborate with leadership to create a multi-year financial plan that aligns with the College's strategic priorities and long-term goals.

The Multi-year plan incorporates contingency plans for potential economic fluctuations.

Metric:

4.2. A Multi-Year Budget and financial plan will be developed in FY'25 with updates, as necessary, and shared with the Committee on Administration of the College Council for input

Initiative 4.3

Green Initiatives: Implement sustainable practices, such as energy-efficient waste reduction programs, and renewable energy sources, to minimize the environmental impact of campus operations.

Metric:

4.3. Ongoing yearly assessment

Initiative 4.4

Technology Integration (TI): Equip classrooms and facilities with advanced technology infrastructure to support innovative teaching and learning methods, enhancing the overall educational experience

Metric:

4.4. Ongoing yearly assessment, using feedback mechanisms to gather input from students, faculty, staff, and other stakeholders





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