

VISION STATEMENT

Cheyney University will be a dynamic learning community that prepares responsible, contributing, and engaged citizens that meet the intellectual capital needs of the Commonwealth, the region, and the nation. Graduates of Cheyney University will compete successfully with graduates of other institutions to respond aggressively and successfully to 21st century entrepreneurial opportunities, businesses and industry needs, and social issues.

Faculty will demonstrate excellence in their disciplines and in college teaching. They will engage in scholarship in their disciplines, in the improvement of college teaching, and in social problems that contribute to the well-being of the Commonwealth, region, and the nation.

PARADIGM

Cheyney University will fulfill its vision by the development of Centers of Excellence that respond to the needs of the region, encourage interdisciplinary collaborations, and clarify the strategic directions of the university. Cheyney University will also improve retention and graduation rates by the identification, review, and implementation of best practices in enrollment management (Noel Levitz), retention services (development of a retention center), graduation services, and career readiness.

BACKGROUND

A brief summary of the legacy of Cheyney University is included in Sustaining a National Treasure for the 21st Century. A more detailed history of the University can also be read in A Living Legend: The History of Cheyney University 1837-1951 by Dr. Charline Howard Conyers (1912-1989). Further, Dr. Sulayman Clark, a graduate of Cheyney University who went on to earn degrees at Stanford and Harvard also recently wrote The Rains, a historical novel that portrays the early founders of the first institution of higher learning for African Americans (Cheyney University) then called the Institute for Colored Youth. Cheyney University has prepared thousands of leaders for the Commonwealth, the region, and the nation for over 170 years.

Moreover, Cheyney University is the oldest Pennsylvania State System of Higher Education (PASSHE) institution and is the only historically black university in the system and one of over 100 HBCU's. Not only does the University bring diversity to the State System, but it also brings a history of producing outstanding leaders. The founding story of the University exemplifies everything that is good about our state and the nation. Cheyney University has opened doors to opportunity, when other doors were closed. Even though each PASSHE institution strives to be unique and a good value, the power of the Pennsylvania State System of Higher Education is a synthesis of the strengths and perceptions of all fourteen institutions.

OFFICE OF CIVIL RIGHTS PARTNERSHIP

In 1995, The United States Department of Education, Office for Civil Rights, sent a correspondence to then Governor Thomas Ridge that led to a 1996 partnership agreement between the Commonwealth, the Office of Civil Rights, and the University. One of the

specific goals of the partnership agreement was to “improve the conditions of Cheyney to the point where that University will be, in appearance and in fact, on par with the other institutions of the State System of Higher Education; improving the conditions at Cheyney to the point befitting its tradition, history, and leadership in educating students; and improving the conditions at Cheyney to a point that will ensure its future stability and visibility.....Reservation of unique program(s) or program area(s) for Cheyney University.” These documents are included in the binder in _____. Though the partnership agreement was expected to conclude in 2004, the agreement is still open; the revitalization is incomplete. In Tab___ is a status report on the first phase of building improvement that has been supported, to date.

THE IMAGE OF CHEYNEY UNIVERSITY

Even with its history of 170 years of producing distinguished graduates, Cheyney University has had a steady decline in institutional reputation and enrollment. From its peak of 3,000 students in the 1980’s, the institution enrollment is currently closer to 1,500 students with approximately 170 graduate students. The steady decline in enrollment is undoubtedly related to many factors including the negative press the university has experienced in the last several years, the repeated financial crises, the lack of long-term presidential leadership, and the lack of competitive facilities and resources for faculty and students.

African-American citizens in the Philadelphia area state repeatedly that Cheyney University has a history of being inadequately funded in both capital and operating funds to maintain and grow the university. There have been several lawsuits based on the aforementioned beliefs. The Office of Civil Rights partnership suggests that the perceptions of the African American community are warranted. Many successful alumni have distanced themselves from the university because of its eroding image.

Moreover, the image of Cheyney University also suffers when retention and graduation rates are compared to those of the other PASSHE institutions. The retention and graduation rates of the PASSHE institutions are around the national average of 63 percent. The graduation rates of Cheyney University; however, are more in line with graduation rates of other HBCU’s six year graduation rate. As indicated in Tab ____, the six-year graduation rates of HBCU’s range from 77 percent at Spelman College to 7 percent at University of the District of Columbia. The six-year graduation rate of Cheyney University has risen slightly, and it is 30.1 percent. In comparison the six-year graduation rate of Lincoln University is 40 percent. The six year graduation rate of Howard University is 56 percent. Cheyney University seeks to graduate 50 percent of its students in six years by 2012. There are often large discrepancies in the graduation rates between TWI and HBCU’s. Some factors that contribute to these discrepancies include the social/economic background of the students, the inappropriate preparation from secondary schools, the lack of parental knowledge of the college admissions processes, and the lack of sufficient financial aid.

When students visit the campus of Cheyney University, they discover antiquated and deteriorating residence halls that are not competitive with other PASSHE institutions and

many HBCU's such as Lincoln University, Bowie State University, Coppin State University, and the HBCU's in other states. Students also notice inadequate science facilities and technological infrastructure. These perceptions hurt the image of Cheyney University, and they deter from the recruitment efforts of the university. Cheyney University aspires to be like Spelman College. The college enrolls about 2,000 students, and its endowment is in the hundreds of millions.

THE PARADIGM OF CENTERS OF EXCELLENCE

Over the last year, the University community has participated in discussions about the legacy of Cheyney University, the development of centers of excellence that respond to the need for intellectual talent in the region, and the urgent need for new residence halls. More specifically, the University community has expressed a strong interest in developing centers of excellence in the areas that include media and fine arts, natural and applied sciences, transformative leadership and economic development, and information technology and entrepreneurial studies. A center of excellence is a conceptual means for highlighting and improving academic programs; focusing grant activity and fundraising; garnering external support for the development of quality academic programs; and directing public service activities. Particularly, each center of excellence will be comprised of an advisory council that will serve as the indicator of the market needs and as leaders in identifying and acquiring resources for the center of excellence. The university will focus on the development of its first center of excellence—media and fine arts—in the 2008-2009 academic year.

The document, *Sustaining A National Treasure for 21st Century Excellence*, provides a general overview of the development of these centers of excellence that will result in Cheyney University being a top producer of African American talent in interdisciplinary areas and will revitalize the academic curriculum at Cheyney University. However, it is clear that the renaissance of Cheyney University requires significant infusion of public and private capital, construction of new residence halls, completion of delayed maintenance, and a talented pool of leaders. Centers of excellence are unifying and clarifying interdisciplinary strategic directions that focus the University's action.

Numerous universities have created centers of excellence to unify, clarify, and organize the expertise of the university to respond to the needs of the region in an interdisciplinary manner. For Cheyney University, the development of centers of excellence builds on the foundation of the University's past legacy of producing outstanding graduates and focuses the University to build capacity and expertise to respond to a rapidly accelerating global economy within a regional context.

Similarly in 2000, the University of Tennessee created nine Research Centers of Excellence (RCE) to enhance the university's teaching and research and to contribute positively to the state economy. At the University of Indianapolis, the development of centers of excellence in 2001 furnished an opportunity for the university to both respond to the needs of its region and to construct parallel academic programs. An interdisciplinary approach to engage older adults resulted in an interdisciplinary team of experts working together to develop a Center for Aging and Community and a Master of

Science in Gerontology degree. In North Dakota, the concept of centers of excellence was employed to unify and direct various stake holders (business leaders, legislators, educators, etc.) to work towards a unifying plan that combines education and economic development to create higher paying jobs for North Dakota citizens. With the development of centers of excellence, the North Dakota universities would be viewed as a hub of development which would ultimately result in new opportunities for graduates and the region, the production of new jobs, the production of new innovations and products, and overall increase in intellectual capital in specific areas. Similarly, Loyola University has developed centers of excellence to address critical issues of local, regional, and global concern that align with the mission -- urban Jesuit, Catholic University. Like the other universities noted, centers of excellence at Cheyney University would foster interdisciplinary, cutting-edge thinking, scholarship, outreach, and service. The concept of interdisciplinary centers of excellence allows Cheyney University to focus on a unifying mission rather than constructing individual academic programs.

As indicated in the aforementioned historical accounts, Cheyney University has a history of contributing significantly to the Commonwealth, the region and the nation. The development of centers of excellence will also help the University community increase retention and graduation rates.

OVERVIEW CENTERS OF EXCELLENCE- Sustaining a National Treasure Sustaining a National Treasure for 21st Century Excellence Executive Summary

The development of centers of excellence that respond to the intellectual and workforce needs of the region will transform Cheyney University. As stated, Cheyney University is a university that has contributed significantly to the Commonwealth and to the nation for 170 years. Cheyney University is a national treasure that has not received its appropriate share of resources to maintain its viability, so that it can contribute significantly to the 21st needs of the region and state.

The 40 percent drop-out rate for students of color in the Philadelphia region and the below average college-going rate are compelling reasons for a more viable Cheyney University. Insufficient resources and an eroding image have translated into declining enrollment and dissatisfaction with the university (and possibly with higher education). The lack of resources has hindered the evolution of Cheyney University, halted its development of excellence, and minimized its contribution to the educational and economic development priorities of the region and nation. The state funding (in dollar amounts) allocated to the Cheyney University today is the same dollar amount allocated to the university ten years ago, despite the inarguable fact that the university has been operating in a world of inflation, rising salaries, deteriorating buildings, and escalating management costs.

Yet, according to data distributed by the State System of Higher Education in 2006, Cheyney University is a major employer in Delaware County, employing approximately 300 employees and creating a total employment impact in the county of an additional 260

jobs. Moreover, the university generates more than 102.3 million annually in direct and indirect business stimulus, including \$30.8 million per year in Delaware County alone. This latter figure encompasses spending by the institution, faculty, staff, students, and visitors. Further the university attracts grants yearly which translate in economic development. In the current academic year, the university has already attracted an additional 2 million dollars in grants and external funding. The university also contributes to economic development in the region by conducting training through the Workforce & Economic Development Network. To help prepare a diverse workforce, Cheyney University is piloting an internship institute this summer to meet the regional and national need to attract diverse participants in the growing technological and pharmaceutical workforces.

In order to enhance its competitiveness as an institution of higher education and to bolster its contribution to the region, the University community has begun a dialogue that will result in the development of interdisciplinary centers of excellence. These centers will be constructed to build on the foundation of excellence demonstrated by successful alumni and to respond to the educational and economic development needs of the region. The centers of excellence are interdisciplinary to respond to complex, multi-faceted opportunities and problems, which much like real life, do not lend themselves to one discipline, straightforward solutions, and single perspectives.

Thus, the centers of excellence will mirror state and regional plans and will prepare diverse persons to take needed leadership roles in the 21st century in media and fine arts, entrepreneurial activities, consumer services, natural and applied sciences, and information technology. Even though centers of excellence in the aforementioned areas will be primarily developed by faculty, the concept of centers of excellence has been executed successfully at other institutions of higher education to help define, organize, and clarify the strategic direction of the universities.

For example, centers of excellence are being executed by Minnesota State Colleges and Universities, California State University at Bakersfield, Winston-Salem State University, Hiram College, and the State of Texas. The centers of excellence at Cheyney University will be refined continuously to contribute significantly to the economic growth and development of the region, state, and the nation. An advisory council for the first center of excellence is being constructed currently.

After less than a decade of operation, the Keystone Honors Academy demonstrates how successful Cheyney University can be with appropriate monetary and human resources. Furthermore, the Honors Academy is an example of a center of excellence with economic development benefits that will continue to be realized for future generations. In the 2007-2008 academic year, there were 250 students enrolled in the Honors Academy. Approximately seventy of those students graduated in the 2008 Spring Commencement. Keystone Honors Academy Students are high achieving students who were attracted to pursue higher education at Cheyney University with academic scholarships. The retention rate of Keystone Honors Students is approximately 92 percent.

Without the competitive scholarships offered to these high achieving students, the Commonwealth might have permanently lost some of these high achieving students to other states. In order to attract these students to Cheyney University, the institution created a desirable living and learning environment which included a refurbished living and learning residence hall, private bathrooms, computer resources, attractive furnishings, a Dean for the Honors College, and a more robust honors environment of seminars and mentors. As expected many Keystone Honors Academy students will continue to pursue graduate study in the Commonwealth through the Bond Hill graduate program and contribute to the intellectual capital of the region and nation. More details on these honors students are in Appendix ___).

Yet, even with the Keystone Honors Academy, the potential contribution of Cheyney University to the region and nation has not been realized. In 2004, President Bush's Board of Advisors on Historically Black Colleges and Universities stated:

The Higher Education Act of 1965, as amended, defines an HBCU as: "...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans."

These HBCUs were formed to eliminate the adverse residue from slavery, plus a century of legally sanctioned discrimination, against United States citizens of African descent. Both the genesis of and the rationale for HBCUs are different and distinct from those of institutions serving other minority groups in the United States (often referred to as Minority Serving Institutions, or MSIs).

HBCUs make a strong and unique contribution to the United States by providing an education to many socioeconomically disadvantaged young people among the nation's African American and other minority populations. The nation's HBCUs provide a supportive environment in which qualities of leadership, strong values, and character are developed, along with a strong sense of identity and self-actualization.

The participation of the graduates of HBCUs in the nation's business, social and political systems, and in the military services adds great economic and social value to our nation. Their involvement in the social and political discourse of the United States strengthens our democracy and its stability.

Therefore, HBCUs have received, and continue to deserve, legislative distinction as well as recognition, commendations and financial support from all segments of our society: federal, state and local governments; corporations, foundations and associations; and individuals.

Investment in Cheyney University is an investment in the development of a well-trained, diverse workforce for the Commonwealth, region, and the nation. Investment in Cheyney University contributes to regional and national security and well-being.

Narrative

THE LEGACY OF CHEYNEY UNIVERSITY

Cheyney University of Pennsylvania was established from a bequest of Richard Humphreys in 1837. Mr. Humphreys' bequest was future oriented—to provide access and opportunities to educate African Americans, so that they would make a meaningful contribution to the development of 19th century America. For over 80 years, the Religious Society of Friends sought to fulfill the intent of Humphreys' bequest to educate a majority African American student body, so that they would become productive citizens in the 19th and 20th centuries. The Friends Fiduciary continues to provide scholarship funds for 16 scholarship students.

As we proceed into the 21st century, it is clear that there is still a need to provide access and opportunity to underrepresented groups of students (i.e., Hispanics, Native Americans, rural students, etc.). Moreover, it is a matter of national security that we develop a talented and diverse workforce to secure America's future. African Americans, Hispanics, and Native Americans still lag behind students of European descent in completing undergraduate degrees and competing successfully for placement in the competitive, global, and highly technical workforce. A review of some of the alumni of Cheyney University reveals the enormous role this small liberal arts institution has had in providing access, opportunity and excellence in preparing leaders for the Twentieth and Twenty-first centuries. The graduates of The Institute for Colored Youth, the precursor of Cheyney Teachers' College, Cheyney State College, and Cheyney University include extraordinary African Americans (and Americans) of the Nineteenth and Twentieth centuries.

A 1977 graduate of Cheyney University, Sulayman Clark, who subsequently earned a graduate degree from Stanford and a doctorate from Harvard University, has chronicled some of the extraordinary contributions of teachers and alumni of The Institute for Colored Youth in his book, *The Rains*. Indeed, there have been many significant individuals who have stood on the grounds of Cheyney University and walked the Historic Quad—individuals who have succeeded despite incredible odds. Cheyney University alumni include the esteemed journalists and media personalities of the late Ed Bradley (60 Minutes), Jim Vance (NBC), and Robert Traynham (CN8).

Alumni of Cheyney University, or its precursors, also include Coach Jim Ellis, subject of the movie, *Pride*; Rebecca Cole, the first African American woman to graduate from the Women's Medical College and the second African American female physician in America; James Dumpson, New York City's first African American Commissioner of Children, Youth, and Families; Marcus Foster, the first African American Superintendent of Oakland, California public schools; Robert W. Bogle, chairman of the Council of Trustees, and president and CEO of the Philadelphia Tribune; Craig Welburn, owner of more than 25 McDonald's restaurant franchises and past chair of the National Black McDonald's Owners Association; the late Shirley Scott, renowned jazz musician and educator; and Mercer Redcross, founder and owner of Philadelphia's October Gallery.

The nearly 10,000 Cheyney University alumni also include Gladys Styles Johnston, former Chancellor of the University of Nebraska at Kearney; former Congressman Curt

Weldon who represented the Seventh Congressional District (which includes Chester and Delaware Counties); former State Representative Michael Horsey who represented the 190th District in Philadelphia County; State Representative Thaddeus Kirkland, Chair of the Pennsylvania Legislative Black Caucus; Robert L. Woodson, Founder and President of the National Neighborhood Enterprise, Washington, D.C.; Samuel J. Patterson, CEO of Veridyne; Loretta Evans computer scientist and international entrepreneur; Thomas Paine Cooning, recently retired, long-time president of AFSCME District Council 147; and U.S. Ambassador (retired) Joseph M. Segars.

Moreover, Cheyney University has also provided opportunities for, and attracted, talented faculty and staff, including outstanding teachers such as Fannie Jackson Coppin, who taught at the Institute for Colored Youth and became its first woman principal. Similarly, Octavius Catto, valedictorian of the class of 1858, also was a celebrated teacher at the Institute for Colored Youth. Laura Wheeler Waring, an acclaimed portrait artist of the Harlem Renaissance, was a teacher at the Institute for Colored Youth and founded the Art Department. Her works are displayed at the Smithsonian Institute's National Portrait Gallery, the Art Institute of Chicago, and Cheyney University. Edythe Scott Bagley, a fine arts innovator and sister of Coretta Scott King, founded the theatre arts program at Cheyney University. Charlene Vivian Stringer led the women's basketball program at Cheyney University, and she established it as a women's basketball powerhouse in the 1970s and early 1980s. Likewise, Coach John Chaney led Cheyney University to a national championship prior to leading the Temple University basketball program.

Without a doubt, Cheyney University has fulfilled its historic mission to provide access and opportunities to African Americans and other developing leaders. Alumni of Cheyney University continue to contribute to the progress and well-being of America in many cities, disciplines, and venues throughout the world.

Now, Cheyney University – this venerable American treasure – needs an infusion of resources and talent, so that it can continue to provide access, opportunity, and excellence to the next generation of Americans while at the same time contributing significantly to the needs of the region and nation.

Over the last twenty years, Cheyney University has not been allocated resources to fortify this American treasure. The limited resources have precluded the university from becoming competitive in the 21st century higher education marketplace. Because of its limited resources and the inability to attract more talented faculty, staff, and students, the University has discontinued some of its academic programs, closed several buildings that are in desperate need of repair, and has been unable to maintain an appropriate schedule of repair and renovation for its buildings. While on the surface it might appear that Cheyney University is failing, in reality it is a failure to not recognize the magnitude of the contribution Cheyney University can make to the region and the nation. We are failing a significant percent of students of color in the Philadelphia region who do not pursue higher education. These same students could keep the region and American competitive in key education and economic development areas such as the sciences, health sciences, mathematics, and media arts.

At its peak enrollment when its buildings were newer and its curriculum more robust, Cheyney University enrolled nearly 3,000 students. It was a vibrant community of teaching and learning. This enrollment number is more appropriate and in sync with its peer institutions (Alcorn State University, Bowie State University, Central State University, Coppin State College, Delaware State University, Elizabeth City State University, Fort Valley State University, Grambling State University, Kentucky State University, Langston University, Lincoln University, Mississippi Valley State University, Southern University at New Orleans, Virginia State University, and Winston-Salem State University). The Philadelphia area, as does the rest of this nation, demonstrates the absolute need for preparing students of color to contribute to the talent pool in healthcare, technology, entrepreneurship, and teaching.

The inadequate funding, meager resources, and difficulty in recruiting talented leaders has taken a significant impact on enrollment and the reputation of the Cheyney University. Some observers link the lack of resources for Cheyney University, and the physical decline of its campus, with the university's participation in the State System of Higher Education. There are currently 1,400 students enrolled at the University (as compared to a peak high enrollment of 3,000 in the 1980's). Four buildings (Fanny Jackson Coppin Building, Laura Wheeling Waring Building, Katherine Robinson Residence Hall, Marion Anderson Music Theatre, etc.) are closed to students and must be either demolished or undergo major repair. The George Washington Carver Science Building (1970) still has its original wooden seats. More importantly, the science facility has not received the requisite information technology, scientific equipment, or infrastructure to continue to attract outstanding faculty and to graduate more students in the sciences, mathematics, and/or information technology. The University has a capacity to enroll over 3,000 students. Thus, the current state of affairs diminishes Cheyney University's ability to produce diverse graduates in key areas that will contribute to national security and well-being.

In addition to the old and inadequate condition of most of the academic and specialty buildings on campus, not one residence hall on the campus of Cheyney University has been built in the last thirty years. Emlen Hall was renovated, as a result of the OCR Partnership. Furthermore, critical maintenance and repairs have not occurred campus-wide because of lack of funding. The resultant dismal condition of the residence halls has contributed heavily to declining enrollment and diminished satisfaction with the University and higher education. In its current state, Cheyney University is hampered from competing for high achieving students and other students who could benefit from its legacy of excellence. The aforementioned explains why Cheyney University is in a difficult position to compete for more outstanding faculty and staff to chart its future for the 21st century. This is a loss for the Philadelphia region, the state, and the nation.

The American Council of Education (through its Office for Minorities in Higher Education), the National Science Foundation, the U.S. Department of Education's National Center for Education Statistics (NCES), and UNCF have collected data on minorities in higher education for several decades. These data reveal that HBCU's are significant sources of the development of diverse intellectual capital in the areas needed

for national security such as the sciences, mathematics, engineering, and information technology. These and other agencies affirm the importance of Historically Black Colleges and Universities in preparing diverse leaders for America in the sciences and mathematics. UNCF states on its current website:

While the 105 HBCUs represent just 3 percent of the nation's institutions of higher learning, they graduate nearly one-quarter of African Americans who earn undergraduate degrees. HBCUs, because of their unique sensibility to the special needs of young African American minds, remain the institutions that demonstrate the most effective ability to graduate African American students who are poised to be competitive in the corporate, research, academic, governmental and military arenas.

HBCUs graduate over 50 percent African American professionals.

HBCUs graduate over 50 percent of African American public school teachers and 70 percent of African American dentists.

50 percent of African Americans who graduate from HBCUs go on to graduate or professional schools.

HBCUs award more than one in three of the degrees held by African Americans in natural sciences.

HBCUs award half of the degrees held by African Americans in mathematics.

Overall average graduation rate at HBCUs is higher than the average graduation rate for African Americans at majority institutions.

On its current website, *Diverse Issues in Higher Education* reveals data collected by the National Center for Education Statistics which show that the top ten producers of African American graduates in biological and biomedical sciences are in the following order: Xavier University of Louisiana, Howard University, Jackson State University, Hampton University, Spelman College, Prairie View A & M University, University of Maryland-College Park, North Carolina State University, South Carolina State University, and Tennessee State University. Pharmaceutical companies in our region are seeking diverse talent in the biomedical sciences.

Cheyney University can make a significant contribution in this area, with appropriate resources and degree offerings. The Commonwealth is losing much needed talent in this area. Similarly, data reveal that the top producers of African American graduates in engineering are in the following order: Georgia Institute of Technology, North Carolina A & T State University, North Carolina State University, Southern University and A & M College, Florida A & M University, Prairie View A & M University, University of Maryland College Park, Tuskegee University, Morgan State University, and Howard University.

It is easy to note that the Commonwealth is not a top producer of diverse talent in these crucial areas for America's competitiveness, as the nation faces a more and more aggressive India and China in these areas. Health sciences and related clinical sciences

are other crucial areas for the region and the nation. Data from the National Center for Education Statistics again reveals the potential for Cheyney University to make a significant contribution in this area. The top producers of African Americans in the health sciences are in the following order: Southern University and A & M College, Winston-Salem State University, CUNY Lehman College, Florida Atlantic University, American Intercontinental University (online), Howard University, University of Maryland-Baltimore, University of Phoenix (online), and Hampton University. Cheyney University is conducting a feasibility study to determine the potential contribution it can make in the health sciences and related clinical studies. The recruitment of diverse talent in these areas is a problem for numerous companies in the Commonwealth and in the nation.

According to Philadelphia's new mayor, Michael Nutter, only 18 percent of Philadelphia residents are college graduates. Cheyney University could be a major contributor in increasing the college-going rate of Philadelphia resident and the intellectual capital of the fifth population center in the United States. Cheyney University students have been, and continue to be, nurtured by the most diverse faculty in the State System of Higher Education. This is critically important in preparing students to be successful in a pluralistic society and global economy.

However, if Cheyney University is to contribute to the intellectual capital and well-being of the region and nation, the University needs an infusion of public and private funds, construction of new residence halls, construction of new buildings, major renovations of its physical plant, and an infusion of talented human resources. The only significant renovation and repairs on the Cheyney University campus that have occurred in the last decade were mandated by the Office of Civil Rights. Even then the construction companies selected to perform the much needed renovations produced subpar work. In less than six years, the buildings are again revealing peeling paint, leaking roofs, defective plumbing, and so forth. There has been no remedy to the aforementioned. Nonetheless, in a recent meeting with DGS officials, the university president was informed that the institution owes 4.8 million dollars for the inadequate past construction.

The success of the Keystone Academy demonstrates what is needed to attract high achieving students who will contribute to the increase of intellectual capital in the region. Of the approximately 1400 students currently enrolled at Cheyney University, 250 of these students were participants in the Keystone Honors Academy in the 2007-2008 academic year. The university was able to attract and maintain these high achieving students because of a refurbished living and learning facility with private bathrooms, new furnishings, computers, and specially-designed learning seminars. More detailed information on the further educational pursuits of these students is included in the Appendix____.

Recent dialog with faculty, staff, alumni, legislators, and other stakeholders has clearly demonstrated that there is much hope and passion for rebirth of this venerable institution. The renaissance of Cheyney University must include a clear vision, implementation of centers of excellence, significant infusion of public and private capital, development of human resources, creation of a technology infrastructure, and renovation of the campus

infrastructure. Further the reinvention of Cheyney University for the 21st century must result in an institution that aligns its priorities with the emerging priorities and needs of the region and nation.

Thus, the University community is developing Centers of Excellence to respond to the educational and economic needs of the region. In the 2008-2009 academic year, the university community will develop its first center of excellence which has been also presented to the Council of Trustees – The Center of Excellence in Media and Fine Arts. This Center would build on the legacy of Laura Wheeling Waring, Edythe Scott Bagley (former Professor of Fine Arts), Ed Bradley (Alumnus), Jim Vance (Alumnus), Robert Traynham (Council of Trustee member), and the current excellence of Dr. Sebronette Barnes (Interim Chair of Fine Arts), Professor Marietta D’Antonio-Fryer (Professor of Fine Arts), Professor Jann Ellis-Scruggs (Professor of Fine Arts), and Professor Joel Keener (Professor of Fine Arts).

The Center of Excellence in Media and Fine Arts would also build on the interdisciplinary strengths of media arts, graphic design (program proposed to PASSHE), communication studies, theatre arts, music, and broadcast technology to prepare outstanding graduates in these areas. The Center of Excellence in Media and Fine Arts will respond to the growing interest of film production in the Philadelphia region and the growing need to produce creative artists, generate film industry-related careers, and stimulate economic development.

Another Center of Excellence being discussed by faculty and staff is the Center of Excellence in Natural Science and Applied Science, Information Technology and Entrepreneurial Studies. This interdisciplinary centers would also build on the foundation of alumni in computer science (Dr. Loretta Evans) and entrepreneurship (Sam Patterson, Mercer Redcross, and Craig Welburn) and respond to the needs of the region to develop talented scientists, entrepreneurs, and information technology specialists. The Center would also provide an opportunity for the institution to become an entrepreneurial enterprise.

In a 1999 request for proposals for NSF, the agency states that Congress has consistently stressed the need for NSF to provide opportunities for underrepresented groups to participate in the nation’s science and engineering enterprise. More specifically, NSF was asked to target HBCU’s because of the alarming decline in the number of African Americans, Hispanics Americans, and Native Americans in the sciences and engineering disciplines. Such a decline would have a detrimental impact on the diversity of the nation’s workforce of the 21st century. NFS acknowledges the need to target HBCU’s to promote more interest in the pursuit of careers in the science, engineering, and mathematics. HBCU’s are considered valuable in this area because of the availability of role models for students of color.

A Center of Excellence that is currently undergoing a feasibility study is the Center of Excellence in Health Sciences. This Center of Excellence would respond to the national need to produce more professionals in nursing, clinical sciences, and other areas of health sciences. Moreover, a Center of Excellence in Health Sciences will furnish an opportunity to build on the various grants in which Cheyney University collaborates with

institutes throughout the Commonwealth in the areas of health disparities and applied research. The 2004 report to the President Bush affirms the need for HBCU's to be more active in health sciences and diminishing health disparities, when it states:

In contrast to significant societal improvements in overall health and life expectancy, for African Americans and other racial and ethnic minorities, stark disparities persist. This is particularly the case with respect to illnesses and death rates due to cancer, diabetes, HIV and AIDS, strokes and infant mortality. HBCU-affiliated health care providers are particularly well positioned to offer services to improve the overall health status of these populations because they are typically better informed about the health attitudes and culture in these communities. Moreover, federal agencies, such as the Office of Homeland Security and the Department of Health and Human Services, can leverage their resources by partnering with HBCUs to facilitate the development of research strategies, as well as the implementation and expansion of prevention, immunization and other wellness programs.

Centers of Excellence are clarifying, unifying, and defining for the future of Cheyney University. The centers of excellence are interdisciplinary and link disciplines to leverage the synergy and resources of faculty and staff. The implementation of these Centers will demonstrate responsiveness to the needs of the region, while returning Cheyney University to a competitive institution of higher education. Each Center of Excellence will include an advisory council, degree programs, a public service component, a scholarship component, and a focus on grant writing and fundraising.

THE PHILADELPHIA EFFECT

Researchers Socolar and Gunn, in the Philadelphia Public School Notebook, revealed that students of color (African American and Hispanic) are graduating from high school at lower rates than their white counterparts, taking fewer Advanced Placement courses, and envisioning less a future that involves college.[1] With a more aggressive and responsive academic curriculum that responds to the needs of the region and the interests of prospective students, Cheyney University can be an attractive option for these students and other students interested in the areas of excellence pursued by the University.

It is difficult to know the exact impact a more aggressive outreach mission from Cheyney University can have on the aforementioned students of the Philadelphia Public Schools, but it will be better than the current situation. However, it is convincing to argue that a more vibrant Cheyney University with a more aggressive urban campus and a thriving suburban campus will contribute significantly to furnishing more opportunities for students of color to more appropriately contribute to the economic development and stability of the region and nation. The data on top degree producers in the critical areas of mathematics, the sciences, and health sciences suggest that, with appropriate resources, Cheyney University could be a significant contributor of diverse talented for the region and nation.

The contributions of Cheyney University will include, but not be limited to: 1) precollege test taking/SAT classes in Philadelphia; 2) more aggressive recruitment efforts into schools whose students have historically lower high school graduation rates, lower

college matriculation rates, and fewer opportunities for contributing to the economic development of the region; 3) a more pertinent Urban Site that serves the needs of its community; and 4) a paid internship bridge from the University to the world of the workforce for students who perform well academically . A more robust Cheyney University is a beacon of hope for students of color in Philadelphia and the region.

The North Carolina Example

In 2001, the State of North Carolina passed a bond resolution (that passed in all 100 counties) that resulted in \$2.5 billion of capital infusion to refurbish the physical plant and construct new buildings on all sixteen campuses. The primary goal of this capital infusion was to respond to the higher education needs of the state and to keep the state very competitive. The \$2.5 billion capital infusion was the result of a Board of Governors' study, the work of consultant Eva Klein, and tour of all UNC campuses by legislators and Board members to examine the status of the building infrastructure and the potential for growth on each of the sixteen UNC campuses.

The State of North Carolina's bond program was especially significant for the five historically black colleges and universities in the state, since they had endured what could be characterized as inadequate funding and inferior facilities. The five HBCUs in North Carolina were not viewed as competitive when compared to the predominantly white institutions. This was extremely significant because high achieving students of color are, and were, being recruited by all institutions of higher education, not just historically black colleges and universities. Moreover, the restoration of the five HBCUs furnished more capacity for all students in North Carolina seeking higher education.

The five historically black campuses benefitted tremendously from this infusion of renovation and building infrastructure. Outdated residence halls were replaced with new residence halls. New student unions were erected, and the five UNC campuses with majority enrollment of minority students experienced a surge in enrollment. Moreover, in order to grow the infrastructure of these institutions to support the enrollment growth, the North Carolina General Assembly also allocated about 28 million dollars over the next seven years to help build the enrollment management capacity, retention efforts, fundraising capacity, and the development of academic programs in the five historically black colleges and universities. These investments paid off for the state in terms of the college going rate. Enrollment increases were significant at all five HBCUs, and the increase was as high as 52 percent at some of the five historically black institutions in North Carolina.

In its first rating of HBCUs, The U.S. News and World Report (2007) rated all five North Carolina historically black campuses on the list as first tier HBCUs nationally. Ratings included the retention rate of students, the SAT scores of students, the acceptance rate of applicants, and average graduation rates. There are over 100 HBCUs in the United States. Lincoln University in Pennsylvania was rated 34th. Cheyney University was in the second tier of HBCUs, and it was not rated. The ratings of the North Carolina HBCU institutions were as follows:

Institution Ranking
Winston-Salem State University 12
Elizabeth City State University 16
North Carolina Central University 16
North Carolina A & T 19
Fayetteville State University 34

The infusion of capital, new buildings, repair and renovation of physical structures, and the capacity building funding directly influenced the development of the five historically black institutions in North Carolina and their subsequent ratings.

Funding for Cheyney University over the last decade has been flat with at least two periods when deficits resulted in the millions of dollars. Contributing factors to the deficits were inappropriate state funding, inadequate private funding, lack of capital projects, lack of visionary leadership, and insufficient earmarks to fund projects. The formula that has been used to determine state appropriations does not favor small universities. The consequences have caused enormous campus-wide deferred maintenance problems for administrative and classroom buildings. Additionally, facilities supported by auxiliary funds are in such poor condition that renovations would cost more than replacement.

In FY 2005-2006, the cost to educate one student at Cheyney University was \$21,837 (see Table 1). This was \$8,050 above the average for all PASSHE institutions, and \$9,800 more than California University.

Table 1
Expenditure Direct Cost Summary Normalized by Enrollment FTE

System Organization
Institution Total
Bloomsburg
\$14,204
California
\$12,037
Cheyney
\$21,837
Clarion
\$13,509
East Stroudsburg
\$13,800
Edinboro
\$14,181
Indiana
\$13,640
Kutztown
\$13,394

Lock Haven
\$13,832
Mansfield
\$15,276
Millersville
\$14,980
Shippensburg
\$14,282
Slippery Rock
\$12,596
West Chester
\$13,151

Even though the cost for educating a student has steadily increased, the allocation per student has steadily declined (see Chart 1). As illustrated in Table 2, the state allocation (E&G) over the ten-year period has fluctuated up and down due to formula driven criteria. However, the cost to run and maintain the University has steadily increased. Over a ten year period, Cheyney University has experienced an average of nearly \$100,000 (\$920,680) annual decrease in E&G allocation. Adjusted for inflation the FY 2006-2007 allocation of \$12,028,852 is \$11,639,117, which is \$1,310,415 less in value to the FY 1995-1996 allocation of \$12,949,532. Salaries and other operating cost have also increased. Energy costs have averaged 2 million dollars and deferred maintenance backlog has risen to 112 million dollars (see Attachment 1). Cracked sidewalks, potholes, leaking roofs, peeling paint, ruptured steam lines, unusable elevators, poor lighting, and numerous life-safety problems require immediate attention. These factors contribute to the vast difference in cost to educate one student at Cheyney University compared to the other PASSHE institutions. The factors are also detrimental to recruiting a diverse pool of students.

Ultimately, the lack of resources for Cheyney University to educate a diverse competitive workforce limits the United States in competing in many areas – especially in the sciences, mathematics, and other technology areas. As the reservoir of talent in the nation ages, other countries such as China and India are preparing scientists and engineers that America must import. A highly functioning Cheyney University contributes a talented diverse workforce and increases national productivity, competitiveness, and national security.

Source: System Research Office Fact Books, 1995 to 2006

Office of Institutional Research 09.17.07

Note: These allocations include performance funding and tuition challenge.

Table 3 shows the annualized full-time equivalent (FTE) enrollment during the period. Enrollment trends have remained relatively stable with a cumulative percent of change for annualized FTE enrollment of 32.1%. In fact, Cheyney University experienced an increase of nearly 500 students during this period, as funding decreased.

Table 3

Annualized Full-Time Equivalent (FTE) Enrollment for Fiscal Years

1996-97 TO 2006-07 for Cheyney University

Annualized FTE

Percent of

Fiscal Year
Enrollment
Difference
Change

1995-96
1290

1996-97
1325
35
2.7%

1997-98
1332
7
0.5%

1998-99
1454
122
9.2%

1999-00
1460
6
0.4%

2000-01
1444
-16
-1.1%

2001-02
1550

106
7.3%

2002-03
1432
-118
-7.6%

2003-04
1461
29
2.0%

2004-05
1532
71
4.9%

2005-06
1505
-27
-1.8%

2006-07
1739
234
15.5%

Source: System Research Office Fact Books, 1995 to 2006

Office of Institutional Research 09.17.07

Note: 2006-07 annualized FTE enrollment recently generated by System Research as of 10.23.07.

Even with the current funding for smaller institution, Cheyney University is still far behind in its capital allocations and resources. Another manner of envisioning funding for Cheyney University is essential. This means of envisioning support for Cheyney University should include:

- 1) Special earmarks to adjust for past inequities and current realities in areas such as:
 - a. Residence halls – three new residence halls are needed immediately
 - b. A science building that will include expansion for more robust natural sciences and health sciences; this is a most crucial area in which Cheyney University could contribute significantly to the diverse talent pool in the region and nation. The current science building has not been equipped or renovated since 1977. Even though there is a nursing shortage, Cheyney University does not have the resources to contribute talent in this area

due to a lack of building and equipment infrastructure

c. Upgrading all facilities to a minimal standard; and

d. A communication arts and fine arts building or renovation that will respond to the developing regional needs to more aggressively produce a talented workforce in media, communication, and fine arts.

Cheyney University is limited in its contribution of diverse talent to the region and the nation. Serious consideration should be given to the condition of all Cheyney University facilities and resources allocated to address the back-log of deferred maintenance. For example, all of the residence halls will have to be replaced and overall capacity will have to be increased by at least 500. The overall enrollment could grow to 2,000 plus by the year 2012. The location and amount of land on which the campus rests is more than adequate to support growth and new programs, such as the aquaculture research and education center.

THE RESURGENCE OF CHEYNEY UNIVERSITY

Human Resources Infrastructure Needs

The most significant component of any institution is its human capital. In the last 20 years, Cheyney University has had an unfortunate sequence of short-term and interim presidents, provosts, and others who did not leave a legacy of continuity and future-oriented strategic directions. Moreover, the lack of continuity in leadership also filtered throughout the University and resulted in a core staff that has not participated in professional development, so that they could keep abreast of best practices in finance and administration, public safety, student services, curriculum development, and in employing technology to support the teaching and learning environment.

The once competitive institution under the leadership of President Leslie Pinckney Hill and President Wade Wilson has become a marginal institution to the key priorities of the region and nation. The journey to marginality is exemplified in the retrenchment of curriculum offerings, low enrollment, steady declining enrollment, and low graduation rates. To regain its competitiveness, Cheyney University needs an infusion of capital and human resources in enrollment management, retention strategies, residence life, facilities management, faculty development, university advancement, and technology infrastructure (similar to the five historically black institutions in North Carolina). The competitiveness of all institutions in Pennsylvania should be viewed as a matter of regional and national security and national well-being.

The focus on centers of excellence builds on the legacy of excellence exemplified by alumni and faculty in specific areas, and it directs the university to recruit talented faculty and staff in specific focus areas. The interdisciplinary centers will also be a nexus for grant writing, fundraising, and collaborations. Cheyney University must attract and hire professionals who will bring with them experience in best practices for enhancing Cheyney University's mission in the 21st century and for contributing to the intellectual capital of the region and nation.

During the next five to seven years, Cheyney University will develop Centers of Excellence in: Media Arts and Fine Arts; Applied Science, Information Technology, and Entrepreneurial Studies; Transformative Leadership, Economic Development and

Community Development, and Health Sciences. Although staffing and market conditions will vary, each interdisciplinary center will require an average of two-four (4) faculty and one or two support staff. Consistent with their missions, the centers will be constructed/retrofitted venues with state-of-the-art technologies. The attractiveness of the centers of excellence includes their responsiveness to the needs and opportunities of the region and nation. Please note that these centers will be continuously refined and grant funds will be employed as much as possible to fund academic programs, public service, and grant activities.

Center for Media Arts and Fine Arts

Item	Quantity	Cost	Total	Non-recurring
Faculty	Four	\$100,000	\$400,000	
Adm. Assist.	One	\$ 50,000	\$ 50,000	
Clerk Typist III	One	\$ 30,000	\$ 30,000	
Technical support	One	\$ 60,000	\$ 60,000	
Operating budget		\$100,000	\$100,000	
Maintenance	15,000 sq. ft.	\$5.35/sq. ft.	\$ 80,250	
Construction/Retrofitting	15,000 sq. ft.	\$260-3000/sq. ft.	\$3.9M-\$4.5M	
Sub-Total		\$720,250	\$3.9M – \$4.5M	

Item	Quantity	Cost	Total	Non-recurring
Faculty	Four	\$100,000	\$400,000	
Adm. Assist.	One	\$ 50,000	\$ 50,000	
Clerk Typist III	One	\$ 30,000	\$ 30,000	
Technical support	One	\$ 60,000	\$ 60,000	
Operating budget		\$100,000	\$100,000	
Maintenance	15,000 sq. ft.	\$5.35/sq. ft.	\$ 80,250	
Construction/Retrofitting	15,000 sq. ft.	\$260-3000/sq. ft.	\$3.9M-\$4.5M	
Sub-Total		\$720,250	\$3.9M – \$4.5M	

Center for Information Technology and Entrepreneurial Studies

Item	Quantity	Cost	Total	Non-recurring
Faculty	Four	\$100,000	\$400,000	
Adm. Assist.	One	\$ 50,000	\$ 50,000	
Clerk Typist III	One	\$ 30,000	\$ 30,000	
Technical support	One	\$ 60,000	\$ 60,000	
Operating budget		\$100,000	\$100,000	
Maintenance	15,000 sq. ft.	\$5.35/sq. ft.	\$ 80,250	
Construction/Retrofitting	15,000 sq. ft.	\$260-3000/sq. ft.	\$3.9M-\$4.5M	
Sub-Total		\$720,250	\$3.9M – \$4.5M	

Center for Health Sciences

Item	Quantity	Cost	Total	Non-recurring
Faculty	Four	\$100,000	\$400,000	
Adm. Assist.	One	\$ 50,000	\$ 50,000	
Clerk Typist III	One	\$ 30,000	\$ 30,000	
Technical support	One	\$ 60,000	\$ 60,000	
Operating budget		\$100,000	\$100,000	
Maintenance	15,000 sq. ft.	\$5.35/sq. ft.	\$ 80,250	
Construction/Retrofitting	15,000 sq. ft.	\$260-3000/sq. ft.	\$3.9M-\$4.5M	
Sub-Total		\$720,250	\$3.9M – \$4.5M	

Item	Quantity	Cost	Total	Non-recurring
Associate Provost for Enrollment Management			\$90,000	
Dean of Student Affairs			\$70,000	
Facilities/Grounds staff			\$200,000	
Building/Deferred Main.			\$2,000,000	
Technology Infrastructure Needs			\$200,000	
New Residence Halls (Seven at \$35M each)			\$250,000,000	
Sub-Total			\$2,560,000	\$250M

Total Recurring	Non-Recurring
GRAND TOTAL	\$5,441,000 \$265.6M-\$266M

Cheyney University and Economic Development

The economic development of an institution of higher education is usually hard to measure because the university employs faculty and staff, consumes goods from the region, and is regularly viewed as an asset in attracting businesses and services to the region. When seeking to relocate to a region, it is common that a prospective company analyzes the educational profile of families in the region. Locating a company in a desirable area directly influences the quality of human talent the company can attract.

As indicated earlier, Cheyney University employs nearly 300 faculty and staff. It consumes an array of services and goods. So, like the other PASSHE institutions it contributes to economic development in the region and state. However, Cheyney University also serves as a beacon of hope for students who feel marginalized in the larger society. Research data from numerous sources such as American Council of Education, Diverse Issues in Higher Education, and United Negro College Fund confirm that historically black colleges and universities produce 50 percent of the graduates in the mathematics and scientists. These are crucial areas for the Commonwealth and for the nation. Cheyney University, with the appropriate resources, can produce its share of science, technology, and entrepreneurial graduates with the development of centers of excellence in these areas. Moreover, Cheyney University can contribute significantly to the growing areas of media arts, graphic design, music merchandising, and fine arts which also reflect regional economic development interests.

It is difficult to place a numerical value on the lives of individuals who have pursued and completed degrees at Cheyney University. It is difficult to know what costs the society pays for individuals who feel marginalized and who are unable to contribute to the

society. A look at the booming business and expansion of prisons suggest that this cost is extremely high. It is difficult to put a price on the legacy of hope that Cheyney University offers to its constituencies and stakeholders. It is difficult to ignore the power of place that Cheyney University holds as a symbol of success against numerous odds.

One area of direct economic development Cheyney University will continue to develop is the further development of entrepreneurial studies as a curriculum option and a community resource. As has been indicated earlier, Cheyney University has numerous alumni who are successful entrepreneurs. By developing a center of excellence that leads to the successful development of small businesses and the development of enterprises, Cheyney University contributes to a need of the region and nation to bolster the development of small businesses.

Cheyney University can be more responsive to the needs of the region, state, and nation by preparing a more diverse workforce in its centers of excellence. The success of Cheyney University in preparing a more diverse workforce becomes the success of the Commonwealth and the success of the nation.

The Mission Continues: The Annual Report to the President on the Participation of HBCU's in Federal Programs, 2004.

State System of Higher Education. PASSHE Benefits all Pennsylvanians. 2006.

Cell Biology Education, 2(4): 205-206, 2003.

Diverse Issues in Higher Education,

<http://www.diverseeducation.com/Top100DegreeProducers2007Undergraduate.asp>

HOUSING STUDY

A housing study has been completed and is included in Appendix _____. The study indicates that the University has a need for 1,000 beds. The University has engaged in various conversations about a public/private partnership to begin the development of the residence halls. A public-private partnership is forming that will result a 400 bed residence hall at Cheyney University in 2011.

Graduate Education

Cheyney University needs to be more competitive and innovative in degree offerings and the delivery of graduate education. There is a multi-million dollar online instruction industry that has increased competitiveness for traditional graduate education. Graduate degree programs should be marketed more aggressively and develop from the centers of excellences. Graduate programs should be marketed in public schools, businesses with numerous employees, online, and through all Cheyney University communications. Graduate programs should reflect a high level of quality, and they should be taught by faculty who demonstrate excellence and prominence in their fields. Graduates students should be more integrated into the undergraduate experience in the Student Life Series. Moreover, graduate degree programs should be offered at the Urban Site and at the main campus. Some potential graduate programs for faculty, and the appropriate departments

to consider are Master's of Information Technology, Master's of Communication Studies, Master's of Healthcare Management, Master's of Sports Administration, Master's of Applied Psychology, and so forth.

The Urban Site

The Urban Site should be a resource to the Philadelphia community. It should provide an option for undergraduate and graduate programs, pre-college test preparation, entrepreneurial services, community economic development services (nonprofit management, leadership development for boards, etc.), and first-generation family college readiness and consulting services. The Urban site should also collaborate with other agencies to help anchor the community in revitalization efforts which include dropout prevention, early college ventures, and neighborhood housing revitalization. Examples of the aforementioned services can be viewed at Winston-Salem State University.

Sustainability

Cheyney University must be commitment to environmental, economic, and social sustainability. There is little agreement about this initiative; however, we need to identify what needs to done and whether some of these efforts make a difference considering the first costs and current budget constraints. "Meeting the needs in our present urban-rural environment without compromising the ability of future generations to meet their own needs" is one widely accepted definition of sustainability. Stated differently, it involves reorganizing our life support systems - agriculture, transportation, energy production, etc. - so that life on Earth can be sustained indefinitely. Cheyney University has engaged in an Energy Services initiative which will provided an energy savings stream over the next 15 years starting in the fall of 2009. The University must enhance these and other activities, and continue our re-cycling efforts, reduction in emissions from transportation and heating systems, partnerships with suppliers, green buildings, and reduction of the treatment of rain water run-off at our treatment plant.

Our environment certainly has limits that cannot be exceeded without adverse consequences. We cannot simply ignore the amount of resources we extract from the Earth, how much waste we throw away, how much pollution is released into our air and water, in an effort to heat, cool and operate our facilities, and the effect that these practices have on our communities. Around the world, there are increasing indications that our current way of life is unsustainable: smog-clouded air, eroded soils, disappearing wildlife habitats, starving people, civil unrest, melting icebergs, and more. As we degrade our natural resources and continue to have vast negative impacts on our climate and environment, this way of life is being called into question, and therefore, must be a part of Cheyney University strategic planning,

STRATEGIC PLAN TO MAKE VISION A REALITY

The following strategic plan will be reviewed by the University community. It is included here to demonstrate direction of future activities.

Continuing the Legacy of Excellence- Draft Strategic Plan

Continuing the Legacy of Excellence is a Strategic Plan for Cheyney University of

Pennsylvania for 2008-2012. It builds on the Pathways to Greatness Strategic Plan for 2004-2010, and it encompasses discussions on the development of centers of excellence that enable Cheyney University to be responsive to the needs of the state, region, and nation.

Vision Statement

By 2012, Cheyney University will be a vibrant university community of 2,000 students with clearly identified centers of excellence that respond to the needs of the region and nation. Cheyney University will be viewed regionally as an emerging liberal arts institution that produces quality graduates in areas that build on its specific strengths such as communications media and fine arts, health sciences, hotel and restaurant management, fashion merchandising, entrepreneurial studies, and other applied sciences. Cheyney University also will be viewed as a contributing partner in responding to regional workforce needs in health care, the development of entrepreneurs, media arts, and emerging science and technology areas such as Geographic Information Sciences. Moreover, Cheyney University will respond to the needs to increase the number of underrepresented categories of students who complete undergraduate degrees. In responding to the needs of the region, Cheyney University will build a core of graduate programs in education, public policy, and other applicable areas.

Mission Statement

Cheyney University will prepare confident, competent, competitive, reflective, visionary leaders for the challenges and opportunities of the 21st century.

Strategic Plan Development

This strategic plan developed from the Pathways to Greatness Plan, 2004 and Beyond. It also develops from the proposal: Sustaining a National Treasure for 21st Century Excellence, conversations with academic departments, and feedback from significant stakeholders in the region.

Alignment with PASSHE Strategic Directions 2004-2009

The Pennsylvania State System of Higher Education: A Plan for Strategic Directions 2004-2009 indicates that the strategic goals for the system are: 1) Student Achievement and Success, 2) University and System Excellence, 3) Commonwealth Service, 4) Resource Development and Stewardship, and 5) Public Leadership. Moreover, the strategic directions are based on a mission that has changed little since ACT 188 and the development of the PASSHE system. The university mission is “to increase the intellectual wealth of the Commonwealth, to prepare students at all levels for personal and professional success in their lives, and to contribute to the economic, social, and cultural development of Pennsylvania’s communities, the Commonwealth, and the nation. “ As will be evident in this strategic plan, it aligns with PASSHE’s Strategic Directions and employ’s the unique history and strengths of Cheyney University to develop centers of excellence that respond to the workforce and related needs of the Commonwealth, while developing responsible and contributing leaders for the region and the nation. Moreover, the university seeks to pursue its mission by being responsible

stewards of the public funds and by increasing private funds to support the teaching and learning environments.

Core Values of Cheyney University of Pennsylvania

The core values of Cheyney University of Pennsylvania in the 2004 Strategic Plan were Scholarship, Diversity, Respect, Integrity, and Service. These values have been reviewed by the university community and have emerged as: Academic Excellence, Responsible Citizenship, and Service to the Region.

Academic Excellence

Cheyney University is committed to maintaining its legacy of producing outstanding graduates by offering high quality academic programs for talented students and for those whose talents are beginning to emerge. These programs encourage excellence in the classroom, experiential learning, and excellence in the workforce. Faculty are selected for their academic preparation, scholarship in their field, and commitment to working with students who are emerging in the discipline.

Responsible Citizenship

Cheyney University encourages faculty, staff, and students to be responsible citizens in the Commonwealth, region, and the United States. This includes participating in the electoral process and working towards positive social action that sustains and improves the democratic process. Students are expected to conduct themselves as responsible adults on and off-campus and to seek ways to improve the well-being of all Americans.

Service to the Region

Cheyney University has existed as an institution of higher learning since 1837. It has provided service to the Commonwealth, the region, and the United States. It is essential that the university continues to be responsive to the needs of the region in its academic programs, community partnerships, and economic development.

Continuing the Legacy of Excellence

Strategic Goals (2008- 2012)

I. Strengthen Academic Quality and Excellence by Developing Centers of Excellence

A. Strength Academic Quality and Excellence

- a. Review all academic programs to determine their success in preparing students for the specific discipline and workforce.
 - i. Yearly – by academic dean, chairpersons, and external stakeholders
 - ii. Establish advisory council for centers of excellence that include external stakeholders, alumni, and representatives from business and industry for the Center of Excellence in Media and Fine Arts and Center of Excellence in Natural and Applied Sciences (2008-2010)
 - iii. Conduct program reviews and review feedback from graduates (periodic program reviews, yearly feedback from students) to refine all academic programs especially programs in Centers of Excellence.
 - iv. Secure approval of Graphic Design Program from BOG (2008-2009)
 - v. Begin development of proposal for Bachelor of Science degree in Information Systems

(2008-2009)

vi. Review all graduate programs—compile data from graduate students, employers, faculty, and so forth.

b. Seek accreditation of academic programs, where appropriate, (AACSB, NASPAA (National Association of Schools of Public Affairs and Administration), Accrediting Council for Collegiate Graphic Communication, etc.)

i. Review standards for seeking accreditation in all academic programs in Centers of Excellence (2008-2009)

ii. Identify which accreditations the university will seek in 2009-2010.

iii. Work with advisory council to successfully seek resources and conditions that are optimal for program accreditation for degree programs in the Center of Excellence in Media Arts and Fine Arts (2009-2010).

iv. Seek accreditation of two academic programs (2010-2011).

c. Hire faculty who are respected in their fields nationally for the Center of Excellence in Media and Fine Arts and Natural and Applied Sciences to build centers of excellence (as permitted by FTE's).

d. Hire faculty and staff who bring a history of grant funding, community service, distance learning, and best practices to the centers of excellence, as FTE's permit.

II. Develop interdisciplinary centers of excellence to focus the development of academic excellence

B. Centers of Excellence will be developed by faculty, staff, and advisory councils to clarify, unify, and focus the development of academic excellence (2008-2012).

i. Development of a Center of Excellence in Media and Fine Arts – Advisory Council developed (2008-2009).

ii. Advisory Council will develop plan for further development of Communications Media and Fine Arts. (2008-2009)

iii. Academic Scholarships will be sought for the Center of Excellence in Media and Fine Arts (2 scholarships will be acquired each year from 2009-2010 for four years.)

iv. Academic assistance (partial scholarships) sought for students pursuing majors (or concentrations) in Media and Fine Arts (e. g. music, theatre, graphic design, studio art, etc.).

v. Development of a Center of Excellence in Natural and Applied Sciences Advisory Council (2009-2010); (includes Aquaculture and Agribusiness; health sciences; etc.)

vi. Advisory Council will develop plan for further development of Center of Excellence in Natural Sciences and Applied Sciences (2009-2010).

vii. Academic Scholarships will be sought for the Center of Excellence in Applied Sciences (2 scholarships will be sought each year from 2009-2010 for four years.)

viii. Academic assistance (partial scholarships) sought for students pursuing majors in Applied Sciences (2009-2010).

ix. Development of Center of Excellence in Information Technology and Entrepreneurial Studies (2010-2012).

x. Advisory Council will be developed to further the development of a center of excellence in information technology and entrepreneurial studies (2010-2012).

xi. Advisory Council will develop plan for further development of center of excellence (2008-2009).

xii. Academic scholarships will be sought for the center of excellence for 2 students for four years for Natural and Applied Sciences and Information Technology and Entrepreneurial Studies.

III. Strengthen Student Achievement and support the develop of the university's core values

C. Monitor academic progress of all students (2008-2012);

i. Admit a group of talented students, and students who have the potential to develop talent—target 60 percent of the students over 900 SAT's in verbal and math (comparable ACT). .

1. Re-engineer enrollment management to employ best practices to attract a talented pool of students. Employ Noel Levitz enrollment management paradigm (2008-2012).

2. Re-engineer academic support services to help retain students to graduation—restructure into a Retention Center (2008-2009).

3. Strategically employ print and electronic media to attract talented students, and students who have the potential to develop talent (2008-2010).

4. Communicate accomplishments of talented students widely to attract other such students and faculty.

5. Hire Enrollment Manager with experience employing best practices (2008-2009) in attracting National Merit and other higher achieving students.

ii. Admit a pre-determined, select group of students who need intensive academic preparation to succeed in college; monitor these students through academic support services; maintain data on the progress of these students through Cheyney University (2009-2010).

iii. Recognize students who have performed well academically; (yearly- Honors Convocation and Awards Ceremony).

iv. Review, restructure, and refine academic support services for students (Freshmen Year Experience, Academic Support Services, Tutoring, Peer tutoring, Supplemental Instruction, etc.)—2008-2009—to a retention center.

v. Develop living and learning communities in the residence halls (2009-2010).

vi. Provide opportunities for students to develop core values of academic excellence, responsible citizenship, and service to the region—develop a series of student life seminars for the 2008-2009 academic year.

vii. Secure paid internships opportunities for students who reach their junior year in good academic standing (2008-2009).

IV. Enhance Institutional Effectiveness

D. Review all core offices and services to make sure that they follow best practices (business and finance, bursar, financial aid, student affairs, academic affairs, institutional research, public safety, and institutional advancement). (yearly)

E. Review the results of all audits and disseminate the results to the president's cabinet; administrative council; faculty senate; and student affairs for refinement of policies and practices (2008-2009).

F. Review data from PASSHE Performance formula as feedback to institutional effectiveness and for refinement of policies and practices (yearly).

G. Review the performance of all employees to determine the correlation between skill sets and the tasks needed to be performed (managers-yearly).

H. Review divisional strategic plans, action items, and results to insure alignment with university's strategic plan.

V. Develop intellectual capital that responds to the needs of the region

I. Meet with business, education, and industry representatives of the region to determine the human resources needs for the next ten years (vice presidents; deans; chairpersons; faculty; staff; and alumni) (2008-2010).

J. Employ centers of excellence to develop intellect capital to respond to the needs of the region (2008-2012).

K. Develop partnerships that result in the development of intellectual capital that responds to the needs of the region and develop the centers of excellence (2008-2010).

L. Attract intellectual capital to the region by the quality of the academic program and growing reputation of the university (2009-2010).

VI. Encourage the development of responsible citizenship and public engagement.

A. Formalize community service among faculty, staff, and students (2009-2010).

B. Encourage participation in volunteer events, non-profit organizations, and agencies that promote positive social action; maintain data on these activities (2008-2009). Focus these activities on the newly developing centers of excellence.

C. Enhance the professional development, continuing education, and technology transfer through the Urban Site (2008-2012)

a. Re-engineer the Urban Site to be responsive to the needs of Philadelphia in its academic programs, non-credit programs, public service programs, and to be a resource to the community (2008-2012).

D. Adopt a high school (2008-2009); encourage students and faculty to volunteer to tutor and mentor students at the high school through the Urban Site.

E. Schedule formal and informal seminars, workshops, and opportunities to work closely with students to develop skills that will result in responsible civic action (2008-2012).

a. Schedule Student Life Seminars (continuous)

b. Communicate regularly with students through email.

c. Elevate the awareness of volunteerism, as positive social action (2008-2010).

VII. Improve facilities and physical attractiveness of the campus.

a. Review options for maintaining lawns and maintenance of the campus (2008-2009).

b. Decentralize heating and cooling of buildings (2008-2010).

c. Establish public-private partnerships for residence halls—from 350 to 400 beds (2008-2009).

d. Build residence hall through public/private partnership (2010-2011).

e. Seek funding for deferred maintenance (2008-2010).

f. Engage Thornburg Township and relevant counties to help beautify campus (2008-2009).

g. Repair sidewalks, potholes, curbs, etc. (2009-2011).

VIII. Establish best business practices in key business support areas such as financial aid, bursar, business support services, bookstore, finance and administration, and relevant areas

- a. Hire vice president for finance and administration with evidence of building core business practices in a college or university setting (2008-2009).
- b. Identify best practices in financial aid, bursar, business support services, bookstore, finance and administration and other relevant areas.
- c. Employ the services of the Thurgood Marshall Fund to improve core business services (2008-2009).
- d. Establish "Rewards" program to recognize staff who demonstrate exemplary service to students and other offices.
- e. Acknowledge staff who perform well in the Vital Communications monthly newsletter.

ENROLLMENT MANAGEMENT

During the 2007-2008 academic year, a consultant team was employed to provide professional development for admissions staff on best practices in enrollment management. The team included a Noel Levitz consultant and a public relations consultant. The results of the year work included a new paradigm for how to recruit students, a new structure for enrollment management (see organizational chart), and two new admissions counselors. The president has begun to meet regularly with the Admission staff to insure that they understand the overall institutional direction and new initiatives.

RETENTION CENTER

Best practices regarding retention strategies have been reviewed. Various universities have implemented retention centers to focus on a continuum of student support services from precollege introduction to the university through admissions into graduate school. A retention center is being designed for Cheyney University to enhance student development and success. More specifically, the goals of the retention center are to monitor, develop, and assess student support services including the freshmen year experience, the sophomore and junior year experiences, and the senior year experiences. The goal of the retention center is to identify and implement best practices that contribute to increased student retention and increased graduation rates. The director of the retention center will work continuously to insure that there are significant relationships between alumni, academic affairs, student support services, career services, athletics, and enrollment management to increase the retention and graduation rates. The retention center will also work to help students increase their skills in managing life's challenges, so that they leave Cheyney University prepared to be responsible and contributing citizens.

IMPLEMENTATION OF CENTERS OF EXCELLENCE

The University community will use the 2007-2008 academic year to begin the implementation of the Media and Fine Arts Center of Excellence. The graphic design program is essential to successfully implement this program. An advisory council is currently being developed to help with the implementation of the Center of Excellence in Media and Fine Arts. Faculty, staff, and alumni will be requested to forward recommendations for this advisory council.

FUNDRAISING TO SUPPORT VISION

Cheyney University expects to hire a vice president for institutional advancement by the beginning of Fall 2008. The university reported at the June 2008 Council of Trustees meeting that it has reached its fundraising goals for the 2007-2008 year. Alumni fundraising have increased from 5 percent to _____. Moreover, 1.5 million grant dollars collected this year will be reflected in next year's fundraising reports. Next year, the president has a goal of raising ten full scholarships to compete for higher achieving students. Moreover, more overall, aggressive fundraising goals will be set by the new vice president for institutional advancement. The university has also goals to be more aggressive with securing grant funds from federal and state sources.

TIMETABLE

However, with the development of centers of excellence as strategic directions, Cheyney University can be a premier 21st century, liberal arts university that responds to the needs of the region by producing talented, productive, entrepreneurial, and contributing leaders in desirable areas of study. A draft strategic plan is included. This plan will be refined and endorsed by the University community in the next academic year. In addition to the goals delineated in the draft strategic plan, immediate goals of the university community are:

1. To attract and recruit human resources who demonstrate creative problem-solving and best practices in human resources, public safety, enrollment management, finance and administration, arts and sciences, academic affairs, alumni relations, and university advancement. There are numerous employment searches in process with key positions to be filled by the beginning of the next academic year. We will hire the best person who demonstrates knowledge and experience with implementing best practices, as soon as possible.
2. To develop a public/private partnership that builds residence halls for students. The feasibility study for new residence halls is included in a separate document. The university community would like to break ground on a residence hall in the next nine to 12 months.
3. To promote and publicize academic degree programs and the successes of graduates. This is an immediate and continuous action item. The CU Magazine and Vital Communications Newsletter were created as a means of informing the community of our successes.
4. To identify indicators of student learning to increase retention and graduation rates and respond to the recommendations of the Middle States Association. For Fall 2008, Dr. Janet Manspeaker has been appointed to construct a mechanism for measuring the outcomes of the core curriculum. This summer, we are reviewing best practices in retention to restructure our retention strategies. Our goal is to reach 50 percent graduation rates in the next five years. Of the HBCU's, only four institutions exceed a 50 percent six year graduation rate.
5. To construct a positive image of Cheyney University that focuses on quality instruction, entrepreneurial faculty, and high achieving students to help develop significant relationships that will result in increased private giving, a more favorable perception of the University, and increased enrollment. The CU Magazine and Vital

Communications Newsletter were created as a means of rebranding the institution and changing the perception of the University to the external community. The University will also begin to disseminate information about its successes to the surrounding communities.

6. To work in partnership with PASSHE and the Commonwealth to further the completion of the OCR partnership agreement.

7. To improve on all performance matrices, especially in the areas of retention and increased graduation rates. The retention goal is noted in item # 4.

8. To work collaboratively with numerous stakeholders to support the development of the centers of excellence. Advisory councils are being formed to increase private support for the development of the centers of excellence.

9. To increase the diversity of the student population by a more diverse and signature array of academic offerings.

10. To increase the quality of the facilities and reduce the deferred maintenance backlog (see Sightlines report in Tab _)