

Building Belonging at Pratt

Examining how to integrate the surrounding community with Pratt student body towards supporting belonging for Black & Brown students

Civic Engagement

Dakota Billops-Breaux

Fall 2024

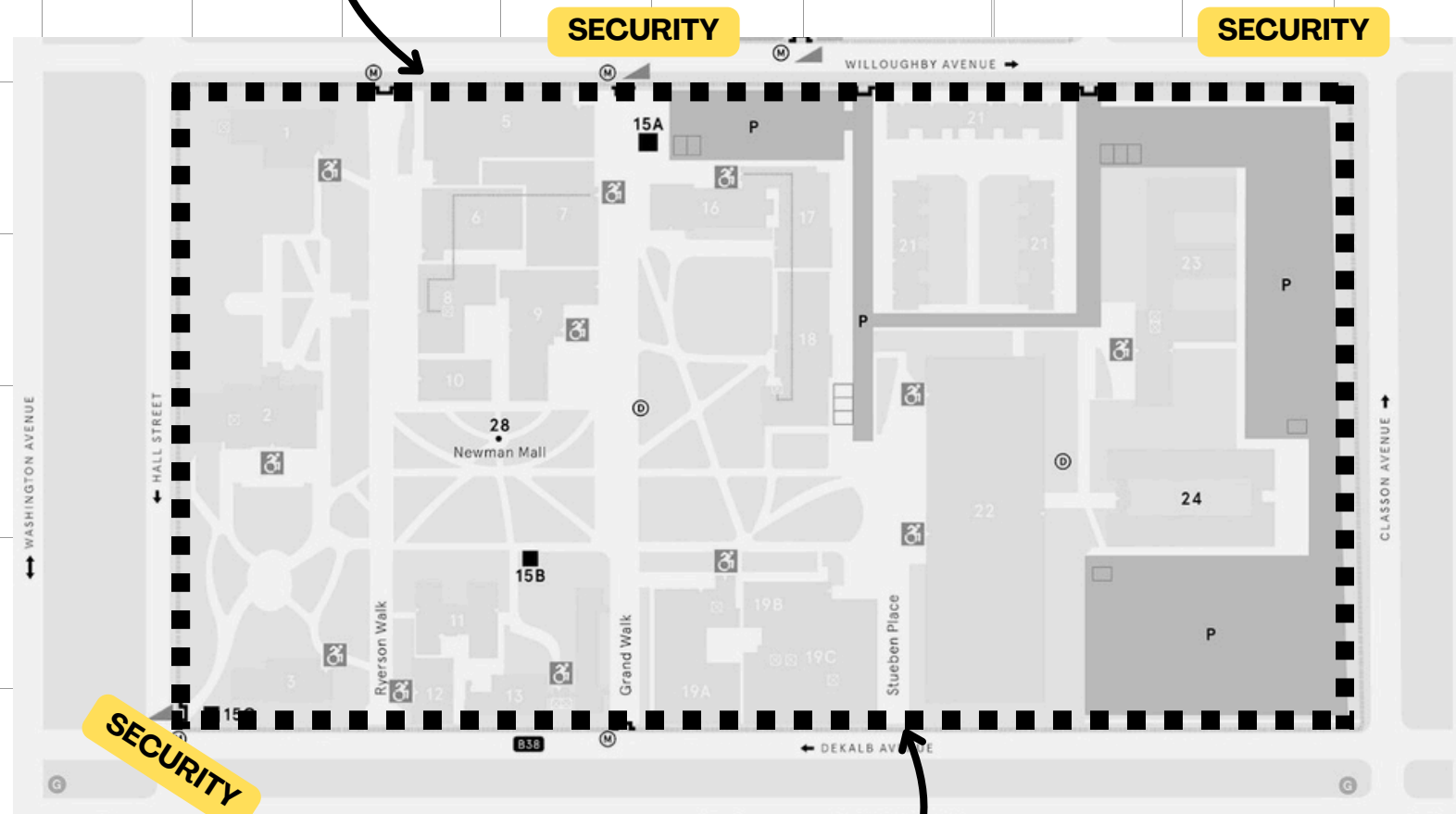
Background & Context

Privatization measures date back physically and financially to mid-20th C periods of racist urban planning & design practices

Despite records of protest, continue to exist today

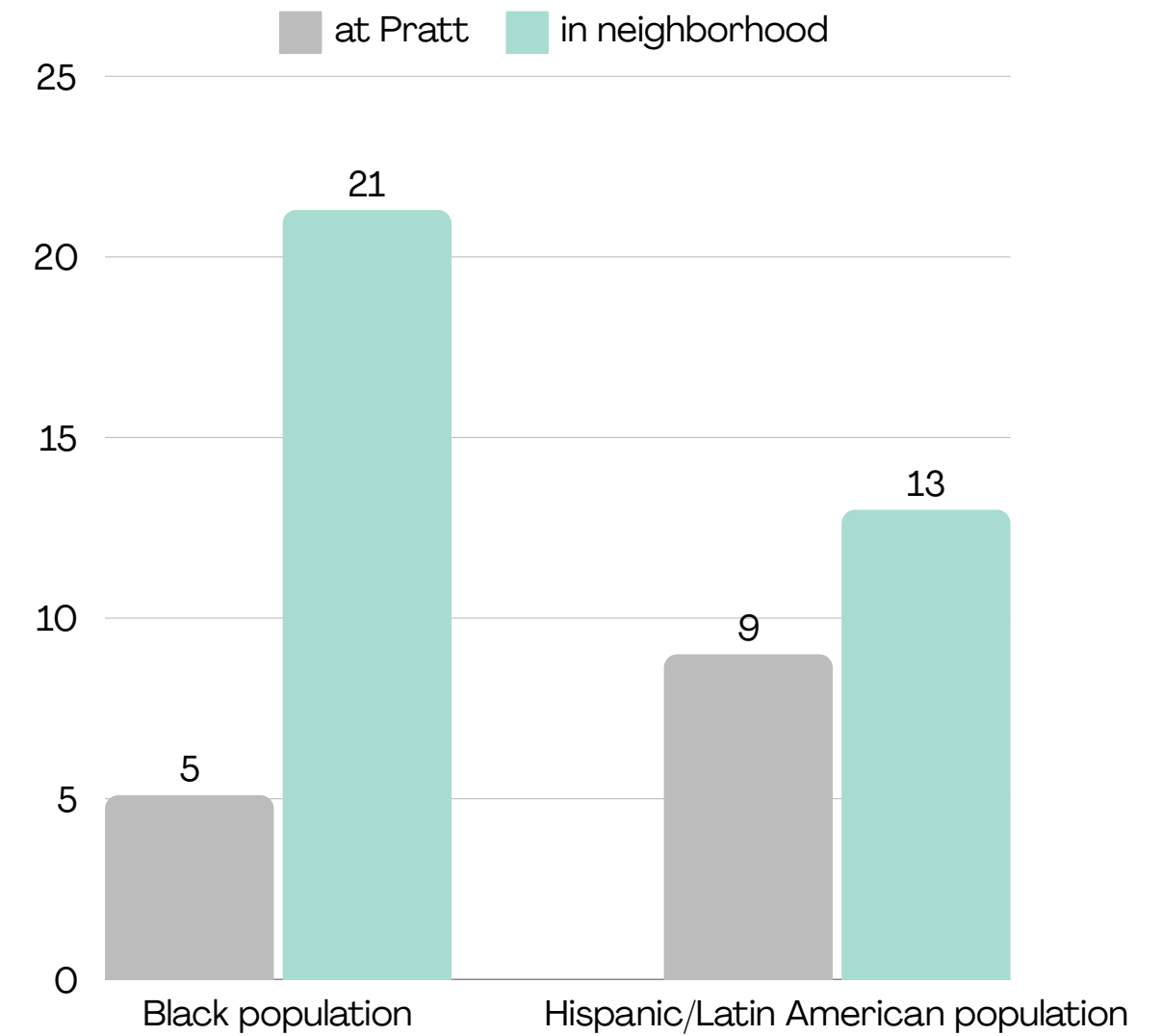
successful programs that have worked in the past. Pratt's austere budget has left many cultural and social programs crippled by a lack of funds and administrative assistance to operate. Such an environment can only promote many to lose interest in their studies.

Eventually some will transfer or others will be forced to drop out. The administration seems to view all students in terms of dollar and cents forgetting its responsibility to provide a quality education. Too many times have we accepted the hiring and



Disparity between Black and Brown Populations in Neighborhood vs. On Campus (%)

via NYC Planning Community District Profiles & National Center for Education Statistics



Pratt Tuition Increase

Dear Student, Faculty and Staff:

In an effort to maintain financial stability, a tuition increase of 10% is being implemented for the fall semester 1972-73 academic year to be proposed. Undergraduate tuition would increase to \$71.00 per credit and graduate tuition would be raised to \$100 per credit. The amount for credits taken above 18 per year for under-graduates and 6 for graduate students would be discounted.

The tuition increase is necessary because of a tuition increase in the rising cost of producing individualized professional education. The factors that contribute to a tuition increase are: (1) the cost of materials which are increasing every year; (2) tuition has not increased for two years; (3) the inflation factor alone has increased tuition at the rate of between 5 and 7 per cent a year; (4) tuition is lower than in other schools; (5) the inflation factor alone has increased tuition at the rate of between 5 and 7 per cent a year; (6) tuition is lower than in other schools; (7) the inflation factor alone has increased tuition at the rate of between 5 and 7 per cent a year.

The general and program are necessary to meet needs. It is considered that the total amount of money derived from fees—approximately \$10,000,000—will remain at that level. But through a new fee structure based on individual programs, more equitable charges will result.

The Trustees continue the commitment not to spend the entire amount that might be available to generate revenue at a previous level is reduced however, and student income is used for operating expenses.

The Trustees and the administration realize that tuition levels must be kept consistent with the quality of educational services offered. While there is evidence that the cost of operating a school will continue to rise with inflation, they believe that the dollar must be constantly re-evaluated. Sound judgments on the quality of the education being provided must be made. An evaluation concerning input from students and faculty is assisting us in making the best judgments.

Sincerely,
Richard Pratt, Jr.
President

29 January 1973
President Richard Pratt, Jr.
Pratt Institute
Brooklyn, N.Y.
Dear President Pratt:

I read with great interest your letter to the students, faculty and staff of Pratt Institute concerning the proposed tuition increase for the fall semester 1972-73 academic year. I believe that the tuition increase of 10 per cent is a significant increase. I am sure that the tuition increase will be a burden on many students, particularly those who are on financial aid. I am sure that the tuition increase will be a burden on many students, particularly those who are on financial aid. I am sure that the tuition increase will be a burden on many students, particularly those who are on financial aid.



Summer Youth Skills and Development Program
started by Horace Williams in 1973

As a result of student-driven activism,

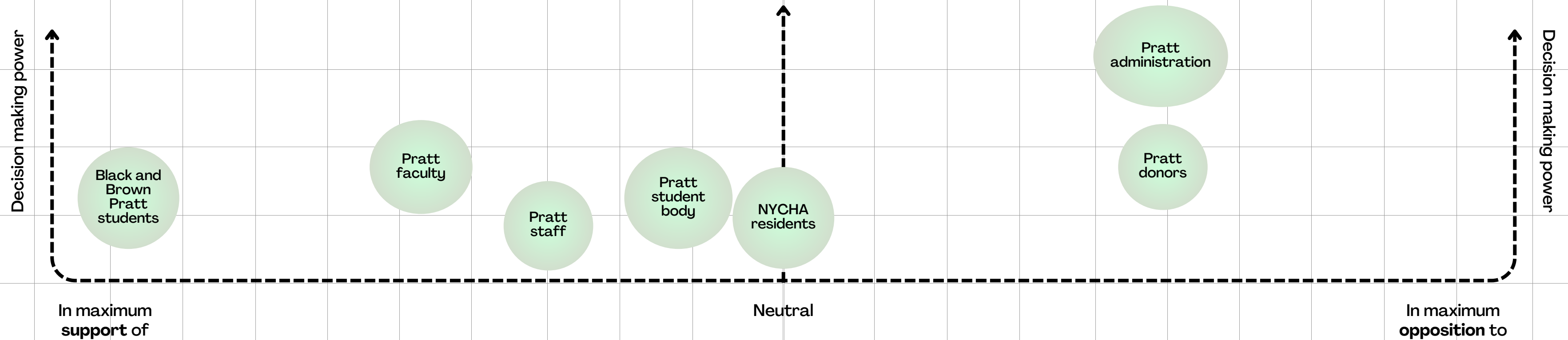
Frameworks exist for community based
engagement/recruitment programming

Pratt Young Scholars

Center for Art, Design, and Community Engagement K-12



Stakeholders



| Primary stakeholders | | Secondary stakeholders | | Key stakeholders | |
|---|--|---|---|------------------------------------|---|
| <p>Black and Brown Pratt students, including:</p> <ul style="list-style-type: none"> • current & prospective • undergraduate & graduate • of African, African American, Afro-Caribbean, Afro-Latin, and/or Latin American diasporas | <p>Goal: improve overall experiences of belonging - socially, culturally, financially - and support the success of Black and Brown professionals in art and design</p> | <p>Pratt staff & faculty</p> | <p>Incentive for faculty: enriching class environments</p> <p>Incentive for staff: building belonging for themselves & family members</p> | <p>Pratt administration</p> | <p>Incentives:</p> <ul style="list-style-type: none"> • enriching class environments • data for funders demonstrating a commitment to diversity goals; addressing Black student demands; and involvement with surrounding community |
| <p>Residents of Clinton Hill/Bed-Stuy NYCHA developments:</p> <ul style="list-style-type: none"> • Lafayette Gardens • Bedford Stuyvesant • Stuyvesant Gardens • Eleanor Roosevelt II | <p>Goal: build connection between Pratt and the surrounding community members currently excluded by fence, security, and lack of representation on campus</p> | <p>Pratt student body</p> | <p>Incentive: growing and enhancing student body culture</p> | <p>Pratt donors</p> | <p>Potential role: provide scholarship funding specifically for Black and Brown students Incentive: name on scholarship, contribution to above initiatives</p> |

Objectives

1

Investigate the following:

How are Pratt's privatization measures affecting Black and Brown students' senses of belonging on campus?

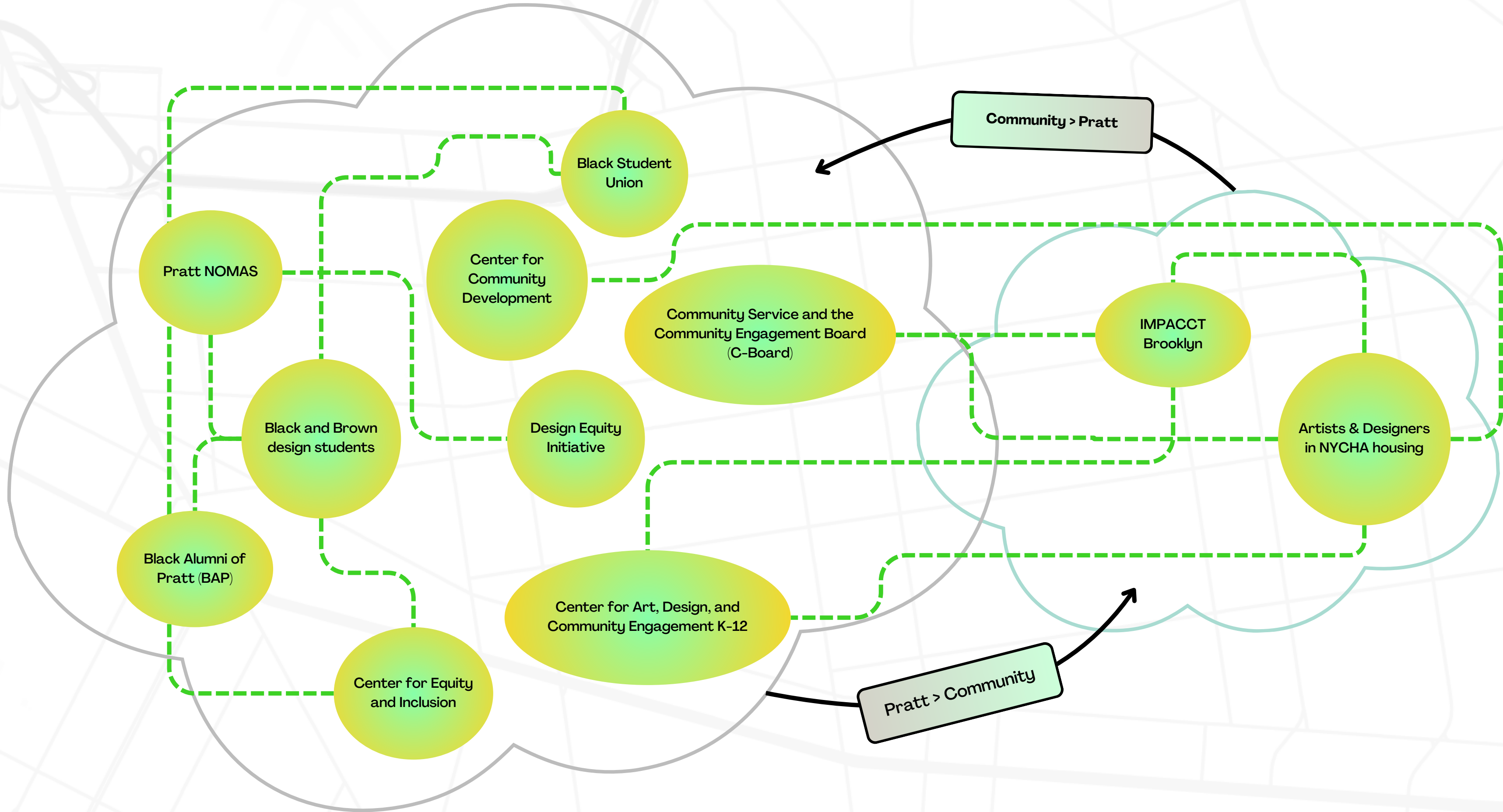
How do the residents of surrounding NYCHA projects and non-faculty Pratt staff (maintenance, facilities, catering, security) experience belonging at Pratt?

How can Pratt better integrate the surrounding community into the student body?

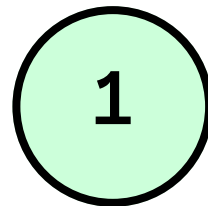
2

Develop data-driven, readily implementable proposal for Pratt administration

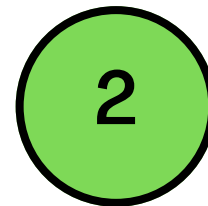
Community Assets



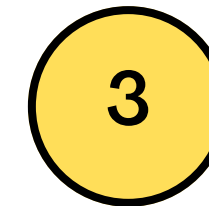
Community Engagement Proposal



Participatory Action Research
Methods for Landscape Analysis



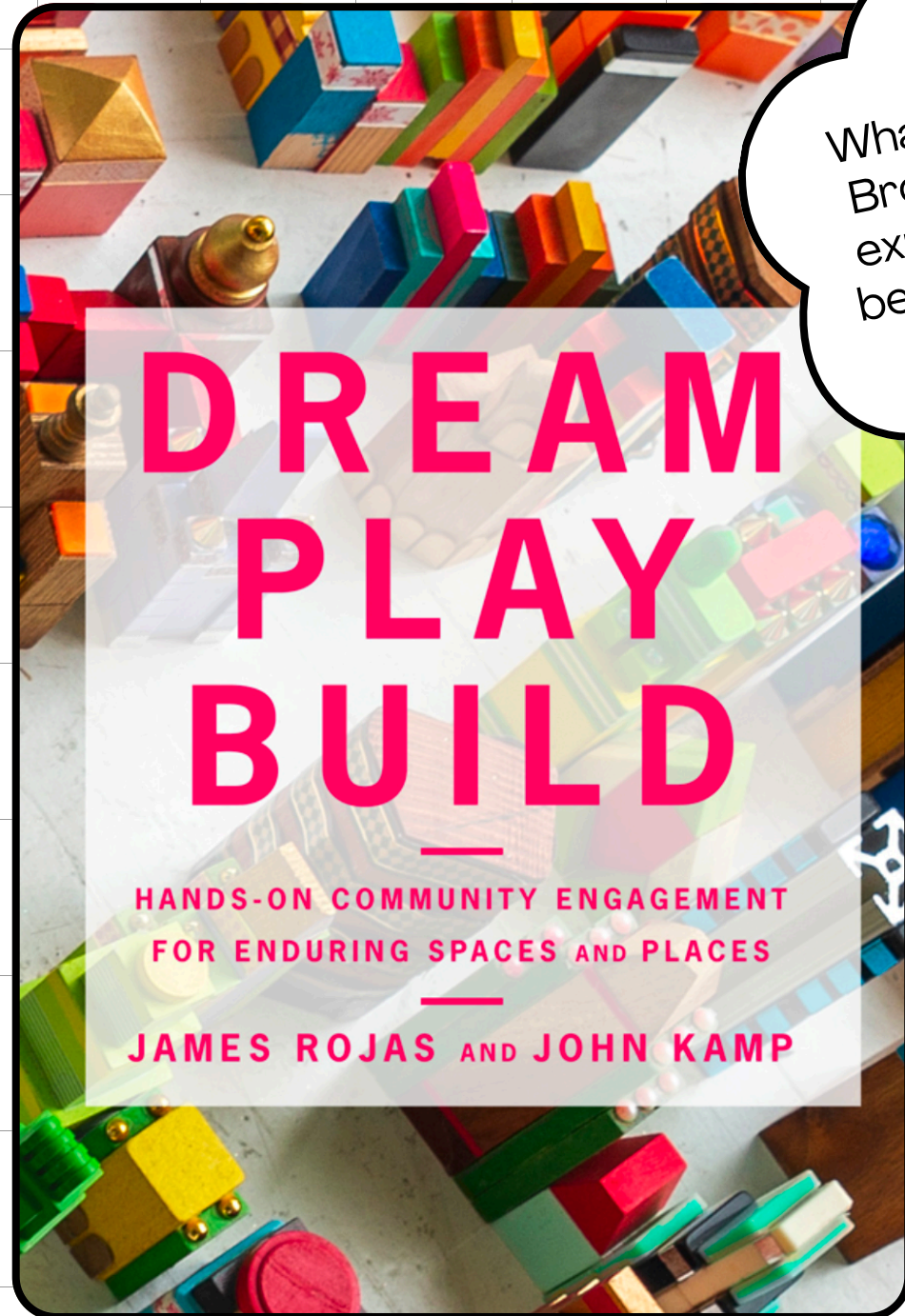
Outreach (Recruitment)



Programming &
Scholarships (Retention)

Phase 1

via approaches from Dream Play Build, engage with stakeholders to expand from assumptions



What are Black & Brown students' experiences with belonging? Staff? Faculty?

Techniques: mapping/building memories & visions



How do community members understand Pratt? How would they like to experience the campus, if at all?

What are the barriers to enrollment?



Precedent: EONI Community Plan

Phase 2

Collaborate with design students to create distributable materials for neighborhood hubs such as NYCHA developments

Facilitate materials development sessions
(what branding/stories would have spoken to students when they were applying?)

Students drive design process

(example)

Interviews for materials

Students

Majors & career goals

Financial aid/scholarship process

Alumni

Education & career journeys

Facilitate events at community hubs to share materials and connect with NYCHA stakeholders

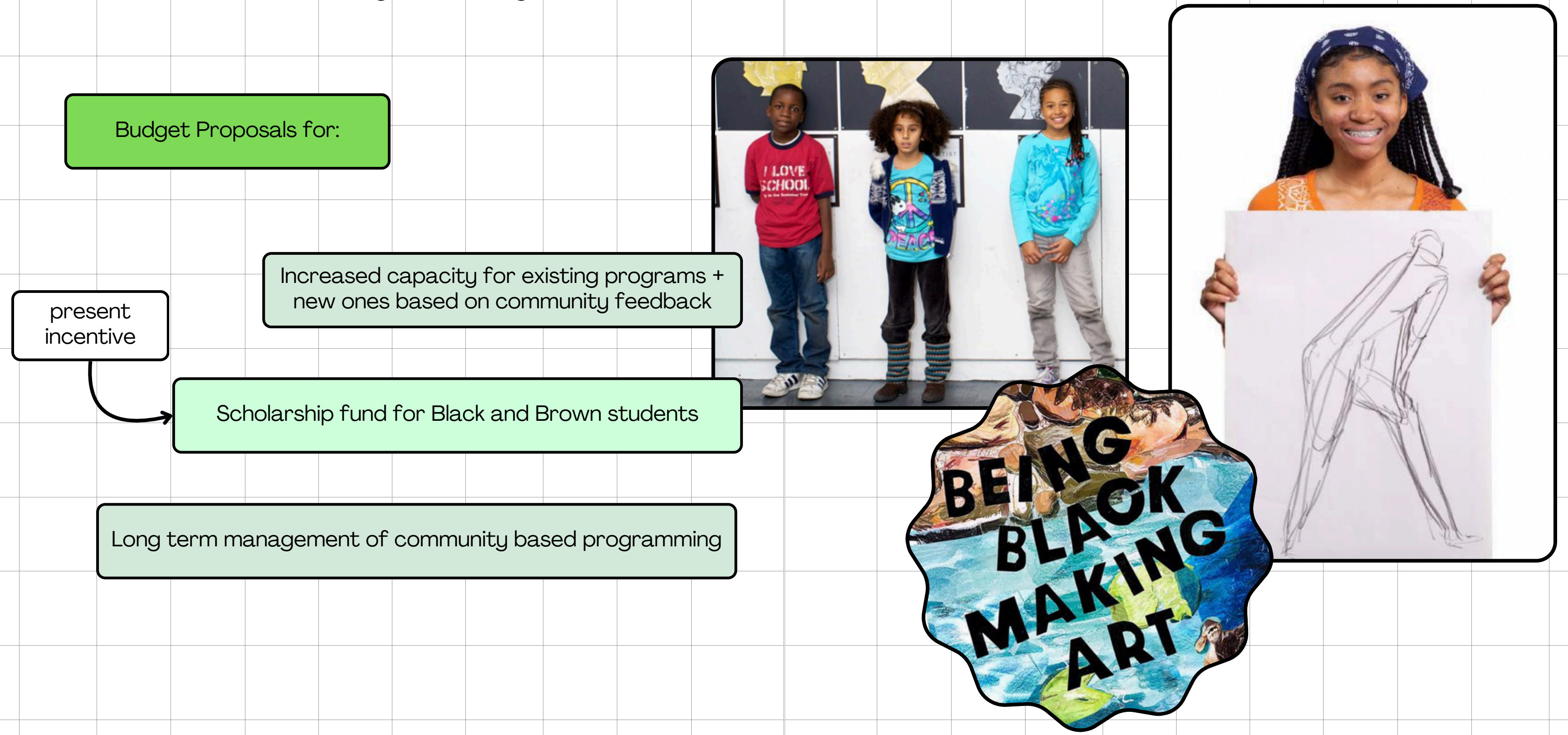
Include information on Pratt's K-12 programs

Events (discussions) featuring Pratt alumni on their Pratt experiences



Phase 3

Based on research, develop a transparent report for Pratt administration on disconnects between Pratt and surrounding community



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