SELF-STUDY DESIGN

Middle States Commission on Higher Education

May 19, 2022

Updated October 11, 2022

[working group memberships, added St. 5 to Priority #3 crosswalk, updated Provost new title]

This page intentionally left blank

Table of Contents

This page intentionally left blank

I.   Institutional Overview

Brief history

Alfred University (AU) was founded in 1836 as the second oldest coeducational institution in the United States and received its university charter from New York State in 1857. Since its inception, the University has been a non-sectarian institution dedicated to making higher education accessible to people of any race, sex, religion, or economic background. It is one of the earliest colleges to have enrolled African American and Native American students. Originally focused on the liberal arts and teacher education, the University evolved into a complex institution offering a full range of programs in the liberal arts and sciences, art and design, engineering, business, performing arts, counseling, and school psychology. The sense of social justice and the egalitarian approach to education infused by the founders continues to be embedded within and influence the University's culture and direction.

University Overview

Located in the village of Alfred, NY, Alfred University is a comprehensive institution comprised of non-statutory (private) and statutory (publicly supported) units. The College of Liberal Arts and Sciences, the College of Business, the School of Graduate and Continuing Studies, and the Performing Arts Division comprise the non-statutory entities. The state-supported New York State College of Ceramics (NYSCC), administered by Alfred University for the State University of New York (SUNY), is organized into two schools: the School of Art and Design and the Inamori School of Engineering. The engineering school has both publicly supported and privately endowed programs. Academic offerings occur in two 15-week semesters as well as one winter and two summer terms. All academic programs are supported by the AU Libraries housed in the Scholes Library of Ceramics (statutory) and Herrick Memorial Library (non-statutory).

In spring 2022 the University enrolled 1260 FTE undergraduate students and 418 FTE graduate students. While drawing students internationally and nationally, the majority of undergraduates come from New York State. Over 95% of students receive financial aid from federal, state and/or institutional sources. A number of master's degree and professional certification programs are offered through the AUNY extension of the School of Graduate and Continuing Studies, located in the greater New York City metro area. Undergraduate and graduate students are also served at extension programs on the Corning Community College campus.

Students pursue studies in 47 undergraduate major programs and 65 minors at the bachelor's level (BA, BFA, and BS degrees), 18 masters programs (MBA, MFA, MS degrees), five post-master's certificate programs (School Psychology and Mental Health/School Counseling) and four doctoral programs (PhD and PsyD). Several of our undergraduate and graduate programs lead to teacher certification in the State of New York. In addition to traditional degree programs, the University provides study abroad, internship, and co-op opportunities.

Currently there are 128 full-time tenured (83) and tenure-track faculty (45), and 42 visiting or non-tenure-track faculty. This creates a student-centered teaching environment with a 13:1 student/faculty ratio. The average class size is 18 students. There are 345 full-time non-faculty employees, and 59 part-time non-faculty employees.

Through curricular, co-curricular, and extra-curricular programming, students are offered multiple opportunities for leadership as well as personal and career development. Students can participate in a wide range of university-sponsored clubs, organizations, and 22 varsity athletic teams.

Professional staff throughout all areas of campus provide a broad range of essential services and support to students. For instance, the Center for Academic Success provides support services, consultation, and advocacy for students with learning, physical, or psychological disabilities. The Center for Advising supports first-year students in managing their transition to college life. The Wellness Center is dedicated to supporting and promoting the physical and mental health of students. These services, among others, have become increasingly important as the needs of our students have changed over the years and have recently become more complex due to the COVID-19 pandemic.

The University is governed by the Board of Trustees, which meets in person three times a year. In between these meetings, individual committees meet via Zoom to continue discussions and planning. The President reports to the Board and delegates authority to a Cabinet composed of the Vice President for Business and Finance, Vice President for Enrollment Management, Vice President for Student Experience, Vice President for University Advancement, and the Provost and Vice President for Academic Affairs.

An Executive Council, comprised of the Academic Deans, Dean of Student Wellbeing, Director of Athletics, Director of the Advising Center, and Vice Presidents, also meets regularly. Each constituency of the University has a representative governing body: Administrative & Technical Specialist Council, Faculty Senate, Student Senate, and Support Staff Council. All-campus open forums are generally held twice a semester for updates and an opportunity to ask questions of the Cabinet.

State University of New York Relationships

New York State College of Ceramics

In response to the growing need for industrial and technical education, the New York State College of Ceramics (NYSCC) was established in 1900. Created by state statute before the SUNY system was formed, it was designed and still functions today as a statutory unit connected with the privately managed and funded (non-statutory) Alfred University. The NYSCC has a designated Vice President of Statutory Affairs who is a liaison and has a reporting line to SUNY. Organizationally, the unit is integrated into and considered part of Alfred University under the purview of the university President and Board of Trustees.

The NYSCC is comprised of the School of Art and Design, the statutory majors in the Inamori School of Engineering, and Scholes Library. All students, regardless of college or school, are fully integrated for housing, activities, athletics, etc. and are governed by the same policies, regulations, and guidelines. However, there are tuition cost differentials between the non-statutory and statutory programs as well as "in state" and "out of state" tuition rates in the statutory unit.

Buildings that house the NYSCC programs and offices are owned by New York State. Construction and renovation of these facilities are funded through the SUNY Construction Fund.

Separate budgets are maintained for revenues and expenditures related to the statutory and non-statutory units.

The composition and organizational structure of this relationship makes Alfred University a unique institution when also coupled with its size and location. The university derives a number of benefits from the association with SUNY while the structure adds a layer of complexity to the overall organization and management of the institution.

<u>Alfred State College</u>

Also found within the village of Alfred, NY, is Alfred State College, a SUNY campus. Its historical ties to Alfred University are notable. The New York State School of Agriculture was formed in 1908 as a statutory unit within Alfred University. When the SUNY system was created in 1948, the School of Agriculture separated from AU and became its own stand-alone campus (now called Alfred State College).

Having two institutions of higher education within the same small village imparts strength and complexity. One major issue is the difficulty in separating the identity of the two institutions for people not familiar with them. They are often confused for each other in the media, conversations, marketing, etc.

There is recognition that there could be more collaboration and communication between the two institutions, along with added cooperation with the Alfred village and town governments. As of spring 2022, Alfred State College has a new President and Provost. Many are hopeful that conversations will begin to generate improvements in these areas.

Mission Statement

The mission of Alfred University is to provide excellent quality and enduring value through academic and co-curricular programming that is both intellectually challenging and practically relevant. We are culturally diverse and student-centered and aim to serve an ever-changing student population. We seek students with the aspiration and dedication to do well for themselves and for their greater communities. Thus, we prepare our students with the knowledge, skills, and life-habits that will enable them to succeed, and to live lives of continuous personal growth and service to others. These outcomes are achieved through a commitment, by the entire Alfred University community, to teaching and research, the pursuit of scientific and technical expertise, artistic creativity, and humanistic learning.

Vision Statement

Alfred University will be an innovative leader in the delivery of academic excellence and enduring educational value, preparing all students for success in their studies and throughout life.

Values

At Alfred University we value:

- A learning environment that promotes open exchange of ideas, critical thinking, global awareness, technological literacy, intellectual honesty, and community involvement;

- A work environment that promotes open communication, recognition of achievement, and the development of personal potential;

- Research and scholarship that advance the frontiers of knowledge, contribute to graduate and undergraduate teaching, and demonstrate creativity in all fields of endeavor;

• Diversity in people and cultures, ideas and scholarship;

• A campus that is safe, attractive, and promotes health and wellness;

• A caring community that respects each individual, fosters intellectual curiosity and growth, promotes and models good citizenship, and encourages enlightened leadership.

Tagline

The University's tagline "Outside of Ordinary" conveys the uniqueness of Alfred University's breadth and depth of programs, research opportunities, and student organizations. It also reflects the way in which students learn and grow through individual attention by the staff and faculty. The tagline expresses the University's identity of being "not ordinary" and not a stereotypical small, rural institution.

Accreditations

In addition to the Middle States Commission on Higher Education and the New York State Board of Regents, individual units and programs are accredited or approved by the following agencies:

> Accreditation Board of Engineering and Technology
> American Chemical Society
> American Psychological Association
> Association to Advance Collegiate Schools of Business
> Association for Advancing Quality in Educator Preparation
> Commission on Accreditation of Athletic Training Education
> Council for Accreditation of Counseling and Related Educational Programs
> National Association of Schools of Art and Design
> National Association of School Psychologists

Rankings

For several consecutive years, the University and its programs have received top rankings by independent publications. Recent examples of these include:

- In the 2019 College Guide and Rankings, *Washington Monthly* ranks AU among top colleges and universities, earning national recognition.
- AU scored on par with or better than NYU, SUNY ESF, NC State, Buffalo State, Auburn, Loyola, and Saint John Fisher in the Brookings Institution's "value added" assessment of about 4,000 schools nationwide.
- AU's Master of Fine Arts degree programs in ceramic art (#1) and glass (#3) once again top the national rankings according to *U.S. News & World Report*. Overall, AU was ranked #9 in the fine arts. Also on the report, AU made lists for "Top Regional Universities in the North," "Top Performers on Social Mobility," and "Best Value Schools."
- *Forbes* and The Princeton Review include AU in their listings of the top schools in the country. AU is ranked in the top by Niche 2020 Best Colleges in categories such as "Best Small Colleges in America," "Top Private Universities in America," and "Best Colleges in America."

- Value Colleges rated AU #16 in the "Top 50 Best Pre-College Summer Program" for 2018, among the likes of Yale, UCLA, Georgetown, and Virginia Tech, based on the quality, affordability, and potential our summer programs provide to young people.

Institutional Goals

After a comprehensive, university-wide planning effort, a five-year strategic plan was implemented in 2017 with three overarching goals:

1. Transform Student Lives and Better Our World

2. Forge Strength Through Inclusivity

3. Amplify Our Impact

The Self-Study will address the implementation and success of the 2017–2022 plan while also taking into account a new 2023-2027 strategic plan slated to take effect July 2022. It has three overarching goals with focused objectives which are the basis of the Self-Study institutional priorities.

1. <u>Transformation</u>

   Alfred University strives to create an environment and community that supports transformational experiences for our students and employees.

   Objective A: Students will find their purpose, develop their voice, and build confidence such that through their Alfred journey, their life's trajectory is transformed for the better.

   Objective B: Support and enhance the employee experience.

2. <u>Inclusion</u>

   We will welcome and support all students and employees expanding access to the AU educational experience.

   Objective A: Increase access for diverse learners.

   Objective B: Expand a thriving diverse student and employee population.

3. <u>Intersections</u>

   We create intersections between making and thinking, across disciplines, integrating study and work, connecting people from diverse walks of life.

   Objective A: Expand cross- and inter-disciplinary pathways and experiences.

   Objective B: Expand maker opportunities.

   Objective C: Connect students with other people in other walks of life.

Key Environmental Factors

- COVID-19
- New York State budget
- Number of junior and senior high school students in New York State
- Perception of the value of investment in higher education
- U.S. economy (inflation and overall impact on ability to pay for education)

Recent Events and Developments

- Branding initiative
- Campus master plan (under development)
- Common Ground program for first-year and transfer students
- Creation of the Pamela Lavin Bernstein Center for Advising
- Major capital campaign (under development)
- Marketing initiative
- New 5-year strategic plan (2022–2027)
- New Vice Presidents for Student Experience, Enrollment Management, and University Advancement
- Residence life planning study
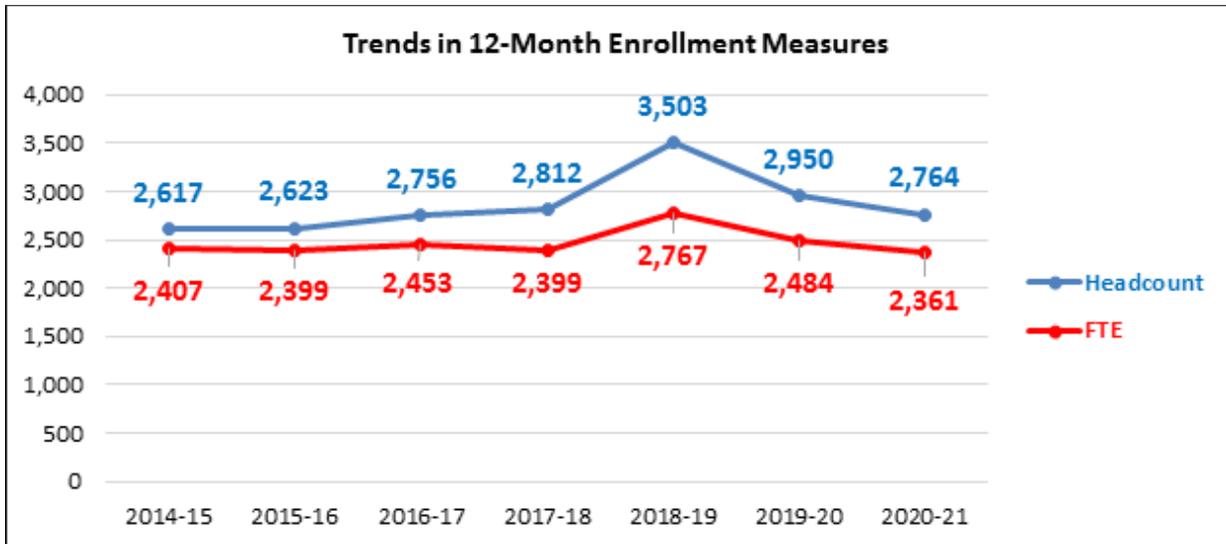- Updated general education learning outcomes

Challenges

- Balancing identity and pride for Alfred University versus individual units
- Employee compensation to agreed-upon benchmarks
- Enrollment of students
- Explaining the complex relationship of the university's organization
- Maintaining separate budgets for the statutory and non-statutory units
- Managing cross-unit curriculums
- Ongoing challenges of COVID-19
- Retention of students

Main Programs of Study

The undergraduate programs with the highest enrollments of full-time students in spring 2022 were art and design (278), mechanical engineering (130), psychology (96), business administration (95), biology (55), and early childhood/childhood education (54).

Trends in Enrollment

The following charts from the May 2022 edition of the *Alfred University Fact Book* illustrate overall trends in full-time equivalent (FTE) enrollment.

Trends in 12-Month Enrollment Measures

Source: IPEDS 12-Month Enrollment Survey

Undergraduate 12-Month Unduplicated Enrollment
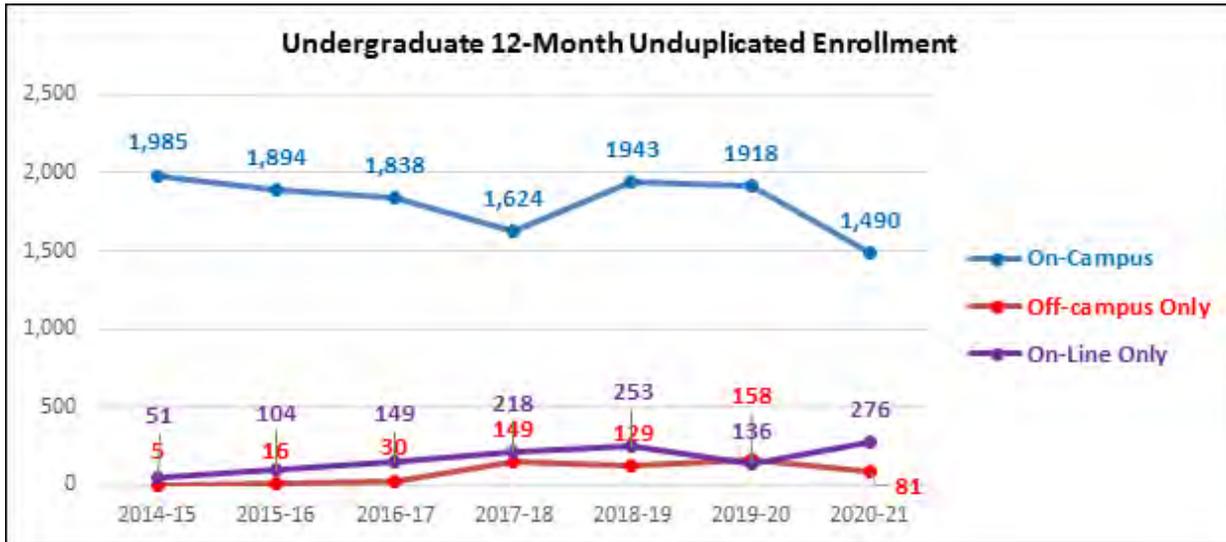
Source: Office of Institutional Research & Effectiveness

Total Headcount Enrollment by College
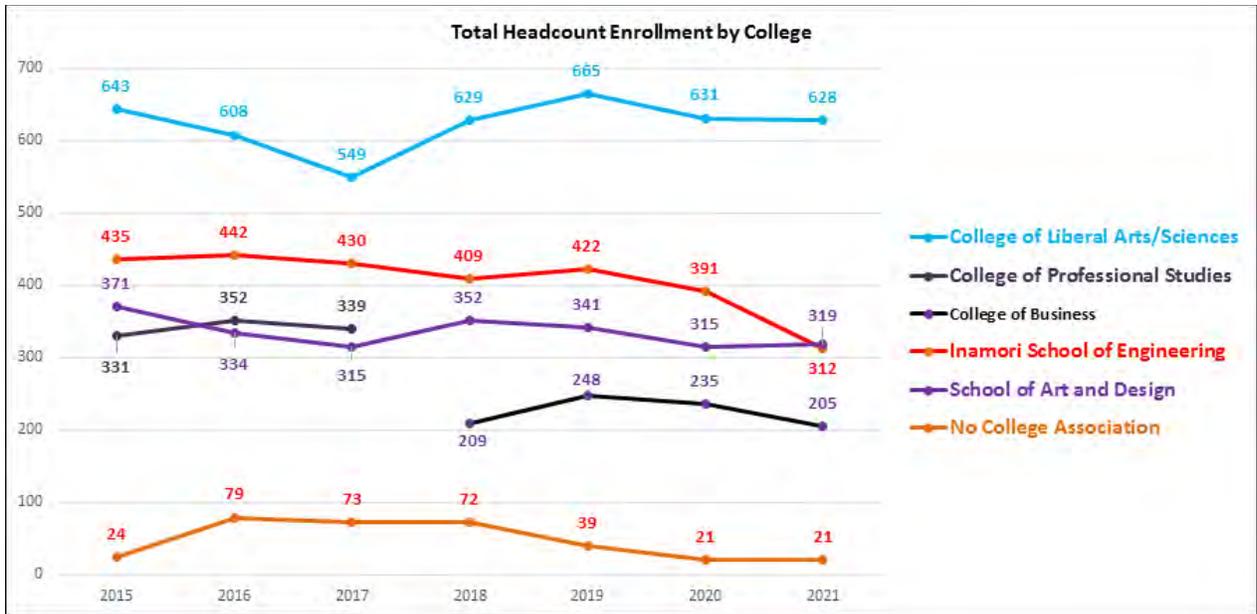
Source: Students in Majors Report

Recent efforts to modify program offerings to meet student needs through availability of courses for students over the summer and winter (Allen Term) are reflected in the following charts:
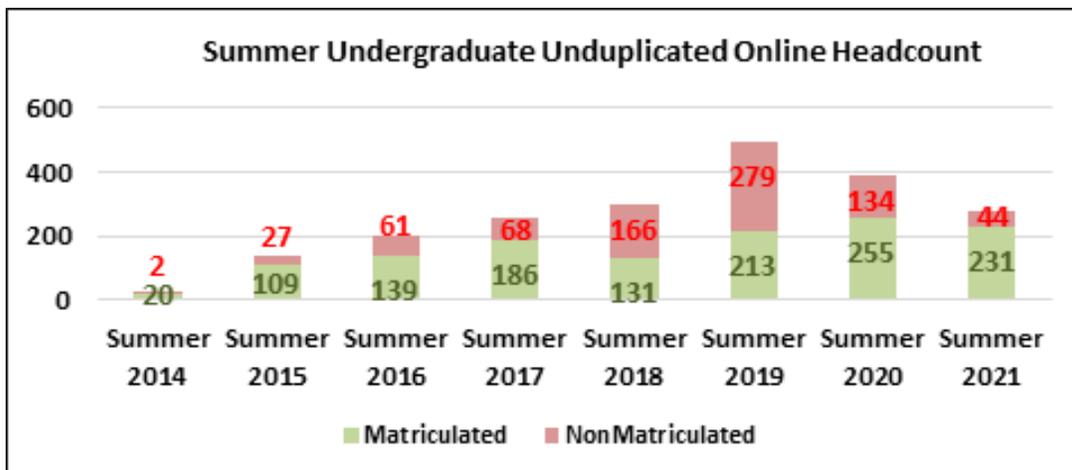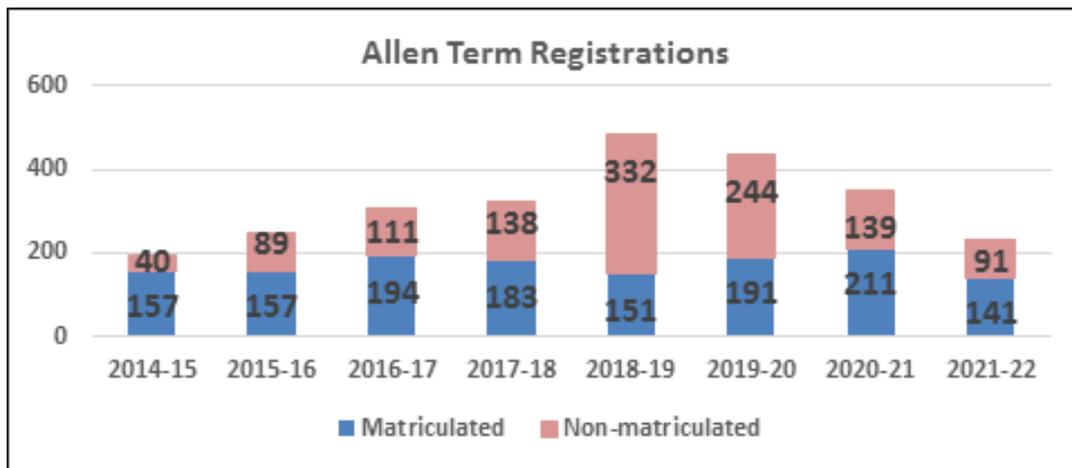
II.   Institutional Priorities to be Addressed in the Self-Study

Descriptive and aspirational institutional priorities outlined below are directly pulled from the new strategic plan that reflects the University's history, values, curriculum, culture, and educational aspirations. To attain these goals, the University needs to reach steady enrollment, improved graduation rates, and a sound financial plan. To ensure continuous improvement, a regular, shared assessment practice of the strategic plan has been implemented.

The wide spectrum of University constituents (students, employees, trustees, alumnx, and community members) were consulted in developing the priorities through the venue of strategic planning development. The process began in January 2021. Discussions were constructed to articulate both a description of "who we are and what we do," as well as to map out shared aspirations.

Using a developed guide to shape discussions, the Vice Presidents were charged with initiating the conversation within their units. The President and Provost attended meetings of those areas as well as each of the academic units to frame the conversation and encourage participation. Draft documents were shared with the campus along with solicitations of feedback.

Each administrative area conducted its own process in spring 2021. The Deans and Directors in Academic Affairs held two retreats in summer 2021 with focused time spent on the topic. The information from those discussions was fed into university-level planning. The Cabinet held several retreats over the summer to discuss and compare emerging priorities as the draft university plan developed. Materials were shared with the Board of Trustees at the end of the summer.

Another round of meetings was held during the first half of fall 2021 (led by the President and Provost with academic and administrative divisions), in addition to addressing planning in university-wide town halls. The feedback was used to further shape and refine the new strategic plan.

During spring 2022, units were asked to use the latest draft to solidify their own unit's strategic plan. The Executive Council will bring these plans into alignment and lead conversations to establish mutual support for unit goals.

Strategic planning was a main agenda item at the Board of Trustees meeting in early March and continues to be discussed. A planning retreat is scheduled for August with the goal of adopting a new strategic plan shortly after.

The institutional priorities were developed directly from the forthcoming strategic plan's goals: Transformation, Inclusion, and Intersections. The language for priorities expands the context beyond a single word.

> Priority 1: Create an environment and community that supports transformational experiences for our students and employees.
>
> Priority 2: Welcome and support all students and employees, expanding access to the Alfred University educational experience.
>
> Priority 3: Create intersections between making and thinking, across disciplines, integrating study and work, connecting people in diverse walks of life.

Connecting Priorities to the Mission Statement

Mission Statement Elements	Priority 1: Transformation	Priority 2: Inclusion	Priority 3: Intersections
Provide excellent quality of education with enduring value	X	X	
Provide intellectually challenging and practically relevant academic and co-curricular programming	X		X
Serve an ever-changing student population		X	
Prepare students with knowledge, skills, abilities, and life-habits enabling them to succeed and live lives of continuous personal growth and service to others	X		
Commitment to teaching and research	X		X
Commitment to the pursuit of scientific and technical expertise, artistic creativity, and humanistic learning	X	X	X

MSCHE Standards Aligned with Institutional Priorities

Accreditation Standards	Priority 1: Transformation	Priority 2: Inclusion	Priority 3: Intersections
I. Mission and goals	X	X	X
II. Ethics and Integrity		X	
III. Design and Delivery of the Student Learning Experience	X	X	X
IV. Support of the Student Experience	X	X	X

V. Educational Effectiveness Assessment	X	X	X
VI. Planning, Resources, and Institutional Leadership	X	X	X
VII. Governance, Leadership, and Administration		X	

III.   Intended Outcomes of the Self-Study

1. Clear demonstration of how Alfred University meets the accreditation standards and overall requirements for affiliation as set forth by the Middle States Commission.

2. Use of the Self-Study process to build on and support the new strategic plan while identifying and implementing opportunities for continuous improvement so the University successfully achieves its mission and priorities.

3. Inclusive and transparent Alfred University community engagement in the Self-Study process leading to increased familiarity with institutional priorities and understanding of individuals' roles in helping advance those priorities.

IV.   Self-Study Approach

A standards-based approach has been chosen for the Self-Study so that a comprehensive examination of all aspects of the university can be conducted. Aligning with the seven standards will allow for a campus-wide review of the institution's performance and help facilitate the implementation of the new strategic plan while also uncovering areas needing improvement.

V.   Organizational Structure of the Steering Committee and Working Groups

The Self-Study Steering Committee Co-Chairs will oversee the entire process. In consultation with the Provost (who is also the Accreditation Liaison Officer), the Co-Chairs assigned each of the seven standards to a Working Group. The Steering Committee will be comprised of the Co-Chairs, the Provost, and the Chair of each Working Group. Representatives from all areas of the university and all constituencies comprise the Working Group memberships. Additional student members will be added in fall 2022.

Self-Study Steering Committee

Co-Chair	Meghen Jones, Associate Professor of Art History, School of Art and Design
Co-Chair	Laurie Lounsberry Meehan, University Archivist and Librarian, University Libraries
Accreditation Liaison Officer	Beth Ann Dobie, Provost and Chief Operating Officer
Chair, Working Group 1	Fred Beaudry, Professor of Environmental Science, College of Liberal Arts and Sciences
Chair, Working Group 2	Jill Crandall, Director, Career Development Center, Division for Student Experience
Chair, Working Group 3	Colleen Wahl, Assistant Professor of Dance, Performing Arts Division
Chair, Working Group 4	Steven Tidrow, Inamori Professor of Materials and Science Engineering, School of Engineering
Chair, Working Group 5	Kevin Adams, Assistant Librarian, Information Literacy, University Libraries
Chair, Working Group 6	Katarina Riesing, Associate Professor of Painting, School of Art and Design
Chair, Working Group 7	Desmond Wallace, Assistant Professor of Political Science, College of Liberal Arts and Sciences

Throughout the 2022–2023 academic year, the seven Working Groups will gather and analyze the evidence needed to fully review and show compliance with the criteria in each of their assigned standards as well as the assigned elements of the Requirements of Affiliation. They will also make a set of clear recommendations for improvement. Their work, framed around the institutional priorities, will be comprehensive, drawing from the greater university community to seek input and evidence to analytically demonstrate compliance and success.

The Chair of each Working Group will facilitate the overall approach to their work and encourage not just document review, but also other methods for data gathering that seem appropriate (e.g., focus groups and individual meetings with key people). These additional methods will be reviewed at Steering Committee meetings to avoid overlap and will be coordinated to avoid over-sampling any constituency. While the Working Groups will devise their own meeting schedule and workflow, pre-determined deadlines as outlined in the Self-Study Timetable will guide their process. The Steering Committee will also facilitate coordination and communication between Working Groups as well as overseeing the coordination and cohesion of Working Group reports.

A template for the Working Group final reports has been devised to ensure consistency. When preparing their report, each Working Group should write concisely, emphasize analysis over description, and base conclusions and recommendations on clearly presented evidence.

The Self-Study process is an opportunity for open campus dialogue and reflection where all opinions and views are encouraged and respected. The process should stimulate discussion, analysis, and action that will continue after the Self-Study is complete, engaging the campus in exploring new ideas while supporting a sustained focus on ensuring the University's mission is enacted through strategic planning and ongoing assessment.

A "Self-Study Team" will be created by the Co-Chairs using Microsoft Teams with each Working Group having their own channel in addition to a general one for shared material, timelines, and report templates. An initial collection of documents will be conducted by the Co-Chairs in the summer of 2022 and made available to Working Groups in the Teams site. It is expected that the groups will gather additional evidence for the inventory and, via their Chairs, coordinate this collection of material with the Co-Chairs. Throughout the Self-Study academic year 2022–2023, a primary responsibility of the Co-Chairs will be to support, coordinate, and assist the Working Groups and to ensure timely completion of all steps. This will primarily be accomplished via regular Steering Committee meetings and ongoing email communication.

General Charge to All Working Groups

Each Working Group will use the criteria outlined in their Standard to evaluate the University's strengths, challenges, and opportunities. Accordingly, each Working Group received the common charges as outlined below:

<u>Main goal</u>

- Through analysis of relevant documentation, processes, and procedures, demonstrate the University's compliance with the MSCHE Standards of Accreditation and Requirements of Affiliation.
- Evaluate the Standards and Requirements of Affiliation through the lens of the University's mission, strategic plan, and institutional priorities.
- After a thorough examination of the Standards, compile a list of recommendations for improvement.
- Using examples, text, and references to documents in the Evidence Inventory, prepare a 10–12-page analytical report that clearly and concisely demonstrates compliance with the Standards and follows the Working Group Report Template.

<u>Evidence</u>

- Identify sources of evidence to demonstrate the University meets all aspects of the Standards. Use the MSCHE Evidence Inventory Template to track sources.
- Identify gaps in evidence, policies, and/or practices where documentation is lacking or where existing evidence is inadequate to meet all the requirements of the Standards.

<u>Process</u>

- Develop an effective and collaborative process within the Working Group as well as between the Working Groups.
- Communicate frequently with the Co-Chairs, especially with concerns and/or instances where work may cross between Working Groups.
- Utilize the Microsoft Teams platform set up specifically to manage the Self-Study process.
- Coordinate the collection of documents with the Co-Chairs.
- Adhere to the established timeline and deadlines.

Working Group 1: Mission and Goals

Fred Beaudry, Chair, Professor of Environmental Science, College of Liberal Arts and Sciences
Carolyn Dokey, Student, School of Engineering
Jason Lockner, Men's Lacrosse Coach, Athletics, Division for Student Experience
Dan Lu, Assistant Professor of Renewable Energy Engineering, School of Engineering
Sandra Singer, Professor of German, College of Liberal Arts and Sciences

Standard 1: The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfils its mission.

As the guiding framework for defining a University and its priorities, a mission statement is essential to its overall efficacy. Working Group 1 is charged with examining how effectively the University's mission guides the development of strategic goals and objectives as well as how it influences decision-making on all levels. Working Group 1 will examine how well the University achieves its mission, investigate ways the mission and goals are developed and communicated, and how they relate to and support all aspects of campus programs and services.

Research Questions/Lines of Inquiry

1. Are Alfred University's mission and goals adequately communicated across our various constituencies (prospective students, current students, the campus and local community, the community at large including alumnx, and the general public)? What successes and challenges has AU faced in that regard?
2. Do the mission and goals provide effective guidance for decision-making across all aspects of our operations including the strategic planning process, resource allocation, recruitment, retention, and fundraising efforts? What improvements can be made in this area?
3. Are there significant programs or initiatives at the University that are not presently accounted for in our stated mission, aims, and objectives? If so, how do these contribute or detract from achieving our mission and goals?
4. Is the process of developing, evaluating, and revising our mission and goals an inclusive one that promotes a sense of understanding and ownership within the campus community? Are the connections between mission, goals, and decision-making explained and communicated as well?
5. Are the institutional goals realistic, appropriate, and consistent with the mission? Do they focus on student learning and institutional improvement?
6. How are the institutional goals supported by the administrative, educational, and support programs and services on campus?

Working Group 2: Ethics and Integrity

Jill Crandall, Chair, Director, Career Development Center, Division for Student Experience
Andrew Burlingame, Military Affairs and Academic Coach, Division for Student Experience
Meghanne Freivald, Instructional Technology Support, Information Technology Services
Kayleigh Jones, Senior Human Resources Generalist, Division of Business and Finance
Andrew Kless, Assistant Professor of Global Studies and History, College of Liberal Arts and Sciences
Sara Love, Manager of Enrollment Operations, Enrollment Management

Karisma Patrick, Student, College of Liberal Arts and Sciences
Kelly Williams, Assistant Professor of Education, College of Liberal Arts and Sciences

Standard 2: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Integrity is integral in the support of ethical standards and campus values. The University has a long history of advocating for social justice and egalitarianism, setting precedents for acceptance of a wide range of principles while holding itself to strong moral standards. Working Group 2 is charged with demonstrating how the University adheres to those ethical standards, upholds its own stated policies, allows for a fair process when questioned, and creates a campus culture that continues to support the historic values of the institution.

Research Questions/Lines of Inquiry

1. What university-wide policies exist related to academic integrity, judicial procedures, and ethical conduct? What evidence exists that demonstrates that these policies are applied fairly and consistently?
2. How successful has the University been in establishing a climate of civility and appreciation for diversity?
3. How does the University address and respond to faculty, staff, administrative, or student issues related to grievances, misconduct, or fairness?
4. How successfully are policies and procedures communicated, assessed, and revised as necessary?
5. Does the University truthfully represent itself in its marketing and recruiting as well as to internal constituencies?
6. How clearly and easily can students understand all aspects of financing their education?
7. How well does the University fare when hiring, evaluating, promoting, and disciplining employees?
8. Do University policies demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights while also avoiding conflicts of interest and complying with federal, state and MSCHE regulations and requirements?

Working Group 3: Design and Delivery of the Student Learning Experience

Colleen Wahl, Chair, Assistant Professor of Dance, Division of Performing Arts
John D'Angelo, Professor/Division Chair of Chemistry, College of Liberal Arts and Sciences
Coral Lambert, Professor of Sculpture, School of Art and Design
Diana Maguire, Associate Professor of Management, College of Business
Jason Morrison, Assistant Professor of Finance, College of Business
Qiyamah Overton, Student, College of Liberal Arts and Sciences
Maria Planansky, Assistant Librarian, Collection Management, University Libraries

Standard 3: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Working Group 3 is charged with taking a broad review of the educational offerings and activities offered by the University and showing how learning goals and objectives support the overall University mission. Included in this assessment is the examination of the University's approach to general education and how requirements and desired skills are developed. Working Group 3 will also conduct an overall examination of the faculty, including an assessment of the alignment of the faculty's qualifications and responsibilities with educational trends and the support of the University mission. Also addressed will be the faculty role in curriculum development and the support they receive in order to excel in their teaching duties.

Research Questions/Lines of Inquiry

1. Has Alfred University clearly articulated learning goals and objectives that are consistent with its mission and values?
2. Does Alfred University's total range of curricula, educational activities, and services adequately foster the achievement of its institutional goals?
3. Are the University's academic programs designed to foster a coherent student learning experience?
4. How does the University determine the content, rigor, and coherence of its educational offerings, and what evidence is there that AU attends to each of these elements to ensure high-quality educational offerings? Through what assessment processes does the University make decisions about modifying, expanding, or cutting programs, curricula, or educational activities and services?
5. Are the University's academic programs clearly and accurately described? How are expected learning goals and objectives communicated to students, both current and prospective?
6. Are there sufficient resources and learning opportunities in place to support the University's academic programs?
7. Is student learning developed and delivered by the appropriate professionals? What professional development is provided to support growth and innovation in teaching and program development?
8. Do the undergraduate (and relevant graduate) curricula include requirements that assure that students, upon degree completion, meet acceptable levels of competency in fundamental general education skills? How do we know that each undergraduate (and relevant graduate) program provides adequate opportunities for students to achieve general education outcomes?
9. Do the undergraduate (and relevant graduate) curricula adequately expose students to the study of values, ethics, and diverse perspectives, as consistent with the University's mission? How does the University determine that graduates have grown intellectually, have expanded their global awareness and sensitivity, and are prepared to make well-reasoned judgments?
10. What opportunities are given to students for the development of research, scholarship, and independent thinking, and are they provided by faculty with appropriate credentials?

Working Group 4: Support of the Student Experience

Steven Tidrow, Chair, Inamori Professor of Materials and Science Engineering, School of Engineering
Chris Gause, Director, Center for Academic Success, Academic Affairs
Robert Maiden, Professor of Psychology, College of Liberal Arts and Sciences
Meghan Neto, Student, College of Liberal Arts and Sciences
Nadine Shardlow, Dean, Student Experience and Opportunity Programs

Kristen Vargason, Director of Admissions, Enrollment Management

Standard 4: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Enrollment management, retention, and student support services are essential to the success of any university. Working Group 4 is charged with examining the recruitment process and the services provided to students to demonstrate the extent with which the University's current practices are successful in retaining and contributing to the overall achievement of students. The exploration will include the degree to which the University is successful in providing quality and necessary services that support academic excellence and individual attention.

Research Questions/Lines of Inquiry

1. To what extent do support services effectively contribute to students' academic progress and retention?
2. What services exist for non-traditional and marginalized student populations (such as commuters, ethnic/racial minorities, LGBTQ+ students, or veterans)? Are the services sufficient? Are there any groups not supported that should be?
3. What services exist for supporting students who need mental health or physical support services? Are they sufficient?
4. How accessible is the campus (physical and virtual) in relation to ADA compliance? What policies and procedures are currently in place to ensure ADA compliance?
5. How are at-risk and under-prepared students supported in attaining their educational goals?
6. Do admissions and recruitment practices align with Alfred's learning environment?
7. How does the University use enrollment trends to refine recruitment practices and respond to increasing competition in Western New York?
8. Do co-curricular educational activities foster the achievement of Alfred University's institutional goals? Do these activities clearly articulate their learning goals and objectives? Are these goals and objectives systematically evaluated and integrated with those of the academic programs?
9. Do internship, practicum, study-abroad, and service-learning activities have clearly articulated learning goals and objectives that foster the achievement of Alfred University's institutional goals? What institutional mechanisms ensure that these activities provide appropriately rigorous, engaging educational experiences?
10. Are adequate policies and procedures in place for the evaluation and acceptance of credits earned through alternative learning approaches or transferred from other institutions?
11. Is the maintenance and release of student information and records done safely and securely, guided by appropriate practices and policies?

Working Group 5: Educational Effectiveness Assessment

Kevin Adams, Chair, Assistant Librarian, Information Literacy, University Libraries
Alexis Clare, Professor of Glass Science, School of Engineering
Theresa Gunn, Associate Professor of Accountancy, College of Business
Gerar Edizel, Professor of Art History, School of Art and Design

Laura Johnson, Director, Education Abroad, Academic Affairs
Karen Porter, Professor of Sociology, College of Liberal Arts and Sciences

Standard 5: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Assessment of student learning should be an integrated process used to guide improvements in the curricula and to support the University's mission. Working Group 5 is charged with examining the University's support for this type of assessment and the institutional commitment that ensures it happens in a coherent and well-managed process. Focus will also be given to the interconnectedness and alignment of individual academic unit assessment plans and how well they ultimately support the University mission and institutional goals. Working Group 5 will additionally examine how current assessment practices inform strategic planning and decision-making throughout the University.

Research Questions/Lines of Inquiry

1. Are the educational goals at the institutional and degree/program level clearly stated, relevant, and appropriately inter-related with each other while supporting the University mission?
2. Are the methods used to assess student learning and achievement systematic and organized? What evidence demonstrates that these methods are effective?
3. What is the level of institutional support for assessing student learning and the universal adoption of principles of the teaching-learning-assessment cycle?
4. How does assessment reporting inform and impact decisions about teaching, planning, and budgeting for programmatic and curricular changes or improvements? How do the institutional goals and strategic plan integrate into this cycle?
5. Is there periodic assessment of the overall approach, design, and delivery of student learning assessment?

Working Group 6: Planning, Resources, and Institutional Improvement

Katarina Riesing, Chair, Associate Professor of Painting, School of Art and Design
Steve Byrne, Associate Professor of Counseling, School of Graduate and Continuing Studies
Hailee Cornell, Student, School of Art and Design
Sarah Cote, Clinical Assistant Professor of English, College of Liberal Arts and Sciences
Dan Hausman, Technical Specialist, Learning Spaces, Information Technology Services
Cindy Mullen, Director of Budget, Planning and Assessment, NYS College of Ceramics
Luis Rodriguez, Associate Professor of Law and Taxation, College of Business

Standard 6: The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Working Group 6 is charged with reviewing the effectiveness of the University's efforts to align strategic planning and resource allocation (physical facilities, finances, technology, personnel, etc.) with the University's mission and institutional goals. Included in this examination will be how new initiatives are assessed within the framework of resource allocation and the mission.

Research Questions/Lines of Inquiry

1. How do the mission statement and institutional goals guide the prioritizing, planning, funding, and assessing of new initiatives?
2. What strategies are in place to measure and assess the level and efficient utilization of institutional resources required to support the institution's mission and goals?
3. How has assessment informed strategic planning, including the use of results from one planning cycle to launch the next?
4. How do resource allocation, financial planning, and budgeting relate to the plans, goals, and objectives of academic and administrative units and to the overall University mission, goals, and objectives?
5. Are there clearly documented processes in place that allow for a wide participation from various campus constituencies in campus planning and are those processes well communicated?
6. How do the campus budget and financial plan align with the mission and goals of the University? Is there an annual independent audit to confirm ongoing financial viability?
7. Are there adequate fiscal and human resources to support the operation of the University and its programs and services?
8. Are the strategic and financial planning processes linked to the overall campus planning for sustainability and deferred maintenance?
9. What procedures are in place to periodically assess the effectiveness of resource allocation, planning, and decision-making at the University?

Working Group 7: Governance, Leadership, and Administration

Desmond Wallace, Assistant Professor of Political Science, College of Liberal Arts and Sciences
Melissa Badeau, Director of Procurement Services, Division of Business and Finance
Liam Glover, Clinical Coordinator, Health/Human Performance, Athletic Training, College of Liberal Arts and Sciences
Laura Habecker, Archives Coordinator, AU Libraries
Zachary Laury, Student, College of Liberal Arts and Sciences
Amanda Lipnicki, Associate Professor Mathematics, College of Liberal Arts and Sciences

Standard 7: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operated as an academic institution with appropriate autonomy.

Working Group 7 is charged with taking an overall examination of the University's leadership, governance, and administration. They will study the interaction and communication between various governance structures as well as investigate the overall effectiveness of the University's leadership.

Through their review of the administrative structure, Working Group 7 will examine the assessment of the administrative operations for efficacy and articulation of roles and responsibilities.

Research Questions/Lines of Inquiry

1. Do the various councils, cabinets, boards, and senates interact, communicate, and participate in shared governance? Is there appropriate representation of and attention to all relevant constituencies?
2. What periodic assessment process is in place to evaluate the effectiveness of institutional leadership and governance? How effective are these assessments in guiding advancement of institutional goals and priorities?
3. How does the Board of Trustees review their roles and assess their effectiveness? Are they operating at the proper level of oversight in University affairs and properly aligned with best practices for a legally constituted governing body?
4. Is the University President's role appropriately designed so that the obligations of the role can be fulfilled? Does the President have the proper credentials, authority, autonomy, and resources to ensure the University can accomplish its mission and goals?
5. Do the various campus constituents understand the roles and functions of the administrative offices, and are the offices appropriately and effectively used? Are there processes for reviewing and improving administrative operations? How effective are these processes?
6. Do the staff in administrative roles at the University have the proper credentials and resources required to perform their duties? Are they regularly engaged with faculty and students in advancing the institution's mission and goals?
7. Is there periodic assessment of the effectiveness of the campus leadership and governance structure? How are results used to make improvements?

Requirements of Affiliation

As shown in the following table, the Working Groups will demonstrate compliance with the appropriate Requirements of Affiliation in addition to the criteria for their Standard. They will be assisted by the Office of Institutional Research.

Requirement 1	Authorization to operate	Standard 2
Requirement 2	Institution is operational	Standard 2
Requirement 3	Graduates one class before accreditation	n/a
Requirement 4	Communicates with Commission in English	Standard 2
Requirement 5	Compliance with government policies, regulations, & requirements	Standard 2
Requirement 6	Compliance with Commission policies	Standard 2
Requirement 7	Mission and goals	Standard 1
Requirement 8	Systematic evaluation of all programs	Standards 4, 5, 6
Requirement 9	Rigor, coherence and assessment	Standards 3, 5
Requirement 10	Institutional planning	Standards 3, 5, 6
Requirement 11	Financial resources	Standard 6
Requirement 12	Governance structure	Standard 7
Requirement 13	Governing board conflict of interest	Standard 7
Requirement 14	Governing board provides accurate information	Standard 2
Requirement 15	Faculty	Standard 3

VI.   Guidelines for Working Group Reports

Date	Product
By September 16, 2022	Plan of approach by the working group for meetings, communication, and overall work (i.e., strategies for addressing components of the standard and for collecting evidence)
By October 17, 2022	Report on initial evidence compiled and preliminary gap analysis of evidence needed; use the MSCHE Evidence Inventory Template
By November 18, 2022	Report on progress-to-date
By January 13, 2023	Report on progress-to-date
By March 3, 2023	Report on progress-to-date
By April 14, 2023	Preliminary Report Draft (using template)
By May 12, 2023	Final Report (using template)

Working Group Progress Reports

Each report should have a header with the Working Group Standard and the date, be submitted as a Word document to the Co-Chairs, and be concisely written in narrative or bullet list format as appropriate. Reports should address questions such as:

What strategies has your working group decided to pursue?
      Do you have subcommittees?
      Are all members working as one group?
      Do you assign homework?
      How often are you meeting?
      For what will meeting time be used?
What methods will you use to answer your research questions?
      What documents will you review?
      Who do you need to interview?
      Will you utilize surveys? Of whom?
      Do you want to convene focus groups?
Is there anything you need?
      Are there documents you have not been able to find?
      Are there questions or subjects for which you have not been able to identify the appropriate person/group to interview?
What questions or barriers-to-work have you identified?
What have you accomplished so far and what is yet to be done?
What assistance do you need from the Co-Chairs?

Working Group Final Report Template

Header indicating Standard

Listing of member names and titles

    I.   Executive summary

a. Overview Working Group charge and findings

II. Introduction
   a. General overview and description of the lines of inquiry used by the Working Group and how they were addressed
   b. How the group addressed institutional priorities

III. Method
   a. Description of the compiled and analyzed data
   b. List of documents submitted to the Evidence Inventory
   c. Description of procedures used to gather and assess information
   d. How collaboration and connections were achieved with other Working Groups

IV. Analysis
   a. Narrative on how Alfred University adheres to the Standard and identified Requirements of Affiliation. Identify appropriate evidence. (This will be the largest section of the report.)

V. Areas of strength
   a. Concise outline of institutional strengths in meeting the Standard

VI. Opportunities for improvement
   a. Concise list of issues that need to be addressed

VII. Recommendations
   a. Identify major suggestions for improvement and possible strategies
   b. If known, note budgetary constraints that may limit implementation

Editorial Guidelines and Report Format

General Style

- Write in the present tense with an active voice.
- Reports should be written in clear, succinct, jargon-free English prose.
- Use commas between all elements in a series: administrators, faculty, and staff.
- A number less than 20 can be written as a word, e.g. "six" but larger numbers should be simply written as numbers. Very large numbers can be written as a combination of numbers and words for the sake of greater clarity, e.g. "34 million dollars."
- Dates should be in standard American style: January 16, 2011; a comma should follow the year if the sentence continues. References to months and years should not have a comma: January 2011.
- Avoid contractions and the overuse of commas.
- Material omitted from quotations should be indicated by spaced periods (. . . ellipses): three if in the middle of a sentence; four if between sentences in the original. Changes to the grammar of the original are indicated by square brackets [ ].
- Do not change standard tab settings.

- Use the block indent function for long quotations; do not use the tab for each line. [Helpful hint: type the paragraph at the margin; block the paragraph and pull the left indent icon to the first tab stop.]
- Do not insert hard carriage returns within paragraphs.
- Do not use headers or footers except for inserting page numbers.
- All text and graphics should be readable in black and white.
- Support documents must be fully cited (title, date, and author) once in each document.
- Use the current edition of the Merriam-Webster dictionary as a spelling guide.

<u>Formatting</u>

Font:	Garamond, 12 point
Spacing:	Single space all body text. Insert one line between paragraphs and two lines before new subheadings. Indent one tab for beginnings of paragraphs. Use the tab key rather than the space bar for indenting first lines of paragraphs.
Margins:	Normal 1" all sides
Alignment:	Align left, no justify
Lists:	Bulleted lists are acceptable, use the round bullet format
Headings:	Align left, do not center, follow guidelines below
Style Guide:	Chicago Manual of Style, 17th edition
Acronyms:	Acronyms must be spelled out the first time they are used with the abbreviation in parentheses (abbreviation alone can be used in future mentions)
Length:	Working group reports need to be thorough yet concise. Each report will be limited to no more than 15 pages. Typical length is 10–15 pages.
Page Numbers:	Page numbering should appear in the upper right corner of the page using Arabic numbers without embellishments or punctuation (dashes, initials, page #, etc.). All pages should be numbered, including the first page.
Headers:	Do not use headers or footers except for inserting page numbers.

<u>Capitalizations</u>

- Capitalize first letters of all important words in unit names, e.g., Financial Aid Office, Office of the Provost. Capitalize "University" when referring to Alfred University.
- Disciplines are lower case, e.g., accounting, history, and political science (except proper nouns like English); however, departments should be capitalized: Human Studies department.
- Semesters should be lower case, e.g., fall 2020, spring 2021, summer session.
- General references to "colleges" within the University should be lower case [e.g., "All the colleges of the University engage in assessment"; but references to specific colleges should be capitalized: College of Liberal Arts and Sciences.]
- Capitalize titles, e.g., President, Vice President, Provost, Dean.

Nomenclature

- Career Development Center (CDC)
- College of Business (COB)
- College of Liberal Arts and Sciences (CLAS)
- Inamori School of Engineering (SOE)
- Middle States Commission on Higher Education (MSCHE)
- New York State College of Ceramics (NYSCC)
- Performing Arts Division (PAD)
- Powell Campus Center (PCC)
- School of Art and Design (SOAD)
- Self-Study (should be capitalized and hyphenated)
- Student Service Center (SSC)

Abbreviations

- Time Designations: a.m. and p.m.
- Latin abbreviations: i.e., e.g., v. or vs., etc.
- Reference notations: p. 3, pp. 12–26, fig. 4, 3rd ed.
- All numbers should be Arabic; e.g., Volume 1, Table 4, and Chapter 17

VII. Organization of the Final Self-Study

As a Self-Study with a standards-based approach, the final report will be organized according to the seven standards.

1. Executive Summary
      a. Institutional overview, summary of each chapter, summary of recommendations

2. Introduction
      a. Brief institutional history, institutional overview including mission and priorities, new or recent initiatives and programs, brief outline of Self-Study process

3. Standard I: Mission and Goals
      a. Introduction
      b. Evidence and Analysis
      c. Conclusion
      d. Areas of strength and opportunities for improvement

4. Standard II: Ethics and Integrity
      a. Introduction
      b. Evidence and Analysis
      c. Conclusion
      d. Areas of strength and opportunities for improvement

5. Standard III: Design and Delivery of the Student Learning Experience
      a. Introduction

VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

The Office of Institutional Research and Working Group 2 will coordinate to complete the Institutional Federal Compliance Report, with support from the Co-Chairs. The report and supporting evidence will be combined into a single PDF document and uploaded with the Self-Study Report and other relevant documents.

IX. Self-Study Timetable

The timetable will expand as events and the process moves along. We will combine the Working Group timetable into this one to create a master calendar for the Steering Committee but maintain a more simplified one to share with the campus.

Fall 2021	Co-Chairs and Provost attend Self-Study Institute Identify Working Group Chairs
Jan.–Feb. 2022	Announce Self-Study to campus via email and website Finalize Working Group chairs Steering Committee meeting Remote meeting with MSCHE VP liaison Build working group membership Develop Self-Study design
March 2022	Complete self-study design draft, submit to MSCHE VP liaison by March 31 Announce institutional priorities to the campus Present overview of accreditation to campus governing bodies
April 14, 2022	MSCHE VP liaison visit and open campus forum
May 2022	Submit final self-study design to MSCHE Steering Committee meeting
Aug. 2022–May 2023	Conduct self-study • Working groups collect information and evidence • Draft reports submitted • Collect feedback and communicate with the campus community throughout
Summer 2023	Complete draft of Self-Study document
Late summer–fall 2023	Collect feedback and revise draft document
Fall 2023	MSCHE Team Chair visit
Early spring 2024	Submit final Self-Study
Mid-spring 2024	Team visit

X. Communications Plan

Ongoing communication and updates with the university community will be through various mediums:

- A Self-Study website (https://my.alfred.edu/selfstudy/index.cfm)
- Alfred Today (daily campus e-news)
- Directed emails to various constituencies (faculty, staff, students, and trustees)
- Meetings with campus governance bodies
- Updates shared at all-campus forums

The start of the Self-Study process was announced to the campus in early January 2022 through an email to all faculty and staff (sent twice). It also included a call for volunteers. In the early spring, the Co-Chairs delivered an introductory presentation to the Support Staff Council, the Administrative & Technical Specialist Council, the Student Senate, and at the University Faculty meeting. The Provost introduced the Self-Study at the March meeting of the Board of Trustees as well as at meetings of the Cabinet. The Provost will continue as the reporting liaison to those bodies throughout the process and will also give updates at the all-campus open forums held each semester by the President.

A campus forum was held April 14, 2022 during the Self-Study Pre-Visit by our Vice President Liaison Terence Peavy. It was advertised via email to all faculty, staff, and students as well as posted in the daily campus e-news. There were 111 participants signed in (it was held via Zoom).

To ensure our communication methods are being effective, the Co-Chairs will work with the Marketing & Communications Division to track metrics for outreach and updates to the campus, particularly tracking email open rates and website clicks and time spent. We will also track attendees at meetings and forums as well as response rates to surveys administered throughout the process.

The Self-Study website features:

- General information on accreditation, progress updates, and a calendar of events
- Steering Committee membership
- Working Group membership
- Self-Study Design document (when completed)
- Self-Study Report (when completed; previous reports are available)

To encourage inclusive and robust participation amongst the campus community, Working Groups will also attend meetings of campus constituencies to present and receive feedback on specific criteria.

Communications Plan YEAR ONE 2021–2022

Objective	Audience	Method	Timing	Metric for Effectiveness
Announce the Self-Study and invite volunteers	Campus community	Create Self-Study website	December 2021	ITS and MarComm track # of emails opened and monitor web analytics
		MSCHE VP Liaison Open Forum	April 2022	Track attendance # and questions asked
		Add Self-Study Design to website Share on Alfred Today	May 2022	ITS and MarComm track # of emails opened and monitor web analytics
	Faculty and staff	Email	January 2022	ITS and MarComm track # of emails opened and monitor web analytics
	Administrative & Technical Specialist (ATS) Council All Faculty Meeting Executive Council Student Senate Support Staff Council (SSC)	Presentations/ Open Forums	February–May 2022	Track attendance # and questions asked

Communications Plan YEAR TWO 2022–2023

Objective	Audience	Method	Timing	Metric for Effectiveness
Updates on the Self-Study process	Campus community and external audience	Post to website	At least once per semester	ITS and MarComm track # of emails opened and monitor web analytics
		Post to Alfred Today		
	Faculty and staff	Email		Track attendance # and questions asked
		All-faculty meeting		
		ATS meeting		
		SSC meeting		
	Students	Email		
		Student Senate meeting		
	Campus community	Open Forum with Provost		
	Alumni	Alumni Council meeting		
	Executive Council	Executive Council meetings		
	Board of Trustees	Board of Trustees meeting		

Communications Plan YEAR THREE 2023–2024

Objective	Audience	Method	Timing	Metric for Effectiveness
Co-Chairs share draft Self-Study Report and invite feedback	Campus community	Post to website	Fall 2023	ITS and MarComm track # of emails opened and monitor web analytics
		Post to Alfred Today		
		Open Forum		
	Faculty and staff	Email		Track attendance # and questions asked
		All-faculty meeting		
		ATS meeting		
		SSC meeting		
	Students	Open Forum		
		Student Senate		
	Alumni	Alumni Council meeting		
	Executive Council	Email		
		Executive Council Meeting		
	Board of Trustees	Board of Trustees meeting		
Inform the campus community about the Team Visit Post final Report to Self-Study website	Faculty and staff	Email Website Alfred Today	Jan. – April 2024	ITS and MarComm track # of emails opened and monitor web analytics Track attendance # and questions asked
		All-faculty meeting SSC meeting ATS meeting		
	Executive Council	Email		

		Executive Council meetings		
	Students	Email Student Senate		

Communication Plan Targets:

- Emails: 70% of emails opened
- Website analytics: track number of visits, session duration, average time on page, etc.
- Open Forum meetings: 50% of intended audience
- All-Faculty meetings: At least 50% of faculty
- Council meetings: 80% of intended audience

XI. Evaluation Team Profile

Team Chair
- Preferably a president or chief academic officer
- Experience with:
    - Running a complex organization
    - Working in both public and private institutions
    - Attracting and retaining quality employees
    - The institutional priorities of transformation, inclusiveness, and intersections
    - The challenges of maintaining enrollment and retaining students
    - The challenges of operating in a rural location

Team Members

- Experience working in both private and public institutions (or a mix of members from those backgrounds)
- Experience with both undergraduate and graduate programs
- Focus on:
    - Academic assessment
    - Student retention
    - Student experience
    - Diversity and inclusion

Comparable peer institutions

Clarkson University
Elmira College
Hartwick College
Nazareth College
Russell Sage College
St. Bonaventure University

St. John Fisher College
Utica University

Aspirational peer institutions

Hobart and William Smith Colleges
Ithaca College
Rensselaer Polytechnic Institute (RPI)
Rochester Institute of Technology (RIT)
Rhode Island School of Design (RISD)
Savannah College of Art and Design (SCAD)
St. Lawrence University
Union College

Primary competitor institutions

Alfred State College
CUNY City College
CUNY John Jay College of Criminal Justice
Rochester Institute of Technology
St. John Fisher College
SUNY Buffalo State College
SUNY College at Brockport
SUNY Oswego
SUNY University at Albany
SUNY University at Buffalo

Potential conflicts of interest

- No one from Alfred State or Nazareth College
- No one who has worked at Alfred University within the last five years and is now at a different institution

XII. Evidence Inventory Strategy

The Co-Chairs will do an initial gathering of documents to add to the Evidence Inventory channel maintained in the "Self-Study" Teams site. As the Working Groups move through their process of identifying additional materials, those documents will be added to the inventory and sorted into the appropriate standard areas. The Working Groups will be directed to use the MSCHE Evidence Inventory Template to aid their discovery, gap analysis, and tracking of evidence. The Co-Chairs will coordinate the document collection to avoid duplication. All working group members will have access to the documents but only the Steering Committee will be able to modify material in the inventory section.

Administrative staff in the Office of the Provost will provide ongoing support and will ultimately be responsible for loading the documents into the MSCHE Evidence Inventory portal, under the guidance of the Co-Chairs.