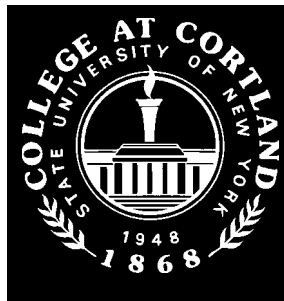


# MIDDLE STATES SELF-STUDY DESIGN DOCUMENT

Submitted to the  
Commission of Higher Education  
Middle States Association of Colleges and Schools

*by the*  
STATE UNIVERSITY OF NEW YORK  
COLLEGE AT CORTLAND  
Cortland, New York



November 2000

Middle States Steering Committee  
Dr. Joy L. Hendrick, Faculty Chair  
Dr. Patricia Francis, Administrative Chair  
Dr. Joseph F. Governali  
Dr. Jerome O-Callaghan  
Dr. Robert Ploutz-Snyder  
Dr. William Sharp  
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Dr. Robert Spitzer  
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## **I. Nature and Scope of Self-Study Report**

The State University of New York College at Cortland (SUNY Cortland), one of 13 university colleges in the SUNY system, offers a full range of baccalaureate programs in liberal arts and professional studies, as well as graduate education (emphasizing professional-oriented programs) through the Master's level. Graduates of the College are expected to contribute to society, become good citizens with a strong social conscience, demonstrate an appreciation and respect for diverse cultures, and make a difference in the lives of others. SUNY Cortland has traditional strength in teacher education and this tradition, now 130 years old, lies at the heart of the institution and continually evolves to meet the needs of students and school districts across the state and nation. There is also an ongoing commitment to enhancing the College's high quality programs in the arts, humanities, and sciences.

During the past five years, SUNY Cortland has experienced significant transitions, including the arrival of a new president and major changing of the guard in the administrative and faculty ranks. Throughout this period the College has undertaken and participated in a remarkable number of planning and analysis initiatives, conducted both internally and by external agencies, in an attempt to delineate comprehensively its strong points and problem areas. Following a rigorous Review and Restructuring Process initiated by President Judson H. Taylor during 1995-96, the College substantially modified its approach to long range planning, adopting a strategic planning model that is participatory, outcomes-based, and linked to the College's budgeting process. Since that time, two planning rounds have been completed, with a third set to start in Fall 2000. As a result of these planning rounds as well as other organized activities SUNY Cortland finds itself in a dramatically better position as an institution of higher learning compared to five years ago.

In order to best address the various issues confronting the College in the context of the institutional self-study, a comprehensive self-study design has been chosen with the following special emphases: Assessment and planning; equity, access and diversity; institutional context (both internal and external); intellectual climate; technology and its applications; and, infrastructure. These six special emphasis areas were selected in large part because they emerged as dominant themes from the College's latest strategic planning process and from a comprehensive analysis of institutional strengths, weaknesses, and problems conducted during 1999-2000 as part of developing a successful Title III grant proposal. In addition, every effort was made to integrate the institutional self-study with the long range planning round beginning in Fall 2000, and there is considerable correspondence between the self-study emphasis areas and the College's current long range planning goals. For example, assessment and diversity goals figured prominently in the last planning round, and remain priorities for 2000-02.

The choice of institutional context and intellectual climate as special emphases reflects the fact that SUNY Cortland has experienced rapidly changing conditions in recent years, some due to external forces and some as a result of its own initiatives. For instance, SUNY System Administration and the State of New York have imposed factors that have had a great impact on the College and its operations, including a system-wide Mission Review process, new performance-based budgeting, revisions in teacher certification standards, and mandated modifications in General Education requirements. At the same time, internal shifts have been pervasive such as a 40% turnover in full-time, tenure-track faculty due largely to generous

retirement incentives, and a 10% surge in overall student enrollment. These changes in internal context inevitably affect the College's teaching and learning climate. In particular, SUNY Cortland would be wise to consider at this juncture the implications of this turnover in faculty for changes in pedagogy, its faculty development program, and its overall approach to retaining high-quality faculty members. Similarly, the larger student group has great consequences for factors such as class size, enrollments across academic programs, staffing (both in academic programs and in support and service units), residence hall space and conditions, and student behavior in and out of the classroom.

Finally, no areas of the College have experienced more rapid transformation recently than its technology program and the campus infrastructure. To illustrate, within a five-year time span SUNY Cortland has completed installing a data communications network with full multimedia capabilities, constructed 22 ASmart® technology classrooms and two distance learning classrooms, and provided computers and technology to virtually all full- and part-time faculty members appropriate to their needs. Similarly, at present SUNY Cortland is in the midst of a five-year capital plan with a total budget exceeding \$59 million, and has just begun construction on a \$15 million Multipurpose Athletic Facility which will have an enormous impact on the College's academic and athletic programs as well as economic development in the community.

To conclude, the comprehensive self-study design with special emphases is appropriate for SUNY Cortland because this approach ensures that all areas of the College benefit from close examination and evaluative recommendations, while issues of special concern to its future receive concerted attention. Each special emphasis area clearly represents a unique opportunity and challenge for SUNY Cortland at the present time, and it is hoped that an in-depth review will not only provide insight into the impact of past and ongoing initiatives in these areas but also serve to guide future efforts.

## **II. Specific Goals and Objectives of the Self-Study**

The primary purpose of the Middle States self-study process is to engage the college community in close self-examination and analysis of its mission, goals, policies, services, and resources in order to ensure continued quality, accountability, and direction for the future. Through this process, we will collectively learn about ourselves and all that we do, and gain insights that will enable us to improve how we deliver programs and services to our students, our faculty and staff, and the community at large.

Specific self-study objectives are:

- \$ To organize a self-study review that will allow the College to efficiently and effectively learn about its programs and services.
- \$ To orchestrate the efforts of college faculty and staff so as to maximize coordination and minimize duplication with respect to the numerous other planning and accreditation initiatives that are presently underway.
- \$ To help the College better understand and therefore better address specific issues related to assessment and planning; equity, access and diversity; institutional

context (both internal and external); intellectual climate; technology and its applications; and infrastructure.

\$ To formulate and present to the College a list of recommendations for improving the functions and offerings of the institution.

\$ To assist the College in clarifying its vision of the future, specifically in regards to the next five years.

### **III. Organizational Structure of the Steering Committee, for the Comprehensive Component, and of the Work Groups**

The President's Cabinet -- the president's primary advisory group consisting of the president, the four vice presidents, and the executive assistant to the president -- appointed the Middle States Steering Committee as well as the Faculty Chair and Administrative Chair in January 2000. The Steering Committee is comprised of representatives from both academic schools - Professional Studies and Arts and Sciences B and Student Affairs. Remaining members include the Provost, the Director of Institutional Research and Assessment, the Executive Assistant to the President, and a student member, the current executive assistant to the president of the College's Student Government Association.

During the Spring 2000 semester the Steering Committee developed the institutional self-study design, including selection of the six special emphasis areas, which was then approved by the President's Cabinet. The comprehensive portion of the self-study is being conducted for the most part by upper-level administrators and unit heads, in consultation with faculty and staff in their units. Specifically, the Steering Committee has developed detailed charges for the four vice presidents, the four associate vice presidents, and the two academic deans. These charges include instructions for gathering information and requesting analytic reports from the unit heads in their supervisory area and, in some cases, supplemental questions to be addressed to particular units. While each unit will be required to provide a report, the Steering Committee is asking the administrators to provide an integrated report for their area, following prescribed guidelines. Individual unit reports as well as the integrated reports will be collected and placed on file for review by members of the Middle States visiting team.

In a similar fashion, several standing college committees and the Steering Committee itself will carry out the remainder of the comprehensive portion of the self-study. The College's Long Range Planning Committee and Educational Policies Committee will be given questions pertaining to the College Mission and the process of formulating college-wide goals and objectives, while the Steering Committee will conduct a review of the College's governance structure. Charge development and report preparation procedures will take place as described above for the administrative charges.

Work on the self-study's six emphasis areas will be conducted by specially-formed work groups, with one group taking on each emphasis area. This process actually began in September 2000 with an open forum held by the Steering Committee describing the Middle States reaccreditation process. Following this forum, President Taylor sent out a memo inviting faculty and professional staff from across campus to serve on the work groups relating to the special emphasis areas, and close to 80 individuals responded, representing virtually every area of the College. To ensure broad representation on the work groups, the Steering Committee finalized work group membership in mid-October, making sure that all individuals who volunteered were included. The Steering Committee then identified a chair for each committee and asked these persons to serve in that capacity. Each work group will also include students as members. As is the case for the comprehensive portion of the self-study, the six work groups will be given detailed charges developed by the Steering Committee and asked to use those charges to guide their deliberations.

The structure of the self-study process is such that strong relationships exist from the outset between the Steering Committee and the individuals and groups gathering information and preparing reports. One member from the Steering Committee will serve as a liaison to each work group to enhance communication and ensure that the groups progress in a timely manner. Similarly, Steering Committee members will be assigned as contact persons to administrators receiving charges and to the Long Range Planning and Educational Policy committees.

Actual work on the self-study will commence with a kick-off meeting for all administrators, work group chairs, and work group members on November 1. Final reports will be due by June 2001, with draft reports submitted by work groups on a staggered schedule so that the Steering Committee can provide feedback and input. The Steering Committee will also serve as the final editing committee.

### **Middle States Steering Committee Membership**

<u>Name</u>	<u>Position</u>	<u>Area of Representation</u>
Dr. Joy L. Hendrick (Faculty Chair)	Professor Exercise Science & Sport Studies	Faculty School of Professional Studies
Dr. Patricia Francis (Administrative Chair)	Executive Assistant to the President	Administration
Dr. Joseph Governali	Professor and Chair Health Department	Faculty School of Professional Studies
Dr. Jerome O-Callaghan (On sabbatical Fall 2000)	Associate Professor and Chair Political Science Department	Faculty School of Arts and Sciences
Dr. Robert Ploutz-Snyder	Director of Institutional Research and Assessment	Administration
Dr. William Sharp	Provost and Vice President Academic Affairs	Administration
Mr. John Shirley	Assistant Director, Career Services Coordinator, Internships and Volunteer Program	Professional Student Affairs
Dr. Robert Spitzer (Fall 2000 only)	Distinguished Service Professor Political Science Department	Faculty School of Arts and Sciences
Mr. Anthony Zagora	Executive Assistant to the President, SUNY Cortland Student Government Association	Student

**Administrators Receiving Charges for Comprehensive Component of Self-Study  
(and Unit Heads Providing Reports)**

Area, Name, Position

**Academic Affairs**

William Sharp, Provost

Unit Head Providing Report

Robert Ploutz-Snyder, Director, Institutional  
Research and Assessment

Amy Henderson-Harr, Director, Sponsored Programs

Jack Sheltmire, Director, Outdoor and  
Environmental Education

John Ogden, Director, International Programs

Terrence McGovern, Director, Center for  
Advancement of Technology in Education

Richard Kendrick, Coordinator, Honors Program

Enrollment Management

Antoinette Tiburzi

Associate Vice President

Donna Margine, Registrar

Gradin Avery, Director, Admissions

David Canaski, Director, Financial Aid

Carol Van Der Karr, Coordinator, Advisement  
and First-Year Programming

Sally Parr, Coordinator, Center for Continuing  
Education and Summer/Winter Session

Information Resources

Paula Warnken

Associate Vice President

TBA<sup>1</sup>, Director, Administrative Computing

Gene Signor, Director, Academic Computing

George Verdow, Director, Classroom Media Services

Gail Wood, Director, College Library

School of Professional Studies

Helen Giles-Gee, Dean

Chairpersons, Academic Departments

Marci D=Angelo, Director, Field Studies

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<sup>1</sup>TBA indicates position is currently unfilled, with search ongoing.

School of Arts and Sciences  
John Ryder, Dean

Graduate Studies and Outreach  
TBA, Director

**Finance and Management**  
Cheryl Groeneveld, Vice President

Fiscal Affairs  
William Shaut  
Associate Vice President

Facilities Management  
Nazrin Parvizi  
Associate Vice President

TBA, Director, Athletics

Christopher Malone, Director, International Studies

Margaret Arnold, Coordinator, Center for Wellness

Chairpersons, Academic Departments

Mecke Nagel and William Buxton, Co-Chairs,  
Center for Multicultural and Gender  
Studies

William Lane, Director, Center for Aging and  
Human Services

Mary Franco, Coordinator, Mohawk Valley  
Graduate Center

Virginia Marty, Coordinator, Center for  
Educational Exchange

Michael Ouckama, Program Administrative  
Officer, ACE Initiative

Jean Rightmire, Program Director, Liberty  
Partnership Program

TBA, Director, Human Resources

Dan Ryan, Director, Auxiliary Services  
Corporation

Johanna Sweeney, Director, Child Care Center

Colleen DeGauff, Director, Student Accounts

Rick Fitzgibbon, Budget Officer

Gloria Murray, College Accountant

TBA, Assistant Director, Facilities Planning  
and Construction

Masoom Ali, Director, Physical Plant

**Student Affairs**

Raymond Franco, Vice President

John Garafalo, Director, Environmental Health and Safety

Mariangela Chandler, Director, Academic Support and Achievement Program

Patricia Cordner, Director, Judicial Affairs

Michael Holland, Director, Residential Services

Peter Lalla, Chief, University Police

Richard Peagler, Director, Student Development

Vicki Sapp, Coordinator, Multicultural Affairs

Keith Smith, Director, Educational Opportunity Program

Michael Whitlock, Director, Corey Union and Conferences

Julian Wright, Director, Recreational Sports

**Institutional Advancement**

James Boyle, Vice President

Doug DeRancy Executive Director, Alumni Affairs

Peter Koryzno, Director, Public Relations

Tracy Rammacher, Director, Publications and Electronic Media

Lisa Court, Executive Director, Foundation

## Special Emphasis Area Work Groups

<u>Area</u>	<u>Name</u>	<u>Position</u>
<b>Planning and Assessment</b>	Gail Wood (Chair)	Library
	Vicki Boynton	English
	Mariangela Chandler	Acad. Support & Achievement Program
	William Lane	Sociology/Anthropology
	Virginia Marty	Center for Educational Exchange
	Thomas Mwanika	Communication Studies
	Sharon Todd	Recreation and Leisure Studies
	Kim Williams	Education
	Jennifer Wilson	Institutional Advancement
	Robert Ploutz-Snyder	Steering Committee Liaison
<b>Equity, Access and Diversity</b>	William Buxton (Chair)	Education
	Margaret Arnold	Recreation and Leisure Studies
	Seth Asumah	Political Science
	Gradin Avery	Admissions
	Donna Danley	Advisement and 1 <sup>st</sup> Year Programming
	Susana Davidenko	Education
	Michelle Kelly	Education
	Sam Kelley	Communication Studies
	Mecke Nagel	Philosophy
	Sally Parr	Center for Continuing Education
	Richard Peagler	Student Development
	Vicki Sapp	Multicultural Affairs
	Dave Snyder	Exercise Science and Sport Studies
	Ben Wodi	Health
	Patricia Francis	Steering Committee Liaison
<b>Institutional Context</b>		
	<b>Internal</b>	
	Jeffery Swartwood (Chair)	Psychology
	Doug DeRancy	Alumni Affairs
	Shane Frehlich	Exercise Science and Sport Studies
	David Hollenback	Communication Studies
	Jody Maroney	Student Accounting
	Elizabeth Owens	Communication Studies
	Joy Hendrick	Steering Committee Liaison
	<b>External</b>	
	Ray Goldberg (Chair)	Health
	Ann Bronson	Institutional Research and Assessment
	Angela Degroat	Arts and Sciences
	Michele Gonzalez	Education
	Andrea LaChance	Education
	Noralyn Masselink	English
	Mary Ware	Education

## **Intellectual Climate**

Joe Governali	Steering Committee Liaison
Herb Haines (Chair)	Sociology/Anthropology
Barbara Combs	Education
Gayle Gleason	Geology
Judy Kopf	Campus Activities
Chris Malone	Exercise Science and Sport Studies
Betsy Mainz	Psychology
Lorraine Melita	Library
Joel Shatzky	English
John Shedd	History
Kevin Sheets	History
Randi Storch	History
Robert Spitzer	Steering Committee Liaison

## **Technology**

Jim Hokanson (Chair)	Exercise Science and Sport Studies
Margaret Anderson	Psychology
Gary Babjack	Physical Education/Athletics
Charles Heasley	Art and Art History
Isa Jubran	Mathematics
Richard Kendrick	Sociology/Anthropology
Chris Malone	Exercise Science and Sport Studies
Sally Parr	Continuing Education
Chris Poole	Academic Computing
Anita Stoner	Library Instruction Services
Michael Whitlock	College Union/Campus Activities
William Sharp	Steering Committee Liaison

## **Infrastructure**

Merrill Miller (Chair)	Facilities and Planning
Lynn Anderson	Recreation and Leisure Studies
Thomas Bonn	Library
Jeffrey Busch	Residential Services
Jack Daniels	Exercise Science and Sport Studies
Ted Fay	Exercise Science and Sport Studies
Tom Fuchs	Physical Education
Mike Holland	Residential Services
David Perry	Recreational Sports
Joe Woodin	Facilities Office
Julian Wright	Recreational Sports
John Shirley	Steering Committee Liaison

## **Job Description for Middle States Steering Committee**

1. Planning and Preparation for the Self-Study (Spring 2000 - Summer 2000)
  - A. Become aware of Middle States policies and procedures
  - B. Finalize the self-study design
  - C. Obtain approval from Middle States
  - D. Develop outline for the self-study
  - E. Determine committees needed and provide charges for each (with consultation with work groups)
  - F. Develop questions and charges for each unit (for comprehensive portion)
  
2. Implement Self-Study (Fall 2000 - Spring 2001)
  - A. Canvas campus for committee volunteers
  - B. Develop calendar for the self-study
  - C. Communicate with campus (sandwich seminar)
  - D. Develop the design document including format, style and editorial guidelines
  - E. Formulate committees using volunteers and appointments
  - F. Meet with committee chairs and assign charges
  - G. Coordinate collection of materials in room and/or web site
  - H. Coordinate activities with the committees
  - I. Prepare introductory chapter of report
  - J. Coordinate editing of committee reports on regular basis
  - K. Communicate with campus regularly
  - L. Coordinate and approve all survey activities
  
3. Finalize Written Report (Summer 2001 - early Fall 2001)
  - A. Present draft of self-study report to campus
  - B. Revise and prepare final version
  - C. Write executive summary
  - D. Assist team chair in coordinating activities for preliminary visit.
  
4. Coordination and Hosting of the Site Visit (late Fall 2001 - Spring 2002)
  - A. Assemble and organize all supporting materials and exhibits required for site visit
  - B. Assist evaluation team chair in preparing agenda for visit
  - C. Prepare and host evaluation team visit
  - D. Assist team members with travel plans
  - E. Assist president in reviewing evaluation team report and recommendations
  - F. Advise president on possible responses to report and to Commission

**Job Description for Individuals and Committees Conducting  
Comprehensive Portion of Self-Study**

1. Planning and Organizing (late Fall 2000)
  - A. Review charge from Steering Committee, determine if there are items or issues that should be added and develop plan for gathering information
  - B. Organize meeting for all individuals and groups who will be providing reports to you (if applicable) and hold meeting no later than November 15
  - C. Oversee all meetings and keep minutes
  - D. Send written confirmation to the Steering Committee (via co-chairs Francis or Hendrick) on approval of charge
  - E. Plan schedule for completion of charge, complete with a time table of when reports are due from individuals and groups providing reports (if applicable), and share with those providing reports
  
2. Information Gathering, Synthesis and Analysis (late Fall 2000 - early Spring 2001)
  - A. Administer surveys if appropriate, after seeking and receiving Steering Committee approval
  - B. Review pertinent existing information and data sources
  - C. Analyze results from any surveys administered
  - D. Keep unit heads on task (if applicable) and on schedule, requiring periodic communication
  - E. Require draft reports from unit heads (if applicable) and provide feedback
  - F. Communicate regularly with Steering Committee
  
3. Preparation of Written Report (mid to late Spring 2001)
  - A. Receive and review reports from unit heads (if applicable) no later than \_\_\_\_\_
  - B. Begin preparing written report, closely following the editorial style and format guidelines, and share draft with unit heads (if applicable)
  - C. Submit interim draft of report to Steering Committee no later than \_\_\_\_\_
  - D. Incorporate Steering Committee suggestions into your report
  - E. Submit final report as well as copies of individual unit reports (if applicable) and other requested materials to the Steering Committee no later than \_\_\_\_\_

## **Job Description for Work Group Chairs and Work Groups**

1. Work Group Organization and Planning (late Fall 2000)
  - A. Chair contacts all work group members and convenes first meeting by November 15
  - B. Add at least two student members to work group
  - C. Agree upon a regular meeting schedule
  - D. Review charge from Steering Committee, determine if there are items or issues that should be added and develop plan for gathering information
  - E. Keep minutes of meetings
  - F. Send written confirmation to the Steering Committee (via co-chairs Francis or Hendrick) on approval of charge
  - G. Plan schedule for completion of charge
  
3. Information Gathering, Synthesis and Analysis (late Fall 2000 - early Spring 2001)
  - A. Organize members in gathering information needed to fully analyze area
  - B. Administer surveys if appropriate, after seeking and receiving Steering Committee approval
  - C. Review pertinent existing information and data sources
  - D. Analyze results from any surveys administered
  - E. Stay on task and on schedule
  - F. Communicate regularly with Steering Committee
  
3. Preparation of Written Report (mid to late Spring 2001)
  - A. Begin preparing written report, closely following the editorial style and format guidelines, and share draft with unit heads (if applicable)
  - B. Submit interim draft of report to Steering Committee no later than \_\_\_\_\_
  - C. Incorporate Steering Committee suggestions into your report
  - D. Submit final report as well as copies of individual unit reports (if applicable) and other requested materials to the Steering Committee no later than \_\_\_\_\_

#### IV. Charges and Questions for Comprehensive Component and Special Emphasis Areas

##### Comprehensive Component

As described earlier, the comprehensive portion of the self-study will be conducted primarily by administrators and department heads, in consultation with faculty and staff, with the Steering Committee itself and two standing college committees -- the Long Range Planning Committee and the Educational Policy Committee -- also playing a role. The Steering Committee has developed the following detailed charges for the comprehensive component. (A schematic illustrating the self-study design as well as the issues to be included is found at the end of this section.)

##### Charge to Vice Presidents and Associate Vice Presidents

This memorandum describes the Middle States Steering Committee's request for information from your area of responsibility. It includes materials that we hope you will find useful, including the College's Mission Statement, its operational long-range planning goals, and a job description (including a time line) for administrators submitting reports.

For your area, we ask that you request from support and service unit heads under your supervision (see attached listing) reports that address the enclosed questions and which follow the general outline that is also enclosed. In addition, any academic program heads reporting directly to you should complete the enclosed questionnaire and submit these back to you. You should then prepare a summary report integrating information from across your unit -- following the enclosed outline -- and submit that report to the Steering Committee. We also ask that you submit the individual unit reports and questionnaires so that we can place them on file for the evaluation team's review.

As stated in the Middle States *Designs for Excellence: Handbook for Institutional Self-Study*:

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for achieving excellence in its endeavors.

According to this handbook as well as Middle States' *Characteristics of Excellence in Higher Education*, self-study reports should contain a thorough **description and analysis** of the department's (unit's) mission, programs, functions, services, and resources. In addition, the reports should include **links to the institution's existing planning efforts**. Foremost in the self-study process is how the process will lead to **further institutional self-study and planning**. Or, as stated in *Designs for Excellence*, Institutional growth and improvement on a continuous basis after the self-study and evaluation team visit are as important as the short-range improvements and accountability typically expected from the process.® Finally, individuals preparing reports are encouraged to be skeptical, to question and debate, to reach conclusions **based on data that are available and verifiable**, and to include **recommendations for change based on their review**.

A fundamental assumption of Middle States is that a college's mission statement is the basis for deriving its goals and objectives and that, further, all institutional activities should be congruent with these goals and objectives. You should therefore give serious consideration to the implications of the enclosed Mission Statement and long-range planning goals for your particular areas of evaluation.

The Steering Committee is instructed by the *Designs for Excellence* to provide a clear charge for each area of evaluation. In addition to the enclosed outline, which specifies some of the topics you should address, we have also included other questions you should incorporate into the body of your report. You may find it necessary to direct some questions to the support and service units or programs reporting to you. Please do not feel constrained by the Steering Committee's charge, however. There may be other issues well-known to you or new issues that emerge in the course of your evaluation, and these should be addressed as well. **We would like to receive from you written confirmation that the charge is acceptable or suggestions for revising the charge no later than November 22; please send this information directly to either of us.**

The Steering Committee is further charged to respond to interim reports, to coordinate the work of the various areas to avoid duplication of effort, to edit all reports into the final Self-Study document and to provide a timetable for report submission. In order to facilitate this process, we are asking you to follow the enclosed editorial and formatting guidelines as well as the general outline. Those guidelines also include due dates for your report. Your final report should not exceed \_\_\_\_\_ pages.

Throughout the self-study process, we will try to supply ideas and suggest useful cross references. The Steering Committee is especially directed to provide the help of critical comment. If assumptions are not clear, if data are lacking or inappropriate, we will try to let you know as gently as possible. In order to provide as much support as possible, we have assigned a Steering Committee member to serve as a contact person for each person receiving an administrative charge; your contact person is \_\_\_\_\_.

We recognize that all of this constitutes a great deal of work. The accreditation process, however, provides an excellent opportunity for institutions to determine what they are doing well and where they need improvement. As such, this activity can be abundantly rewarding to SUNY Cortland if we undertake this task seriously and do it well.

Thank you for your contributions to this critical process.

Questions to Attach to Vice Presidents= and Associate Vice Presidents= Charges

***Questions for the Provost and Vice President for Academic Affairs***

1. How effectively does knowledge about student characteristics influence and inform the teaching and learning process, the campus climate, the programs offered, and the services provided?
2. Are faculty responsible for devising and developing the institution's programs in the following areas: academic, professional, research and service?

3. Does the institution and faculty accept teaching as the primary responsibility of faculty? If not, to what extent do competing responsibilities affect the teaching and learning that is anticipated by the institution's mission and goals?
4. Are faculty in all departments or schools appropriately prepared, and do they remain current, in the following areas: academic qualifications, commitment to scholarship, sensitivity to the strengths and needs of students, continuing professional development, and service to the community?
5. Does the institution have an effective system for monitoring changes in program requirements; the needs of faculty for adequate and equitable procedures for conditions of employment, the employment and tenure status, workload and compensation, and support services for faculty; and their participation in governance? Does it have an effective system for implementing changes in these areas?
6. Does the catalog contain all the information necessary for students to make informed decisions about their education?
7. Discuss how well our academic programs produce students who are information literate? (Please refer to the Information Literacy Competency Standards - <http://www.ala.org/acrl/ilstandardlo.html>)

**Questions 8-13 should be referred directly to the Director of International Programs, who should be asked to address them within the context of his report to you.**

8. Describe the data that exist regarding the quality of the educational programs and curricula at the College's various study abroad sites. What do analyses of these data demonstrate?
9. Describe the language(s) of instruction at the College's various study abroad sites.
10. For each of the College's study abroad sites, summarize enrollments over the past five years. What accounts for changes in these enrollments over time, if indeed changes have occurred?
11. How are students oriented at the College's study abroad sites? How are housing arrangements made? Also, describe these arrangements at the various locations.
12. Describe the structure and processes for administering and monitoring all of the College's study abroad programs from the SUNY Cortland campus. In addition, describe the on-site administrative structure for each program.
13. Describe the process for assigning and evaluating on-site faculty and on-site student advisors for each of the College's study abroad programs.

### ***Questions for the Vice President for Student Affairs***

1. Does the range of services offered meet the diverse needs of the student body? If not, what elements are missing?
2. Do the programs and services that are offered correspond with the institution's mission, goals and objectives? If not, what elements are not congruent? Does the lack of congruence adversely affect the institution's preparedness to serve the needs of its students?
3. How effectively does knowledge about student characteristics influence and inform the campus climate, the programs offered, and the services provided?

### ***Questions for the Vice President for Institutional Advancement***

1. Does the catalog contain all the information necessary for students to make informed decisions about their education?
2. Are the College's auxiliary publications consistent with the catalog?
3. Are all publications accurate and prepared with honesty?
4. Do all references to accreditation by the Commission include the Commission's name, address, and telephone number?

### ***Questions for the Vice President for Finance and Management***

1. Have there been significant changes in revenues or expenditures, and how are they being addressed?
2. Is the locus of decision-making appropriately vested in the governing board, the chief executive officer, the administrative staff, and other relevant campus constituencies?
3. Do the procedures for accounting, financial reporting, and auditing conform to standard practices?

### ***Questions for the Associate Vice President for Enrollment Management***

1. Are admissions policies appropriate to the purposes of the institution and consistent with other criteria in *Characteristics*, such as those for educational programs and curricula and for faculty? Are there adequate resources to manage and to evaluate the process? Are the policies clearly stated and adequately disseminated?
2. By what means does the institution gather information about student characteristics, such as demographics, beliefs, attitudes, values, interests, skills, cultural awareness, and other aspects of psychological and social development? Does such data collection describe student characteristics before, during, and after enrollment? Is this process systematic or *ad hoc*?
3. Does the range of services offered meet the diverse needs of the student body? If not, what elements are missing?

### ***Questions for the Associate Vice President for Information Resources***

1. Explain the rationale for entering into distance learning? How is this new instructional mode achieving the institution's goals and objectives and enhancing student learning?
2. Does the range of library, information, and other learning resources adequately support the programs and services being offered?
3. Are the facilities, personnel, and technologies that are available appropriate for the use that is expected to be made of the resources?
4. Are resources accessible to all who need them in a timely manner?
5. Are there information literacy programs designed to increase the information competence of students, faculty, and administrative staff to know when they have an information need and to evaluate and effectively utilize the information?
6. To what extent are the resources actually utilized by students, faculty, and staff? Are there adequate data on the usage of all types of resources? Are the data and recommendations effectively linked to the institutional planning process?
7. Is there an adequate process for evaluating the content, procedures, and technologies of library, information, and other learning resources which sustain current programs and services? Is there an adequate process for planning which resources may need to be enhanced to facilitate the continued growth of the institution?

### ***Questions for the Associate Vice President for Fiscal Affairs***

1. Is the budget clearly tied to the planning process?
2. Does the budget reflect revenues that may be reasonably expected from available or attainable fiscal resources?
3. Does the budget adequately support projected programs and services?

### ***Questions for the Associate Vice President for Facilities Management***

1. Explain the process for systematic maintenance of facilities, equipment and other resources. Cite evidence that the process is adequate to meet the demand. If they are not, outline a plan to deal with the upkeep.
2. Describe the qualifications of personnel in your area.

3. Does your staff experience a sense of community and shared responsibility in your area. Explain.
4. What is the utilization level of the current facilities, equipment and materials? Identify areas where improvements can be made.
5. Explain the process for campus inventory of all equipment and materials. Comment on the accuracy and efficiency on the process.
6. Highlight campus infrastructure changes over the last 10 years. Outline proposed changes for the next 5 years.

### Questions to Support and Service Units

1. Describe the goals and objectives for your unit. What is your unit's operational mission statement? Relate your mission to the College's mission and goals. Have your goals and objectives changed during the last five years? If so, why and when did these changes occur? What has been the impact of those changes?
2. Describe your unit's functions and the services provided to the campus and larger communities, including a description of all your constituent groups. Have these functions and services changed within the last five years? Describe how, if so, as well as the impact of these changes.
3. Overall, what have been the major changes that have taken place in your unit in the last five years?
4. Are there written policies governing the operation of your unit? What processes exist for changing these policies? Who has input into the formation and revision of these policies?
5. Describe the human, fiscal, and physical resources for your area. How are decisions made regarding the allocation of existing resources in your unit? How is the allocation of new resources determined?
6. How are personnel evaluations and decisions made in your unit? Are evaluations up to date, for both non-classified and classified staff?
7. Describe the training and professional development opportunities available to personnel in your unit.
8. Describe the planning process in your unit. Are there clear short-term and long-term plans for your unit? Also, describe the processes you follow in assessing your effectiveness, both short- and long-term.

9. How is your unit integrated with other units within your area and units outside your area? What structures and policies enhance your ability to work with other units? Also, describe obstacles to effective collaboration with other units.
10. In what way are your unit's goals and objectives congruent with the College's mission statement and its operational long range planning goals?
11. How do your constituents view your programs, functions, and services? How do you know? Be sure to include the results of recent surveys if they exist, as well as any previous data in this regard.
12. Discuss the degree to which your personnel are qualified for the positions they hold. To what extent does the existing level of fiscal resources support or impede your ability to meet your mission? Similarly, how do your physical facilities and available equipment support or impede your ability to meet your mission?
13. How does your unit serve the College's teaching and learning function? Are there other ways your unit contributes to the academic and intellectual climate of the College? If so, describe.
14. How does your unit address issues related to equity and access for persons from historically disadvantaged or under-represented groups (e.g., ethnic minority, women, non-traditional students, persons with disabilities, gay and lesbian). Be sure to include in your answer information that pertains to employees in your unit as well as the constituencies you serve.
15. How has your unit incorporated technology into your services and operations? Describe training your personnel has received in this area, as well as any innovative uses of technology in your unit.
16. Overall, what structures and policies at the College make it easier for you to fulfill your mission? What structures and policies make it more difficult for you to fulfill your mission?
17. Overall, what sources of influence outside the College make it easier for you to fulfill your mission? What sources of influence outside the College make it more difficult for you to fulfill your mission?
18. How does your unit adapt to the College's changing enrollment over time? Discuss specific ways you take this factor into account in both your short-term and long-term planning.
19. Overall, how would you characterize the effectiveness of your programs, services, and functions? Be sure you include the results of recent assessments if they exist, as well as any previous data in this regard. Also, do you have information bearing upon comparisons between your unit and similar units at other institutions? If so, please describe these comparisons.

20. Describe specific changes you have made in your unit as a direct result of information gathered through assessment activities.

21. What are your unit's strengths and weaknesses at this point in time?

22. At this point in time, what are the five priority recommendations you would make with respect to your unit?

### **Charge to Academic Deans**

This memorandum describes the Middle States Steering Committee's request for information from your area of responsibility. It includes materials that we hope you will find useful, including the College's Mission Statement, its operational long-range planning goals, and a job description (including a time line) for administrators submitting reports.

Your primary responsibility with respect to the Middle States Self-Study will be to describe, analyze, and evaluate the programs and curricula (both undergraduate and graduate) and the faculty and staff (both full-time and part-time) in your school. To help you collect information, we have developed the enclosed questionnaire that should be completed by all of your academic department chairs and program coordinators. ***This questionnaire is also available electronically; refer interested individuals to Patricia Francis in the President's Office (2201).***

We also ask that you request from support and service unit heads under your supervision (see attached listing) reports that address the enclosed questions for those units and which follow the outline that is also enclosed. Based on all the information you collect, you should prepare a summary report integrating information from across your unit -- following the enclosed outline -- and submit that report to the Steering Committee. You should also submit the individual department or program questionnaires and reports from support and service units, so that we may place them on file for review by the visiting evaluation team.

In addition, Middle States requires that current curriculum vitae be on file for all faculty and non-classified staff, and that current syllabi for all sections of all courses be on file as well. It would be better to wait until the 2001-02 academic year to collect these particular materials, so that the most current information is on file when the Middle States team visits during Spring 2002.

As stated in the Middle States *Designs for Excellence: Handbook for Institutional Self-Study*:

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for achieving excellence in its endeavors.

According to this handbook as well as Middle States' *Characteristics of Excellence in Higher Education*, self-study reports should contain a thorough ***description and analysis*** of the department's (unit's) mission, programs, functions, services, and resources. In addition, the reports should include ***links to the institution's existing planning efforts***. Foremost in the self-study process is how the process will lead to ***further institutional self-study and planning***. Or, as stated in *Designs for Excellence*, "Institutional growth and improvement on a continuous basis after the self-study and evaluation team visit are as important as the short-range improvements and accountability typically expected from the process." Finally, individuals preparing reports are encouraged to be skeptical, to question and debate, to reach conclusions ***based on data that are available and verifiable***, and to include ***recommendations for change based on their review***. A fundamental assumption of Middle States is that a college's mission statement is the basis for deriving its goals and objectives and that, further, all institutional activities should be congruent with these goals and objectives. You should therefore give serious consideration to the implications of the enclosed Mission Statement and long-range planning goals for your particular areas of evaluation.

The Steering Committee is instructed by the *Designs for Excellence* to provide a clear charge for each area of evaluation. In addition to the enclosed outline, which specifies some of the topics you should address, we have also included other questions you should incorporate into the body of your report. You may find it necessary to direct some questions to the departments or support and service units reporting to you. Please do not feel constrained by the Steering Committee's charge, however. There may be other issues well-known to you or new issues that emerge in the course of your evaluation, and these should be addressed as well. **We would like to receive from you written confirmation that the charge is acceptable or suggestions for revising the charge no later than November 22; please send this information directly to either of us.**

The Steering Committee is further charged to respond to interim reports, to coordinate the work of the various areas to avoid duplication of effort, to edit all reports into the final Self-Study document and to provide a timetable for report submission. In order to facilitate this process, we are asking you to follow the enclosed editorial and formatting guidelines as well as the general outline. Those guidelines also include due dates for your report. Your final report should not exceed 15 double-spaced pages.

Throughout the self-study process, we will try to supply ideas and suggest useful cross-references. The Steering Committee is especially directed to provide the help of critical comment. If assumptions are not clear, if data are lacking or inappropriate, we will try to let you know as gently as possible. In order to provide as much support as possible, we have assigned a Steering Committee member to serve as a contact person for each person receiving an administrative charge; your contact person is \_\_\_\_\_.

We recognize that all of this constitutes a great deal of work. The accreditation process, however, provides an excellent opportunity for institutions to determine what they are doing well and where they need improvement. As such, this activity can be abundantly rewarding to SUNY Cortland if we undertake this task seriously and do it well.

Thank you for your contributions to this critical process.

Questions to Attach to Deans= Charge

1. Describe the goals and objectives for your school. What is your school's operational mission statement? Have your goals and objectives changed during the last five years? If so, why and when did these changes occur? What has been the impact of those changes?
2. What policies govern the operation of your school, and what processes exist for changing these policies? Who has input into the formation and revision of these policies?
3. Describe the administrative structure of your school, being sure to specify the roles and responsibilities of your entire administrative staff.
4. Describe the process of curriculum modification. Be specific with respect to who has input into this process, and who approves these changes.
5. Describe the human, fiscal, and physical resources for your school. How are decisions made regarding the allocation of existing resources in your unit? How is the allocation of new resources determined?
6. Describe the planning process in your unit. Are there clear short-term and long-term plans for your School? Do faculty, staff, and students play a role? Also, describe the processes you follow in assessing your effectiveness, both short- and long-term.
7. What formal and informal structures exist for coordinating the activities of your school with those of the other school? Describe the frequency with which you interact and consult with the other dean, as well as with the provost. Also, describe the frequency and nature of your contacts with department chairpersons and coordinators in your school.
8. Overall, what have been the major changes that have taken place in your school in the last five years?
9. To the greatest extent possible, describe enrollment in all your majors, minors, and concentrations from 1997 on.
10. In what way are your school's goals and objectives congruent with the College's Mission Statement and its operational long range planning goals?
11. Does the total range of curricula, activities, and services in your school foster the achievement of institutional goals? Explain.

12. For each curriculum, activity, or service in your school, is there congruence between the programmatic goals and objectives; among the institutional mission, goals and objectives; and between the actual needs of students and the community? Explain.
13. How do faculty, staff, students, and the community at large view your programs, functions, and services? How do you know? Be sure to include the results of recent surveys or other instruments if they exist, as well as any previous data in this regard.
14. Discuss the degree to which your personnel are qualified for the positions they hold. To what extent does the existing level of fiscal resources support or impede your ability to meet your mission? Similarly, how do your physical facilities and available equipment support or impede your ability to meet your mission?
15. Do existing graduate programs have the appropriate breadth, depth, and resources? Do they stimulate independent thinking on a graduate level? Provide concrete examples.
16. What specific activities in your school address and meet the needs of under-represented students, including ethnic minority, non-traditional, gay and lesbian, disabled?
17. How has your school incorporated technology into your services and operations? Describe training your personnel has received in this area, as well as any innovative uses of technology in your school.
18. Has the introduction of any new mode of instruction, such as distance learning, had a significant effect on the educational program - as well as on any other program, service or resource- in light of the Commission's standards for accreditation?
19. Overall, what structures and policies at the College make it easier for you to fulfill your mission? What structures and policies make it more difficult for you to fulfill your mission?
20. Overall, what sources of influence outside the College make it easier for you to fulfill your mission? What sources of influence outside the College make it more difficult for you to fulfill your mission?
21. Overall, how would you characterize the overall effectiveness of your programs, services, and functions? Be sure you include the results of recent assessments if they exist, as well as any previous data in this regard. Also, do you have information bearing upon comparisons between your school and similar units at other institutions? If so, please describe these comparisons.
22. Does the process for establishing and reviewing the educational program involve appropriate constituencies, and is the process effective?

23. Describe specific changes you have made in your school as a direct result of information gathered through assessment activities.
24. What are your school's strengths and weaknesses at present?
25. At this point in time, what are the five priority recommendations you would make with respect to your school?

### **Charge to Educational Policy Committee and Long Range Planning Committee**

This memorandum describes the Middle States Steering Committee's request for information from your committees. It includes materials that we hope you will find useful, including the College's Mission Statement, its operational long-range planning goals, and a copy of the Middle States *Characteristics of Excellence in Higher Education: Standards for Accreditation*.

As stated in the Middle States *Designs for Excellence: Handbook for Institutional Self-Study*:

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for achieving excellence in its endeavors.

According to Middle States, institutional mission and clear relationships between this mission and operational goals and objectives are fundamental to a well-functioning college or university.

As observed in the *Characteristics of Excellence in Higher Education: Standards for Accreditation*:

A basic characteristic of excellence in an educational institution is the clear expression and active pursuit of its mission and goals in relation to its students, its staff, its supporters, and the community-at-large . . . Each institution also needs to define those additional aims and emphases which reflect its particular character and individuality.

As the two groups with responsibility for overseeing institutional mission, goals, and objectives, you are most appropriate to address these and related issues for the Middle States reaccreditation. The Steering Committee is instructed by the *Designs for Excellence* to provide a clear charge for each area of evaluation, so we have therefore attached specific questions for you to address in your report. Please do not feel constrained by the Steering Committee's charge, however. There may be other issues well-known to you or new issues that emerge in the course of your evaluation, and these should be addressed as well. **We would like to receive from you written confirmation that the charge is acceptable or suggestions for revising the charge no later than November 22; please provide this information directly to either of us.** Similarly, while we believe the process would work best (and be less work overall) if your two committees worked jointly toward this effort, please let us know if you think it would be better for you to provide separate reports.

In preparing your report, feel free to simply provide detailed answers to the enclosed questions. Because we have page limits on the final self-study report, please keep your overall response to five double-spaced pages or less. Also, in order to ensure the quality of the self-study, we are asking groups to provide an interim report, to which we will provide feedback for you to consider in preparing your final report. **Please submit the first draft of your report to the Middle States Steering Committee no later than \_\_\_\_\_, with your final report due no later than \_\_\_\_\_.** Finally, in order to provide as much support as possible, we have assigned a Steering Committee member to serve as a contact person to each group providing reports; your contact person is \_\_\_\_\_.

We recognize that all of this constitutes a great deal of work. The accreditation process, however, provides an excellent opportunity for institutions to determine what they are doing well and where they need improvement. As such, this activity can be abundantly rewarding to SUNY Cortland if we undertake this task seriously and do it well.

Thank you for your contributions to this critical process.

#### Questions to Attach to Charge to Educational Policy Committee and Long Range Planning Committee

1. Have the institution's mission, goals and objectives changed over time? If so, when did those changes occur, why did they occur, and what was the nature and impact of those changes?
2. Is the current configuration of goals and objectives clearly defined? Do they state the results sought and the means to be used? Are they reasonable by and utilized within the institution?
3. Is there a fundamental unity of the institutional and programmatic goals and objectives? If not, which institutional and programmatic goals and objectives are inconsistent and why?
4. Would achievement of the goals lead to fulfillment of the mission? If not, should goals be brought into line with the mission or vice versa? What are the political or other barriers, within or external to the institution, that would make it difficult (but not impossible) to achieve greater unity among the mission, goals, and objectives? What opportunities might be available to overcome those barriers?
5. Do various campus constituencies and sources of external influence (such as government, other sponsors, and the geographically immediate community) interpret consistently and support the institution's mission, goals and objectives? If not, how can these differences best be reconciled or changed?
6. Are there current or impending changes that might affect the adequacy of the institution's mission, goals and objectives to serve contemporary or future needs? How could the importance of these changes be evaluated and priorities established? How urgent are they for the institution's survival and growth?

#### Questions to Middle States Steering Committee

1. Does the chief executive officer provide effective leadership for administrative operations, the faculty and other professional staff, and the governing board in fulfilling the institution's mission, goals and objectives?
2. Do the members of the administrative staff have the necessary skills, time, and assistance that will enable them to discharge their duties effectively?
3. Are the lines of communication among administrators and with various constituencies of the institution open and sufficient?
4. Is the locus of decision-making appropriately vested in the governing board, the chief executive officer, the administrative staff, and other relevant campus constituencies?

### **Charges and Questions for Special Emphasis Areas**

During September 2000 six work groups were formed to conduct a thorough evaluation of the special emphasis areas of the self-study. All work groups will receive a general charge letter, found immediately below. Questions to be answered by each work group follow the general charge letter.

### **General Letter of Charge to Work Groups**

Thank you for your willingness to participate in the Middle States Self-Study. This memorandum describes the Middle States Steering Committee's request for information from your area of responsibility. It includes materials that we hope you will find useful, including the College's Mission Statement, its operational long-range planning goals, a job description for your work group including a time line, and a list of work group members.

As stated in the Middle States *Designs for Excellence: Handbook for Institutional Self-Study*:

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for achieving excellence in its endeavors.

According to this handbook as well as Middle States' *Characteristics of Excellence in Higher Education*, self-study reports should contain a thorough **description and analysis** of the programs, functions, services, and resources under consideration. In addition, the reports should include **links to the institution's existing planning efforts** when appropriate. Foremost in the self-study process is how the process will lead to **further institutional self-study and planning**. Or, as stated in *Designs for Excellence*, Institutional growth and improvement on a continuous basis after the self-study and evaluation team visit are as important as the short-range improvements and accountability typically expected from the process.® Finally, individuals preparing reports are encouraged to be skeptical, to question and debate, to reach conclusions

*based on data that are available and verifiable*, and to include *recommendations for change based on their review*.

A fundamental assumption of Middle States is that a college's mission statement is the basis for deriving its goals and objectives and that, further, all institutional activities should be congruent with these goals and objectives. You should therefore give serious consideration to the implications of the enclosed Mission Statement and long-range planning goals for your particular areas of evaluation.

The Steering Committee is instructed by the *Designs for Excellence* to provide a clear charge for each area of evaluation. We have therefore attached specific questions for you to address in your report. Please do not feel constrained by the Steering Committee's charge, however. There may be other issues well-known to you or new issues that emerge in the course of your evaluation, and these should be addressed as well. **We would like to receive from you written confirmation that the charge is acceptable or suggestions for revising the charge no later than November 22; please send this information directly to either of us.**

The Steering Committee is further charged to respond to interim reports, to coordinate the work of the various areas to avoid duplication of effort, to edit all reports into the final Self-Study document and to provide a timetable for report submission. In order to facilitate this process, we are asking you to follow the enclosed editorial and formatting guidelines as well as the enclosed general outline in preparing your report. Those guidelines also include due dates for your report. Your final report should not exceed 10 double-spaced pages.

Throughout the self-study process, we will try to supply ideas and suggest useful cross references. The Steering Committee is especially directed to provide the help of critical comment. If assumptions are not clear, if data are lacking or inappropriate, we will try to let you know as gently as possible. In order to provide as much support as possible, we have assigned a Steering Committee member to serve as a liaison to each working group; your liaison is \_\_\_\_\_.

We recognize that all of this constitutes a great deal of work. The accreditation process, however, provides an excellent opportunity for institutions to determine what they are doing well and where they need improvement. As such, this activity can be abundantly rewarding to SUNY Cortland if we undertake this task seriously and do it well.

Thank you for your contributions to this critical process.

### *Charge and Questions for Planning and Assessment Work Group*

Your charge is to focus on the College's various planning and assessment initiatives, especially in the past five years, with an emphasis on the outcomes of those initiatives and changes made in programs and services as a result of assessment findings.

1. With respect to planning, your report should consider the following:
  - a. Describe the activities taken place since 1997, highlighting the major changes that have taken place with planning and assessment.
  - b. In what ways is the College Mission Statement reflected in planning?
  - c. Who does the planning? To what extent are faculty, professional staff, and students involved? In general, what governs planning? Describe.
  - d. Describe the role of the President, the Provost and the President's Council and the Long Range Planning Committee in planning. Also, how is planning coordinated at the different levels of the College (e.g. department, unit, school, college)?
  - e. How do SUNY-wide policies affect planning? What is the impact of PBBA on institutional planning?
  - f. How is planning related to resource allocation?
  - g. Describe how short-term and long-term planning are related.
2. With respect to assessment, your report should include consideration of the following:
  - a. Describe the process of developing the ongoing plan for assessment at the SUNY, college, school and unit/department levels. Is this plan followed? Who is responsible for ensuring ongoing assessment, and what assures that assessment at various levels is coordinated?
  - b. How frequently are programs and courses evaluated? Who conducts these evaluations and what sorts of measures are used? Overall, how do these efforts match the Middle States Guiding Principles for College Assessment (from *Framework for Outcomes Assessment*, pp. 27-31)?
  - c. Explain the guidelines and procedures for assessing overall institutional effectiveness, especially with respect to student learning outcomes. Make specific reference to GE and the All-College Student Learning Goal.
  - d. Explain how data from the educational programs and services affect the institution's ongoing self-review, decision making, planning, and improvement.
  - e. What changes have been made to improve teaching and learning on the basis of data gathered from assessment activities?

- f. Provide evidence that departments, programs and units define student learning outcomes within their planned assessment measures in order to assess their programs.
3. To what extent and in what ways are planning and assessment at different levels of the College linked (i.e. department/unit and all-college)?
4. To what extent are planning, assessment and budgeting linked?
5. Are planning and assessment at the College similar to that of other comparable institutions? Be sure to describe your basis of comparison.
6. Provide evidence that the mission, goals and objectives are congruent with the actual outcomes of programs and services.
7. Explain planning and assessment efforts that show evidence that the institution is providing programs and services that are up to date, attracting students and meeting societal needs.
8. Do the institution's outcomes assessment activities lead to improvements in the educational program, teaching and learning, overall institutional effectiveness, and accountability? Explain.
9. Have the perceptions and attitudes of faculty and staff changed toward assessment since 1997? Explain. Has their role in assessment and planning changed?
10. What assessment-related factors are most likely to influence the College in the next five years? What mechanisms are in place for dealing with these factors?

***Charge and Questions for Equity, Access, and Diversity Work Group***

Your charge is to include an examination of all College efforts related to increasing diversity in our student, faculty and staff populations, to providing equal access to the College's programs and services to all its constituents, and to creating a comfortable and enriched environment for all members of the campus community.

1. Are there clearly expressed goals for equity, access and diversity? Does the Mission Statement reflect these goals? Are they consonant with today's educational and demographic realities and an increasingly diverse future? Describe programs and processes for implementing and monitoring those goals? What is the percent of women and ethnic minorities for management confidential, faculty, professionals, and classified staff? Are there specific institutional numerical goals in recruitment and hiring? Describe other efforts to increase diversity (i.e. target searches, mentoring systems, awareness programs).
2. What is the status of each of the groups listed above in terms of the institution's history and present realities? How do members of these groups perceive the climate of the

Cortland community (college and city) and do they perceive that they are being treated fairly? What information exists to describe how these groups are treated and what does this information suggest?

3. Is there interaction and coordination between the campus and community with respect to issues of equity, access and diversity? How do cultural activities on campus represent the interests of the designated groups?
4. Describe curricular offerings dealing with women, ethnic minorities, people with disabilities, and gays and lesbians. What majors, minors, and concentrations are in these areas; if so, are they in demand? Are there programs that appear to attract persons from these groups? Be sure to use current data from SUNY Cortland, SUNY and national enrollment reports (contact R. Ploutz-Snyder).
5. What are the procedures for recruitment of ethnic minority students? What specific retention strategies are in place for ethnic minorities, women, persons with disabilities, and gays and lesbians? Do the strategies include mentoring programs? Is there adequate support for students from these targeted groups through SGA-sponsored organizations (e.g. BSU, LFL, AWARE, GLBA, APSU)? Overall, are recruitment and retention strategies for these groups adequately funded?
6. How are affirmative action principles institutionalized, and is there clear presidential leadership for promoting equity, access and diversity? How are responsibilities for these principles articulated at the levels of the department/unit, school, and vice presidential area? Is responsibility for affirmative action incorporated into the performance program of all management confidential employees? What functions are served by the following groups: Multicultural and Gender Studies Council, the Multicultural Affairs Coordinator, the Committee on the Status and Education of Women? In addition, describe the function of other campus groups that address similar issues.
7. How well is the College attending to the needs of students with disabilities? Please consider issues such as providing students with reasonable physical accommodation, academic and psychological support, and strategies to promote general acceptance?
8. What role has athletics played in the recruitment and retention of female and ethnic minority student-athletes at the College? Describe our compliance record on Title IX.
9. What factors relating to equity, access and diversity are most likely to influence the College in the next five years? What mechanisms are in place for addressing these?

### ***Charge and Questions for Intellectual Climate Work Group***

Your charge is to include an examination of the multiple factors that affect the campus as a teaching and learning environment, such as the use of new pedagogies, the availability of faculty development opportunities, and student behavior in and out of the classroom.

1. Describe the range of instructional modes used by faculty. What changes have been made to improve the quality of teaching in recent years? What commitment has the College

made in supporting new and innovative approaches to teaching? Describe efforts that the Cortland had made to support and reward outstanding teaching.

2. Describe faculty research and scholarly activities. Have efforts to increase external funding been successful? Are these efforts comparable to other similar campuses? Are these efforts publicized? How do these activities relate to the intellectual climate on campus? What specific organizations, activities and events exist to help improve the intellectual climate on campus (e.g. Scholars= Day, honor societies)?
3. Describe efforts for recruiting and retaining quality, productive and active faculty. Discuss faculty development opportunities for new, as well as for senior faculty?
4. How effective is academic advisement at Cortland? What are the problems, issues and concerns? What efforts have been (are being) made to address these areas to improve the quality of academic advisement
5. What social, cultural, educational and other activities are available for students throughout the week and throughout the year? How effective are these activities in attracting and engaging students?
6. How much faculty-student interaction goes on out-of-class to enhance learning opportunities for students? How are faculty involved with students with an academic focus (i.e. study groups, research projects)? In what other ways are faculty involved with students (i.e. clubs, residential hall activities, volunteer work...) How rewarding are these opportunities for students? Are there means in place to support these efforts?
7. Describe other available out-of-class learning opportunities for students (e.g. volunteering, internships). How successful, effective, and rewarding are these activities in meeting the needs and demands of our students?
8. Discuss the student behaviors and socialization issues that distract from the intellectual climate on campus? Describe efforts made to improve these behaviors and issues. How effective are these efforts?
9. What factors relating to intellectual climate are most likely to influence the College in the next five years? What mechanisms are in place for dealing with these factors?

### ***Charge and Questions for Institutional Context Work Group***

Your charge is to focus on contextual factors that affect the College's programs and services, including both internal (e.g., faculty/staff salaries, governance structure) and external (e.g.,

System Administration mandates, accreditation and certification requirements) factors.

### External Context

1. Identify the external stakeholders to whom the College is accountable, being sure to include System Administration, the Board of Trustees, SED, the College Council, and various accrediting bodies. Describe the extent of this accountability, and mechanisms for assuring that the College meets its obligations in this regard. How are members of these groups selected and evaluated? Explain lines of communication (e.g., how can feedback be provided?).
2. Do the bylaws of the Board of Trustees and the College Council provide adequate direction for the membership, characteristics, duties, responsibilities, and privileges of group members? If not, which areas deserve closer attention?
3. Do individual members of the Board of Trustees and the College Council understand, accept, and faithfully observe the appropriate functions of their board or council?
4. Describe the ways in which the College Council influences the operations of the College. Describe the extent of this accountability, and mechanisms for assuring that the College meets its obligations in this regard. How are members of these groups selected and evaluated? Explain lines of communication (e.g., how can feedback be provided?).
5. By what process does the College Council obtain the information it needs to make informed decisions? What is the quality of the information the Council receives, in terms of its breadth, depth, validity, and reliability?
6. Has the College Council fulfilled its responsibility for ensuring quality in the planning and administration of programs and services?
7. Within the past five years, what external mandates have influenced college operations? How has the College responded to these mandates, and what have been the resource implications? What other external factors have affected the College, and how has the College responded?
8. In what ways has competition for students affected the College? How has the College responded to this increased competition?
9. Describe how funding changes from System Administration have affected the College across the last ten years. What specific features of PBBA, the current funding allocation method being used by System Administration, are most likely to influence college operations in the future, and how? In addition, describe the alternative funding sources the College has turned to (e.g., the Capital Campaign, the contract with Coca-Cola through ASC) and the impact of these changes on the institution.
10. Describe the role of the College in the local community as well as institutional efforts to improve and/or expand this role. Overall, how does the College's role in the community influence its operations?

11. What are likely to be the major external influences on the College in the next five years? What mechanisms are in place for dealing with these factors?

### Internal Context

1. Identify the internal stakeholders to whom the College is accountable. Describe the extent of this accountability, and mechanisms for assuring that the College meets its obligations in this regard.
2. Describe in detail those internal conditions that have exerted the most impact on the College within the last five years. How has the College addressed these conditions, and what have been the resource implications?
3. Characterize faculty and staff morale at the present time. How have issues like salary compression and distribution of workload influenced faculty morale, and what other factors have had an impact? Also, describe institutional attempts to improve faculty and staff morale and the effectiveness of these attempts.
4. How do student enrollment trends affect the College? How has the College attempted to deal with enrollment changes the past five years? (Be sure to address the issue of disproportionate enrollments in Professional Studies and in Arts and Sciences.)
5. How do student body characteristics/behaviors affect the College? Describe changes in these characteristics/behaviors across the past five years and the implications of these changes for the College. Also, what attempts has the College made to address issues associated with student characteristics/behaviors?
6. Characterize the ways in which the Faculty Senate influences the functioning of the College. Describe faculty and staff involvement in the Faculty Senate, as well as on other committees across the College.
7. How do the various collective bargaining organizations affect the functioning of the College?
8. Characterize the relationship that exists between the College and ASC. How has that relationship changed over the past five year?
9. Describe the administrative structure of the College. Do the various administrative levels provide effective leadership for the institution? Explain. Do members of the administrative staff have necessary skills and assistance to perform effectively? Explain. Are lines of communication between the administration and other parts of the College open and sufficient? Explain.
10. What factors from within are most likely to influence the College in the next five years? What mechanisms are in place for dealing with these factors?

### *Charge and Questions to Technology Work Group*

Your charge is to examine the impact on the College of the dramatic changes in technology within the past five years, with an emphasis on how technology might best be used in the future to improve the College's programs and services.

1. Summarize the major technology related changes that have occurred since the last Middle States report in 1997.
2. Does the range of technology and other learning resources adequately support the programs and services being offered at the College? Describe the process for planning which resources may need to be enhanced in order to facilitate the continued growth of the institution.
3. How does the planning and management of technology resources reflect the needs of student and faculty as well as the mission, goals and objectives of the college? Are adequate fiscal resources available to support and maintain technology resources? Explain.
4. Are the facilities, personnel and technologies appropriate for the use that is expected? Are the resources accessible to all who need them in a timely manner? Please explain.
5. Describe the opportunities for faculty and staff to develop new technological skills? Are faculty and staff making use of these opportunities? Are the opportunities for development of technology skills well known within and outside the College?
6. Describe how information literacy programs are designed to increase the information competence of students, faculty and administrative staff? Does the training teach them to recognize when they have an information need, and how to evaluate and effectively utilize the information that they discover? Characterize the availability and accessibility of such programs at SUNY Cortland.
7. To what extent are technology resources actually used by students, faculty and staff? Are there adequate data on the usage of all types of technological resources? How are the data linked to the institutional planning process?
8. Describe the process for evaluating the content, procedures, and technologies of library, information, and other learning resources that sustain current programs and services?
9. Describe the use(s) of Distance Learning in the college's curricular offerings. Are Distance Learning courses available and in demand? Is there a process by which the Distance Learning programs are assessed? What are the results of the assessments carried out thus far? Has the introduction of Distance Learning had a significant effect on our educational programs, or any other program/service?

10. Describe the use(s) of SMART Classrooms in the college's curricular offerings. Are SMART Classroom available and in demand? Is there a process by which these classrooms are assessed? What are the results of the assessments carried out thus far? Has the introduction of SMART Classrooms had a significant effect on our educational programs, or any other program/service?
11. How does the College define and assess student competence in the use of technology? What are the results of such assessments?
12. What innovative uses of technology have emerged in the areas of pedagogy, scholarly, and/or creative activity?
13. What innovative uses of technology have emerged in the areas of professional services? (Be sure to consider *all* major services areas, including student affairs, institutional advancement, finance and management, enrollment management, institutional research, etc.)
8. What technology-related factors are most likely to influence the College in the next five years, including distance learning? What mechanisms are in place for dealing with these?


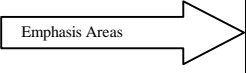
***Charge and Questions for Campus Infrastructure Work Group***

Your charge is to focus on the College's facilities and physical plant (both in Cortland and at other sites such as the outdoor education centers), including an examination of how to best plan for the challenges of the next five years related to issues such as student enrollment, faculty and staff office space, and residence hall renovation and construction.

1. How would you describe the suitability of the institution's equipment, materials and other resources necessary to support instructional programs?
2. Are instructional buildings, laboratories, computers, athletic facilities, satellite facilities (e.g. Outdoor Education Center at Raquette Lake, Hoxie Gorge, Brauer Field Station, Mohawk Valley Graduate Center, etc.), student activity buildings, and residences supportive of institutional mission and goals? Are instructional materials, libraries, audio-visual equipment and media services up-to-date and adequately supported in order to meet the needs of the institution's programs and students? Describe and evaluate the institutional planning process as it relates to updating and enhancing instructional facilities, equipment and other resources.
3. Does the planning and management of institutional infrastructure reflect the needs of student and faculty as well as the mission, goals and objectives of the college? Are adequate fiscal resources available to support and maintain the infrastructure? How does facilities planning reflect student enrollment trends and expectations?

4. Is office space suitable for administrative, advisement, research, instructional and other needs? Describe and evaluate procedures available to address reallocation of space based upon long range plans, curriculum development and enrollment changes.
5. Describe how safety, security and energy conservation policies are developed, disseminated and monitored among the campus community. What types of training and professional development activities are available to ensure understanding and compliance with safety, security and energy conservation policies and procedures?
6. What are the significant transportation and parking needs of the college? What action has been taken to attenuate past transportation and parking concerns and what planning procedures are in place to improve transportation and parking in the future?
7. Has the operation of the institution been positively affected by recent changes in facilities and the acquisition of equipment and other resources?
8. Have the facilities, equipment, and other resources improved the operations of the institution and enhanced the manner in which the institution is perceived within and outside the institution?

# Middle States Self-Study 2000 Design Matrix

 	<p><b>Academic Programs</b></p> <ul style="list-style-type: none"> <li>&gt;Professional Studies</li> <li>&gt;Arts and Sciences</li> <li>&gt;General Education</li> <li>&gt;Graduate Programs</li> <li>&gt;Athletics</li> <li>&gt;Information Resources- Computing, Library, Classroom Media Services</li> <li>&gt;International Programs</li> <li>&gt;Outreach Services</li> <li>&gt;Outdoor Education Centers</li> <li>&gt;Other Academic Affairs units- Centers, Mohawk Valley, Field Studies</li> </ul>	<p><b>Faculty and Staff</b></p> <ul style="list-style-type: none"> <li>&gt;Recruitment and Retention</li> <li>&gt;Professional Development</li> <li>&gt;Involvement in Campus Community</li> <li>&gt;Salary Inequity</li> <li>&gt;Workload Issues</li> <li>&gt;Governance</li> </ul>	<p><b>Student Affairs</b></p> <ul style="list-style-type: none"> <li>&gt;Campus Activities</li> <li>&gt;A.S.A.P.</li> <li>&gt;E.O.P.</li> <li>&gt;Residential Services</li> <li>&gt;University Police</li> <li>&gt;Recreational Sports</li> <li>&gt;Counseling &amp; Student Dev.</li> <li>&gt;Judicial Affairs</li> <li>&gt;Multicultural Affairs</li> </ul>	<p><b>Institutional Advancement</b></p> <ul style="list-style-type: none"> <li>&gt;Alumni Affairs</li> <li>&gt;Foundation Affairs</li> <li>&gt;Public Relations</li> <li>&gt;Publications and Electronic Media</li> </ul>	<p><b>Finance and Management</b></p> <ul style="list-style-type: none"> <li>&gt;Facilities &amp; Planning</li> <li>&gt;Bursar</li> <li>&gt;Human Resources</li> <li>&gt;Env. Health &amp; Safety</li> <li>&gt;Physical Plant</li> </ul>	<p><b>Enrollment Management</b></p> <ul style="list-style-type: none"> <li>&gt;Registrar</li> <li>&gt;Advisement</li> <li>&gt;Financial Aid</li> <li>&gt;Admissions</li> <li>&gt;1<sup>st</sup> Year Programming</li> </ul>
<p><b>Planning and Assessment</b></p>	<p>✓Implementation of assessment plans</p> <p>✓What's been learned/changed in programs?</p> <p>✓Are programs up-to-date, attracting students and meeting special needs?</p> <p>✓Program accreditations/certifications</p>	<p>✓Faculty/staff involvement in assessment/accreditation/certification efforts</p> <p>✓Faculty/staff "buy-in"</p> <p>✓Turn-over</p>	<p>✓Implementation of assessment plans</p> <p>✓What's been learned/changed in programs?</p> <p>✓Are programs up-to-date?</p> <p>✓Other planning processes</p>	<p>✓Implementation of assessment plans</p> <p>✓What's been learned/changed in programs?</p> <p>✓Are programs up-to-date?</p> <p>✓Other planning processes</p>	<p>✓Implementation of assessment plans</p> <p>✓What's been learned/changed in programs?</p> <p>✓Are programs up-to-date?</p> <p>✓Other planning processes</p>	<p>✓Implementation of assessment plans</p> <p>✓What's been learned/changed in programs?</p> <p>✓Are programs up-to-date?</p> <p>✓Other planning processes</p>
<p><b>Equity, Access and Diversity</b></p>	<p>✓Meeting individual student needs, including those in underrepresented groups (ethnic minority, students with disabilities)</p> <p>✓Title IX compliance</p>	<p>✓Recruitment and retention of underrepresented faculty and staff</p>	<p>✓Staffing</p> <p>✓Contributions to meeting needs of underrepresented students</p> <p>✓Campus climate issues</p>	<p>✓Staffing</p> <p>✓Other contributions</p> <p>✓Need-based scholarships</p>	<p>✓Staffing</p> <p>✓Other contributions</p> <p>✓ADA compliance</p>	<p>✓Staffing</p> <p>✓Development of enrollment plan specific to recruitment and retention of underrepresented students (ethnic minority, students with disabilities)</p>
<p><b>Intellectual Climate</b></p> <p>-Quality of Instruction</p> <p>-Campus Climate</p>	<p>✓Ways to demonstrate and improve quality of instruction and advisement</p> <p>✓Offering a range of instructional modes</p> <p>✓Other ways of contributing to intellectual climate</p>	<p>✓Use of a range of instructional modes</p> <p>✓Research and scholarly activity</p> <p>✓Professional development opportunities and training</p> <p>✓Recruitment and retention of qualified faculty and staff</p>	<p>✓Extracurricular experiences linked to credit-bearing courses</p> <p>✓Other contributions to quality of instruction</p> <p>✓Contributions to improving intellectual campus climate</p> <p>✓Effect of student behavior and socialization issues</p>	<p>✓Contributions to improving intellectual campus climate</p> <p>✓Funding for faculty development</p>	<p>✓Contributions to improving intellectual campus climate</p>	<p>✓Contributions to improving intellectual campus climate</p>
<p><b>Technology</b></p>	<p>✓Do students demonstrate computer literacy?</p> <p>✓Infusion of technology into curricular programs</p> <p>✓Non-traditional modes of instruction (distance learning)</p> <p>✓Staff training</p>	<p>✓Use in courses</p> <p>✓Use of distance learning and SMART classrooms</p> <p>✓Other instructional uses of technology</p>	<p>✓Incorporation of technology into services and operations</p> <p>✓Staff training</p> <p>✓Innovative uses</p>	<p>✓Incorporation of technology into services and operations (web)</p> <p>✓Staff training</p> <p>✓Innovative uses</p>	<p>✓Incorporation of technology into services and operations</p> <p>✓Staff training</p> <p>✓Innovative uses</p>	<p>✓Incorporation of technology into services and operations</p> <p>✓Staff training</p> <p>✓Innovative uses</p>
<p><b>Institutional Context</b></p> <p>-Internal</p> <p>-External</p>	<p>✓External mandates (SED, NCATE, SUNY)</p> <p>✓Accommodating enrollment growth</p>	<p>✓Salary inequity</p> <p>✓Workload issues</p> <p>✓Governance</p> <p>✓Faculty and Staff involvement growth</p>	<p>✓Community relations</p> <p>✓Student behavior/socialization</p> <p>✓Accommodating enrollment</p>	<p>✓Development and implementation of Capital Campaign</p> <p>✓Community relations</p> <p>✓Accommodating enrollment</p>	<p>✓Expansion of College's resource base in light of shrinking State resources</p> <p>✓External mandates- PBBA</p> <p>✓Community relations</p> <p>✓Accommodating enrollment growth</p>	<p>✓Achieving a more balanced enrollment between Schools</p> <p>✓Accommodating enrollment growth</p>
<p><b>Infrastructure</b></p>	<p>✓Suitable instructional facilities</p> <p>✓Outdoor education centers</p>	<p>✓Adequate office space</p> <p>✓Faculty/staff center</p>	<p>✓Alumni house</p> <p>✓Recreation Center</p> <p>✓Renovation of residence halls</p> <p>✓Student Union</p>	<p>✓Alumni house</p>	<p>✓Facilities (+MAF)</p> <p>✓Parking</p> <p>✓Transportation</p> <p>✓Master plan progress</p>	<p>✓Campus attractiveness and facilities related to student recruitment</p>

## **V. Outcome Assessment Practices**

According to *Frameworks for Outcomes Assessment*, "The fundamental purpose of assessment is to examine and enhance an institution's effectiveness, not only in terms of teaching and learning, which rest at the heart of the mission at colleges and universities, but also the effectiveness of the institution as a whole." As stated in *Designs for Excellence*, the Commission on Higher Education "expects all institutions to demonstrate that they have or are developing guidelines and procedures for assessing overall institutional effectiveness, giving primary attention to the assessment of student learning outcomes."

At SUNY Cortland all academic departments have been required to develop and implement an outcomes-based assessment plan following a set of procedures developed by the College Assessment Committee. Similar procedures were established by that same committee during the 1999-2000 academic year for the College's support and service units. At SUNY Cortland, primary responsibility for coordinating assessment activity, providing relevant institutional reports, and assisting units with their assessment initiatives is the Office for Institutional Research and Assessment.

In preparation for the Middle States Self-Study, the President's Cabinet has announced that all departments and units shall have completed at least one full round of assessment no later than Fall 2001. Upon completion of a self-study round, departments and units will provide final reports and present their findings to a group made up of the President's Cabinet and other administrators, faculty, and staff. These reports and presentations in addition to the existing inventory of institutional reports and studies will serve as a rich source of information in preparing the institutional self-study during the Fall 2001 semester, and will be available to the Middle States visiting evaluation team.

Whenever appropriate, existing data and reports will be made available to the relevant individual or group, and each person or group preparing reports will be expected to identify all data elements that have been utilized. Moreover, any recommendations made by persons or groups preparing reports must be supported by documented findings. A comprehensive data file listing and the data files themselves will be provided to the Middle States evaluation team.

If data do not exist for a particular individual or group preparing a report, it may be necessary to collect additional information from the campus community. The Middle States Steering Committee must approve beforehand any such activity, and this committee will coordinate data collection efforts in order to minimize redundancy as well as reduce the likelihood that the campus is overwhelmed by these efforts. Individuals and groups collecting additional information must also follow guidelines developed by the Steering Committee for administering surveys as well as for analyzing data. The Office of Institutional Research and Assessment will also provide assistance in the administration of any additional evaluation tools and the analysis of data.

## **VI. Preliminary Inventory of Research Reports and Support Documents**

### General

Institutional Self-Study (prepared for Middle States Association) (February 1992)  
Report of the Commission on Higher Education of the Middle States Association of Colleges and Schools to SUNY College at Cortland (April, 1992)  
SUNY Cortland Follow-Up Reports to Commission on Higher Education, 1993, 1994, 1995  
SUNY Cortland Periodic Review Report (June, 1997) Prepared for the Middle States Association of Colleges and Schools Commission on Higher Education  
Final Report - The Review and Restructuring Process (RRP), SUNY Cortland (July, 1996)  
Long Range Plan (1998-99, 1997-1998, 1996-1997)  
Cortland Master Plan Update (December, 1996)  
Faculty Senate Annual Report (1999-2000, 1998-1999, 1997-1998, 1996-1997)  
SUNY Cortland College Handbook (2000 - 2002, 1998 - 2000, 1996 - 1998)  
SUNY Cortland Research Review (1999-2000)  
SUNY Cortland Catalog (2000-2001, 1998 - 2000, 1996 - 1998, 1995-1996)  
Annual Reports and Assessment Plans for all departments and units  
Title III Grant Proposal (2000)  
SUNY Student Opinion Survey Institutional Summary Report (1997)  
SUNY Alumni Opinion Survey (1999)  
Graduate Surveys - Career Services (Class of 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000)  
Five-year Follow-up Graduate Survey (Class of 1990, 1991)  
*Bulletin* - biweekly campus newsletter (copies from most recent year)  
*Dragon Chronicle* - student newspaper (copies from most recent year)  
*Columns* - Alumni newspaper (copies from most recent year)  
*President's Update* (copies from most recent year)  
Minutes from the Faculty Senate (copies from most recent year)  
State University of New York Policies of the Board of Trustees, July 1998  
SUNY Board of Trustees web page ([http://www.sysadm.suny.edu/System\\_Links/system\\_links.html](http://www.sysadm.suny.edu/System_Links/system_links.html))  
Middle States Commission on Higher Education *Characteristics of Excellence in Higher Education* (standards for accreditation) 1994  
Middle States Commission on Higher Education *Designs for Excellence* (Handbook for Institutional Self-Study), 7<sup>th</sup> edition, 2000  
Middle States Commission on Higher Education *Frameworks for Outcomes Assessment*, 1996  
Agreement between the State of New York and United University Professions (7/2/99 - 7/1/2003)  
CSEA Contract (1999 - 2003)

#### Academic Programs

Accreditation Reports from various departments and offices  
    Department of Recreation and Leisure Studies  
    Student Health Services  
S.E.D. Application Report (2000)  
General Education Assessment Report (Spring 2000)

#### Enrollment Management

Report and Recommendations Based on Inquirer and Admitted Student Surveys (by George Dehne and Associates) (October, 1997)  
Executive Summary - Enrollment Management Program Analysis (by Noel-Levitz) (December, 1996)  
President's Task Group: Recruitment and Retention of Ethnic Minority Students

#### Faculty/Staff

Search Procedure Manual  
Affirmative Action Plan  
Numerous materials and handouts available at Human Resources Web site  
(<http://www.cortland.edu/hr/>)  
Affirmative Action Committee Recommendations for Faculty and Staff Recruitment

#### Student Affairs

Teacher Recruitment Days Employer Surveys/Event Analysis (1995-2000)  
Evaluation surveys for Judicial Hearings and Disciplinary Conferences  
Prevention Programming evaluations  
Justice Selection and Training Evaluations  
ACU-I/EBI Survey Results  
Sports School Feedback Survey  
Student Health Services Utilization Statistics (copies for every semester)  
Student Health Services Satisfaction Surveys (copies for every semester)  
Campus-wide Survey on Student Health Services (1995, 1999)  
Quality Assurance Study of Students using Emergency Room/Other Providers within 72 hours of Student Health Service  
Quality Assurance Study of Laboratory Test Results (Student Health Services)  
Proficiency Testing through the American Academy of Family Practice Report  
Student Health Service Survey (Spring 1995, Spring, 1999)  
National College Health Risk Behavior Survey (Spring 1996, Spring 1999)  
CORE Alcohol and Other Drug Survey (Fall 1996, Spring 1999)  
Peer Health Advocacy Survey (Spring 1997)  
National College Health Assessment (Spring 2000)  
Student Perceptions Survey (attitudes/opinions re: sexual assault issues) (Spring 2000)  
National College Health Risk Assessment  
Substance Abuse Subtle Screen Inventory (SASSI)  
Student Disability Services Database  
Student Disability Services Student Satisfaction Survey  
Student Disability Services Faculty Survey (available soon)  
SUNY Utilization Report (Residential Services)  
Resident and Resident Assistant Survey through the Association of College & University Housing Officers - International (ACUHO-I) (last 2 years)  
ACUHO-I Bench-marking Survey  
Dormitory Authority Property Report (last 3 years)  
Room Selection Process Exit Survey  
Residence Hall Director Orientation Survey

Student Staff Orientation Evaluation  
Staff Development Survey  
Resident Assistant In-Service Experience Evaluation  
Community Council Officer  
Resident Assistant Recruitment/Selection Process Evaluation  
Educational Opportunity Programs Enrollment Reports (summer, fall, spring)  
Educational Opportunity Programs Summer Program Final Report/Final Expenditure Report for  
a Federal or State Project Fs-10

#### Institutional Advancement

Capital Campaign Internal Readiness Study, Barnes & Roche, Inc., Rosemont, PA, May 1998  
The Campaign for Cortland, Cortland College Foundation, Inc. May 2000 (Case Statement)  
Long Range Plan, Cortland College Alumni Association, Fall 1999  
*Columns* Readership Survey Report, February 2000 (Quality Improvement Team report)

#### Finance and Management

Audit Report (1999) and College Response  
Budget Allocation Reports  
Uniform Revenue Account System - Quarterly Reports  
IPEDS Report for Fiscal Year 98/99 (most recent report received from SUNY)  
Travel Guidelines  
Purchasing Guidelines  
Research Guidelines - Project Director-s Guide  
AWho We Are@ Brochure(Facilities Management)  
PESH Investigation Narrative, 1999  
DEC Inspection of Hazardous Waste, 1998  
Environmental Audit for Raquette Lake, 1997-99  
Environmental Audit for Cortland, 1997-99  
Environmental Audit for Brauer Field Station  
SPCC for Campus  
SPCC for Raquette Lake  
NYS Tonic Release Inventory for Brauer Field Station, 1997-99  
NYS Tonic Release Inventory for Raquette Lake, 1997-99  
NYS Tonic Release Inventory for Campus, 1997-99  
Hazardous Waste Report, 1997-99  
Hazardous Waste Regulatory Fee, 1998-00  
Fire Life Safety Inspection for Campus, 1997-99  
Fire Life Safety Inspection for Brauer Field Station, 1997-99  
Fire Life Safety Inspection for Raquette Lake, 1997-99  
EPA Multimedia Inspection/Compliance Audit  
Traffic Circulation Study, 1998  
Underground Utilities Survey, 1998  
ADA Master Plan  
Current Five Year Capital Improvement Plan, 1998-03  
Next Five Year Capital Improvement Plan, 2003-08

Program Study; Brockway Hall, 1997  
Program Study; Cornish Van Hoesen, 1998  
Residence Hall Condition Survey, 2000  
Parking Sub-Committee Report, 1999  
Residential Five Year Capital Improvement Plan, 1999  
Physical Plant's Annual Customer Survey, 1998, 1999  
Annual Energy Consumption Report for the Campus  
Equipment Inventory Report for the Campus, 2000  
Physical Plant Department Operational Policies and Procedures  
Search Procedure Manual  
Numerous materials and handouts available at Human Resources Web site  
(<http://www.cortland.edu/hr/>)

#### Assessment and Planning

Long Range Plan (1998-99, 1997-1998, 1996-1997)  
Annual Reports and Assessment Plans for all departments and units  
General Education Assessment Report (Spring 2000)

#### Equity, Access and Diversity

Report of Committee on Status and Education of Women (May, 1997)  
Minority Task Force Report  
Adult Learning Task Force Report  
Title IX Compliance Report  
Affirmative Action Plan  
President's Task Group: Recruitment and Retention of Ethnic Minority Students  
Affirmative Action Committee Recommendations for Faculty and Staff Recruitment  
Student Disability Services Database  
Student Disability Services Student Satisfaction Survey  
Student Disability Services Faculty Survey (available soon)  
Educational Opportunity Programs Enrollment Reports (summer, fall, spring)  
Educational Opportunity Programs Summer Program Final Report/Final Expenditure Report for  
a Federal or State Project Fs-10

#### Intellectual Climate

SUNY Cortland Research Review (1999-2000)  
CORE Alcohol and Other Drug Survey (Fall 1996, Spring 1999)

#### Technology

#### Institutional Context

S.E.D. Application Report (2000)

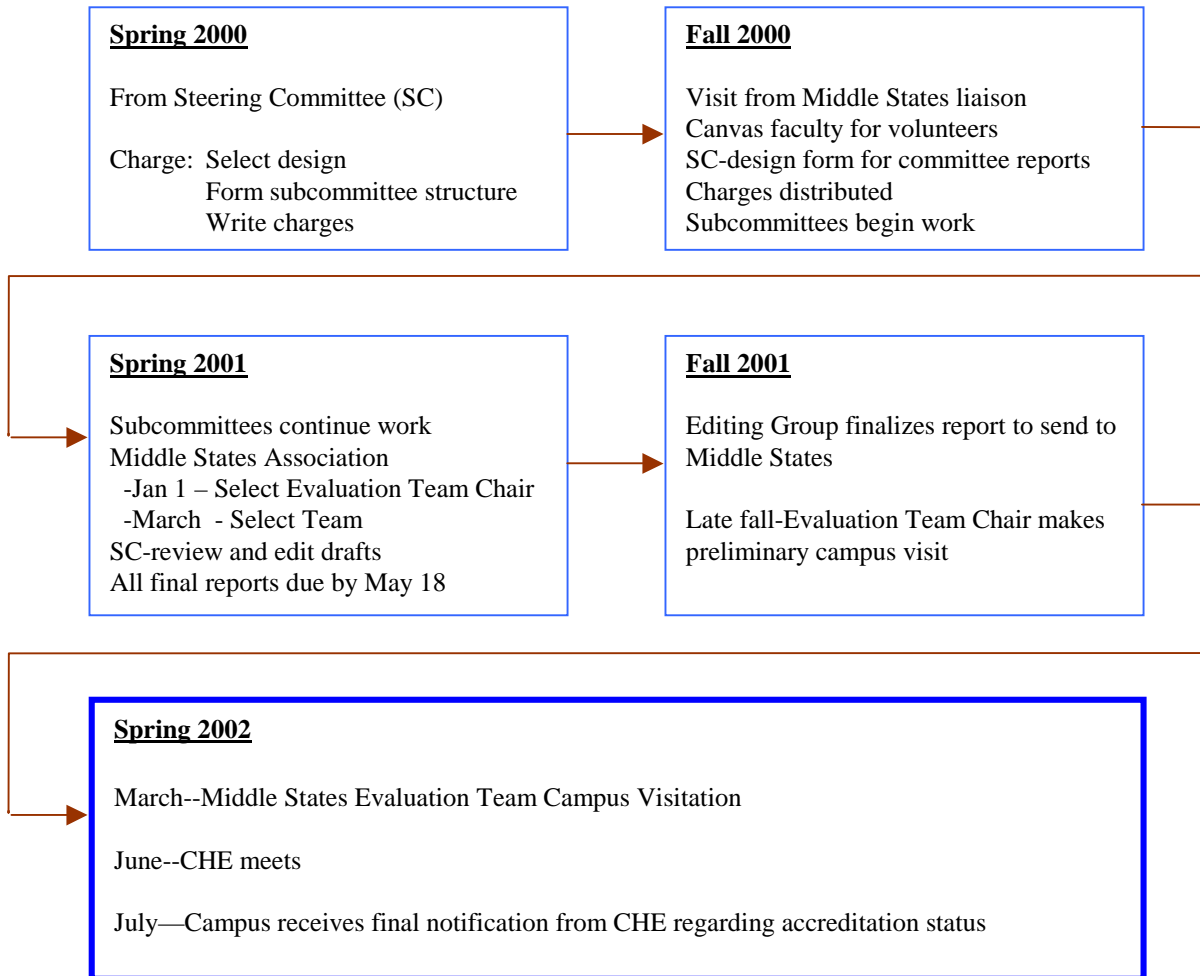
#### Campus Infrastructure

ADA Master Plan  
Current Five Year Capital Improvement Plan, 1998-03

Next Five Year Capital Improvement Plan, 2003-08  
Program Study; Brockway Hall, 1997  
Program Study; Cornish Van Hoesen, 1998  
Residence Hall Condition Survey, 2000  
Parking Sub-Committee Report, 1999  
Residential Five Year Capital Improvement Plan, 1999  
Physical Plant's Annual Customer Survey, 1998, 1999  
Annual Energy Consumption Report for the Campus  
Equipment Inventory Report for the Campus, 2000  
(also refer Finance and Management list)

(To date, this inventory is still being compiled)

## VII. Self-Study Time Table



## VIII. Editorial Style and Format of Final Report

### Guidelines for Preparing Middle States Self-Study Report

As you prepare your report, please keep in the mind that you (or your group) are submitting only one small section of the entire report. Since the campus is limited to 200 total pages in the final self-study report, it is important that you follow some strict guidelines, with respect to length and adherence to the enclosed outline. The Commission of Higher Education has made some suggestions:

*Subcommittees should be urged to present findings, conclusions, and recommendations in a coherent, concise, and objective manner; to avoid jargon; and to utilize compatible technological applications for assembling and processing the document... The final self-study report should be a concise and readable, but substantial, document to be used by its principal readers, the campus community. The audience includes, for example, faculty members, students, trustees, administrators, alumni, parents, employers, neighbors, and for publicly-funded institutions, legislative representatives.*

With this in mind, please adhere to the following guidelines and deadlines:

1. Does the report conform to **Microsoft Word** format, utilizing font type **Times New Roman, 12-pitch** with **1 inch margins** on all sides with a maximum length of **10 pages (unless specified otherwise in your letter of charge), double-spaced**?
2. Does the report incorporate the following headings?  
Centered Upper and Lower Case (Level 1)  
Flush Left, Underlined, Upper and Lower Case (Level 2)  
Indented, underlined, upper and lower case ending with a period. (Level 3)
3. Have you incorporated data in the description and/or analysis sections? (**Please notify the Middle States Steering Committee before collecting new data.**)
4. Is the report written with the principal readers in mind?
5. Does the report contain substance with brevity? If not, then edit it to remove any unnecessary verbiage.
6. Does the report contain recommendations for improvement?

In addition to submitting a hard copy of your report, you should also provide a copy on disk, or you may submit it electronically.

Deadlines: Draft 1 - Between March 19 - April 16 (Stagger committee dates)  
Final Draft - Between May 1 - 18 (Stagger committee dates)

## Outline for Final Reports - Comprehensive Portion

### I Brief Description

- A. Programs, Functions, Services
  - 1. Clear statement of goals/objectives
  - 2. Brief history
  - 3. Modes of assessment that are in place
- B. Resources
  - 1. Human
  - 2. Fiscal
  - 3. Physical

### II Analysis

- A. Congruence Between College Mission and Program Goals
- B. Assessment of Programs, Functions, Services
  - 1. What is evidence that goals are being/not being achieved?
  - 2. How have programs been revised based on assessment findings?
  - 3. Statement of strengths, weaknesses, and problems
- C. Resources
  - 1. Adequacy of resources
  - 2. Cost effectiveness of resources
- D. Relationship to Self-Study Special Emphasis Areas
  - 1. How do programs address issues of equity, access, and diversity?
  - 2. How do programs contribute to the campus= intellectual climate?
  - 3. How has technology been applied to advance programs?
  - 4. How have internal and external contextual factors affected functions and services?
  - 5. How have campus constructions and renovation affected functions and services?

### III Recommendations

- A. Alternative Approaches That Might Lead to Solutions
- B. Short- and Long-term

**IX. Proposed Outline for the Final Report**

Table of Contents .....  
Executive Summary .....  
Acknowledgments.....  
College Council and Administration .....  
Steering Committee and Work Group Members of the Middle States Self Study .....

Chapter 1: Introduction .....

Chapter 2: Overview of the College .....

The Self-Study: The Comprehensive Component

Chapter 3: Academic Programs .....

- School of Professional Studies
- School of Arts and Sciences
- General Education
- Graduate Studies and Outreach
- Intercollegiate Athletics
- Field Studies
- Information Resources
- The Library
- Sponsored Programs
- Institutional Research and Assessment
- International Programs
- Outdoor Education Centers
- Center for the Advancement of Technology in Education
- Off-Campus Programs
- Analysis of Strengths and Weaknesses
- Recommendations

Chapter 4: Enrollment Management .....

- Admissions
- Financial Aid
- Registrar
- Advisement and First-Year Programming
- Analysis of Strengths and Weaknesses
- Recommendations

Chapter 5: Faculty and Staff .....

- Recruitment and Retention
- Professional Development
- Involvement in the Campus Community
- Salary inequity
- Workload issues
- Governance
- Analysis of Strengths and Weaknesses
- Recommendations

Chapter 6: Student Affairs .....

- Campus Activities
- Academic Support and Programs
- Educational Opportunity Program
- Residential Services
- University Police
- Recreational Sports
- Student Development Center
- Judicial Affairs
- Multicultural Affairs
- Analysis of Strengths and Weaknesses
- Recommendations

Chapter 7: Institutional Advancement .....

- Alumni Affairs
- Foundation
- Public Relations
- Publications and Electronic Media
- Analysis of Strengths and Weaknesses
- Recommendations

Chapter 8: Finance and Management.....

- Fiscal Affairs
- Bursar
- Facilities Management
- Environmental Health and Safety
- Physical Plant
- Human Resources
- Analysis of Strengths and Weaknesses
- Recommendations

## The Self-Study: The Special Emphasis Areas

### Chapter 9: Planning and Assessment.....

Description of Planning and Assessment Initiatives  
Analysis  
Recommendations

### Chapter 10: Equity, Access and Diversity .....

Description  
Analysis with Strengths and Weaknesses  
Recommendations

### Chapter 11: Intellectual Climate .....

Description  
Analysis with Strengths and Weaknesses  
Recommendations

### Chapter 12: Technology.....

Description  
Analysis with Strengths and Weaknesses  
Recommendations

### Chapter 13: Institutional Context.....

Internal Context  
Description  
Analysis with Strengths and Weaknesses  
Recommendations

External Context  
Description  
Analysis with Strengths and Weaknesses  
Recommendations

### Chapter 14: Infrastructure .....

Description  
Analysis with Strengths and Weaknesses  
Recommendations

Chapter 15: Conclusions, Recommendations and Strategies for Implementation.....

    Conclusions  
    Recommendations and Implementation Strategies

Glossary .....

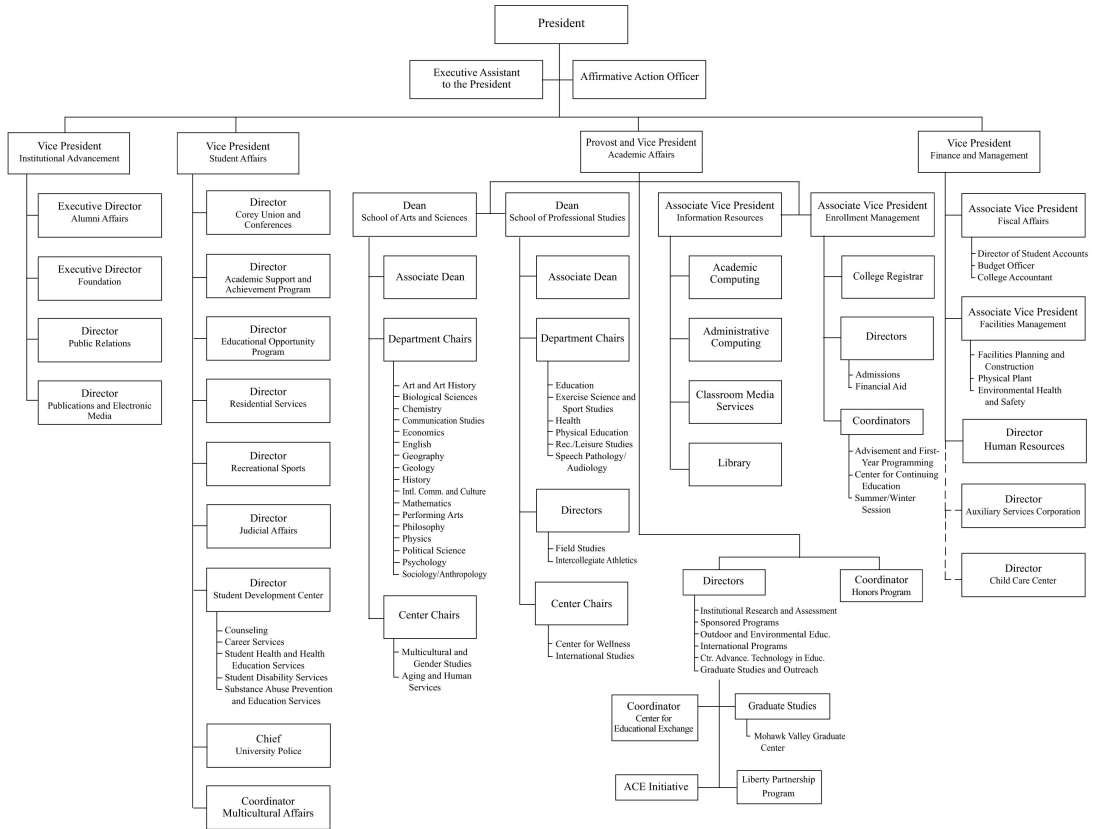
## **X. Profile of the Evaluation Team**

The Middle States Steering Committee believes that the College will benefit most from the reaccreditation process if the evaluation team is comprised primarily of individuals who are familiar with SUNY Cortland's institutional Atype@ as well as with some of the issues the College is focusing on in its self-study. Specifically, it would be ideal if the evaluation team included members who were:

- \$ From mid-sized comprehensive public institutions that are part of a university system;
- \$ Knowledgeable about institutions that have a robust teacher education program, a solid liberal arts tradition, and a strong Division III athletics program; and,
- \$ Capable of evaluating and providing feedback regarding the status of SUNY Cortland's technology initiatives, diversity efforts, and facilities management, renovation, and construction.

APPENDIX A  
SUNY Cortland Organizational Chart

# SUNY CORTLAND ORGANIZATIONAL CHART



**APPENDIX B**  
**Memorandum from President Taylor**  
**Inviting Participation in Self-Study**

To: Faculty and Professional Staff  
From: Judson H. Taylor, President  
Date: September 20, 2000  
Re: Participation in Middle States Reaccreditation Process

As you may know, SUNY Cortland has begun the process for gaining regional reaccreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools. The College is required to submit an institutional self-study report to the Commission early in the Spring 2002 semester. An on-site accreditation team will visit the campus later in that semester to verify and clarify information provided in that report. This team will also produce its own evaluative report to Middle States, including its recommendations regarding the College's reaccreditation status.

The reaccreditation process is a means of self-regulation and peer review conducted by the higher educational community, and it is intended to strengthen and sustain the quality and integrity of the College, making it worthy of public confidence. While this process is mandated, the self-study itself is largely an internal process that can help us understand ourselves and get better at what we do, as long as we take the process seriously and ask the right questions.

The Middle States Steering Committee is comprised of the following members: Joy Hendrick, exercise science and sport studies (Faculty Chair); William Sharp, provost; Patricia Francis, president's office; Joseph Governali, health; Jerome O-Callaghan, political science (on leave Fall 2000); Robert Ploutz-Snyder, institutional research and assessment; John Shirley, career services; and Robert Spitzer, political science (Fall 2000 only). This group began its important work in February 2000.

According to the self-study design developed by the Steering Committee and approved by the President's Cabinet, the self-study will take a comprehensive look at the College, meaning that all units will undergo some level of review. In addition, there will be six emphasis areas which will be reviewed very closely and from different perspectives across the College. These areas, accompanied by brief descriptions, are listed below:

- \$ **Planning and Assessment** - to focus on the College's various planning and assessment initiatives, especially in the past five years, with an emphasis on the outcomes of those initiatives and changes made in programs and services as a result of assessment findings.
- \$ **Equity, Access, and Diversity** - to include an examination of all College efforts related to increasing diversity in our student, faculty and staff populations, to providing equal access to the College's programs and services to all its constituents, and to creating a comfortable and enriched environment for all members of the campus community

- \$ **Institutional Context** - to focus on contextual factors that affect the College's programs and services, including both internal (e.g., faculty/staff salaries, governance structure) and external (e.g., System Administration mandates, accreditation and certification requirements) factors
- \$ **Intellectual Climate** - to include an examination of the multiple factors that affect the campus as a teaching and learning environment, such as the use of new pedagogies, the availability of faculty development opportunities, and student behavior in and out of the classroom
- \$ **Technology and its Applications** - to examine the impact on the College of the dramatic changes in technology within the past five years, with an emphasis on how technology might best be used in the future to improve the College's programs and services
- \$ **Campus Infrastructure** - to focus on the College's facilities and physical plant (both in Cortland and at other sites such as the outdoor education centers), including an examination of how to best plan for the challenges of the next ten years related to issues such as student enrollment, faculty and staff office space, and residence hall renovation and construction

The reviews of these special emphasis areas will be conducted primarily by six work groups that represent a multiplicity of constituencies from across the College. These groups will begin their work during the Fall 2000 semester and conclude by June 2001, with a report of approximately 10-15 pages.

I hereby invite faculty and professional staff members to assist the reaccreditation effort by volunteering to serve on one or more of the six work groups. Actual work will not begin until around the end of October 2000, coinciding with the completion of the long range planning action plan process. Commitment to serve on these work groups will provide a deeper understanding of institutional purposes and functions. Group members will be making a significant contribution to the long term health of the College.

Please indicate your willingness to serve by completing and returning the enclosed form to Joy Hendrick, Exercise Science and Sport Studies, PER, no later than **Monday, October 9**.

## Middle States Reaccreditation Work Groups

Yes, I am interested in serving on the Middle States Work Group(s) indicated below.

I would be willing to serve on more than one work group.

Name: \_\_\_\_\_ Dept./Unit:

Campus address: \_\_\_\_\_ Email:

Please indicate your **first and second choice** for work groups by writing **1<sup>st</sup>** or **2<sup>nd</sup>** in the box preceding your choices (refer to the accompanying letter for a description of each area).

**Planning and Assessment**

**Equity, Access, and Diversity**

**Institutional Context**

My interest lies more with: (check one)

INTERNAL context issues

EXTERNAL context issues

**Intellectual Climate**

**Technology and its Applications**

**Campus Infrastructure**

**Thank you for your interest in this very important College endeavor. You will be contacted soon regarding the work group(s) to which you've been assigned.**

**Return form TODAY to Joy Hendrick in the Park Center.**

*Deadline for committee sign-up is Monday October 9, 2000.*

APPENDIX C  
Questionnaire to Department Chairs

**State University of New York College at Cortland  
Department Questionnaire**

Department \_\_\_\_\_

**Curriculum Issues (Undergraduate Programs Only)**

1. To what extent are the following integrated into the curriculum in your academic programs?

	<b>Heavily Used</b>	<b>Modestly Used</b>	<b>Little Used</b>
Student Use of Computers	_____	_____	_____
SMART Classrooms	_____	_____	_____
Distance Learning	_____	_____	_____
Other Audio/Visual Aids	_____	_____	_____

Please give specific examples of each of these uses.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Does the department curriculum include the following?

Student Teaching Experiences	Yes___	No___
Internships	Yes___	No___
Service Learning	Yes___	No___
Other Field Experiences	Yes___	No___

If yes, please describe.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe any innovative or experimental aspects of your curriculum.

\_\_\_\_\_  
\_\_\_\_\_  
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4. Describe any **departmental** efforts that attempt to improve students' writing skills. Also, describe results of those efforts if they have been evaluated in any way.

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5. Describe any **departmental** efforts that attempt to improve students' technology skills. Also, describe results of those efforts if they have been evaluated in any way.

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6. Describe any **departmental** efforts that attempt to improve students' information literacy skills. Also, describe results of those efforts if they have been evaluated in any way. (For a discussion of information literacy, see <http://www.ala.org/acrl/ilstandardlo.html>).

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7. In what ways do your curricular offerings reflect the College Mission Statement?

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8. Has your department in the last 5 years compared your curriculum programs with those at similar institutions?  
Yes \_\_\_ No \_\_\_ If yes, describe the results of the comparison(s).

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9. Describe ways that your programs relate to or support other programs in the your own school. In what ways do your programs relate to or support programs in the other school?

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10. Has your department taken into consideration local or regional needs and resources in formulating your curriculum offerings? Yes \_\_\_ No \_\_\_ If yes, please explain.

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11. Is there a regular schedule for reviewing your curriculum? Yes\_\_\_ No\_\_\_ If yes, describe that schedule.

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12. Has your curriculum been reviewed, in whole or in part (concentrations, major and/or minor programs), in the last 5 years? Yes\_\_\_ No\_\_\_ If yes, describe any changes that were made in your curriculum as a result of that review.

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13. Describe your **department's** procedures for adopting new courses, changing courses, and eliminating courses from the curriculum. What factors shape these decisions? In particular, what role do enrollment data play in these decisions?

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14. What changes have occurred in your curricular offerings during the last five years related to the College's General Education program?

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15. Describe off-campus curricular offerings as well as procedures for monitoring and reviewing these offerings. Be sure to address how these procedures are similar to and different from the review of on-campus offerings.

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16. Describe the major outcome measures that are incorporated into your departmental assessment plan, being sure to include student learning outcome measures. What are the major conclusions you have reached to this point regarding

the impact of your program on these measures? Also, what specific changes have you made in your program as a result of these findings?

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17. How do your programs specifically address the needs of underrepresented students (e.g., racial/ethnic "minority," women, non-traditional, disabled, gay/lesbian)? In particular, describe any attempts to diversify your curriculum with respect to multicultural issues.

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18. Describe opportunities for scholarly activity and independent study for students in your undergraduate program. To what extent do these students participate in research?

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19. Describe and analyze the enrollment changes that have taken place in your course offerings across the last 5 years. (Complete enrollment data for that time period are available in your Dean's office for you to review.)

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20. Describe and analyze the changes that have taken place in your program enrollments and degrees granted from your program(s) across the last 5 years. (Complete program enrollment and degrees granted data for that time period are available in your Dean's office for you to review.)

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## Personnel Issues

1. Provide in an attachment the following information profile for faculty in your department at present (being sure to distinguish between full- and part-time): distribution by rank, degrees, length of service, percentage tenured, salary, number of women and racial/ethnic "minority."

2. Provide the following information for full-time faculty who left your department during the past 5 years.

Year	Number of Departing Faculty	Reason(s) for Departure
1995-96	_____	_____
1996-97	_____	_____
1997-98	_____	_____
1998-99	_____	_____
1999-00	_____	_____

Of those faculty who left your department, how many were replaced \_\_\_\_\_

If faculty were not replaced, explain why.

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3. Please fill in the following grid with respect to the number of full-time, part-time, and total faculty in your department for the years indicated.

Faculty Group	Fall 1995	Fall 2000
Full-time faculty		
Part-time faculty		
Total faculty		

4. Compared to five years ago, what percentage of your courses are being offered by part-time faculty? Describe the impact of any changes in this figure on your programs or department.

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5. Describe the process **within your department** that governs recruitment and hiring, attending specifically to the formation and composition of your department search committees. Who exercises overall control of the search process? Also, who has input into this process? (If these processes vary for full-time and part-time faculty or staff, be sure to describe the separate processes.)

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6. What special strategies (i.e., beyond those outlined by the College's Affirmative Action program) have you followed in attempting to **recruit and hire** women, people of color, and persons from other underrepresented groups in your department?

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7. Describe any strategies your department has developed and implemented in an attempt to **retain** faculty, including special efforts directed toward women, people of color, and persons from other underrepresented groups.

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8. Describe how the College's criteria for renewal, promotion and tenure are applied in making personnel decisions in your department. In particular, be sure to address the relative weight that is given to teaching, scholarly activity and service. Also, are faculty in your department well-informed of these criteria and weights? Explain.

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9. Describe your procedures for evaluating part-time faculty members.

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10. How does your department encourage faculty to engage in activities that serve the larger College community (e.g., participation in the GE program, long range planning, doing interdisciplinary work). To what extent do your faculty engage in such activities?

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11. To what extent are faculty in your department involved in the community? Please provide examples of this involvement.

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12. What opportunities and incentives for scholarly activity exist in your department?

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13. How regularly are courses and instructors evaluated in your department?

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14. Describe the procedures you follow in evaluating courses and instructors, attending in particular to the role of student input.

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15. How is information yielded by course and instructor evaluations utilized in your department?

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16. Provide a **complete** listing of all measures and materials used in your department to assess teaching effectiveness.

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6. Describe your department's schedule for evaluating your graduate courses and instructors.

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7. Describe the procedures you follow in evaluating graduate courses and instructors, attending in particular to the weight that is given to student input.

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8. How is information yielded by course and instructor evaluations of your graduate courses utilized in your department?

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9. Provide a **complete** listing of all measures and materials that are used in evaluating your graduate courses and instructors.

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10. Does your department offer off-campus graduate courses? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, describe how those courses are monitored and reviewed.

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11. Describe the extent to which different formats are used in your graduate courses (e.g., lecture, seminar, field placements, distance learning).

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12. Describe any benefits and/or problems that result from the fact that your department offers courses for

graduate credit.

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*Questions 13-22 apply only to departments that offer graduate degree programs.*

13. Has your department in the last 5 years compared your graduate programs with those at similar institutions? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, describe the results of the comparison(s).

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14. Is there a regular schedule for reviewing your graduate program? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, describe that schedule.

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15. Has your graduate program been reviewed, in whole or in part, in the last 5 years? Yes\_\_ No \_\_\_\_\_  
If yes, describe any changes that were made in your graduate program as a result of that review.

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16. Describe **off-campus** graduate programs as well as procedures for monitoring and reviewing those programs. Be sure to address how these procedures resemble and differ from the review of on-campus programs.

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17. How does your graduate program address the needs of underrepresented students (e.g., racial/ethnic "minority," women, non-traditional, disabled, gay/lesbian)? Describe any attempts to diversify your curriculum with respect to multicultural issues.

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18. Describe opportunities for scholarly activity and independent study for students in your graduate program. To what extent do these students participate in research?

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19. Describe the adequacy of College resources in maintaining a graduate program, with respect to staffing,



1. Does your department engage in any cooperative work with units of other institutions? (Consider both educational and other types of institutions.) Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, describe.

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2. Does your department have club(s) and/or honor organizations for students? Yes \_\_\_ No \_\_\_\_\_  
If yes, list and explain if appropriate.

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3. Describe opportunities provided by your department, or by students associated with your department, for less formal interactions between faculty and students.

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4. Explain, from the perspective of your department and/or discipline, how the campus environment has a **positive** influence on learning.

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5. Explain, from the perspective of your department and/or discipline, how the campus environment has a **negative** influence on learning.

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6. Approximately how often does your faculty meet as a department? \_\_\_\_\_  
On the average, what percentage of your faculty attend these meetings? \_\_\_\_\_

7. List the standing or working committees within your department and explain how the committee membership is determined.

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8. What is the average weekly credit-hour teaching load for faculty in your department? (If this figure varies for the two semesters of an academic year, give the average for the two terms.) \_\_\_\_\_

9. If there have been during recent years any variations in weekly credit-hour teaching loads among the

faculty of your department, explain the basis for the variations.

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10. What factors determine teaching load within your department?

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11. On the average, what percentage of your faculty have released time for a given semester? For what purposes is released time given? Who determines which faculty receive released time?

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12. Describe faculty morale, and the major influencing factors, within your department.

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13. Explain if there has been a change in faculty morale across the past 5 years, and reasons for this change.

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14. Are leave policies (sabbatical, sick, disability, other) of the College and the University adequate to serve faculty in both a professional and a personal sense? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain.

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15. In general, are there adequate opportunities within the College and the University for faculty professional development (including travel)? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

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16. Is there among faculty of your department general satisfaction with the salary and benefits provided to

faculty and professional staff during the last 5 years? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

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17. Describe the adequacy of equipment and facilities and the recent history of provision of equipment needed to carry out the work of your department.

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18. Describe other resource needs your department has experienced in the past five years.

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19. Overall, what contextual factors internal to the institution (e.g., salary, morale, governance structure, college procedures and policies, student characteristics) have had the most impact – positive or negative – on your department or program within the last 5 years?

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20. Overall, what contextual factors external to the institution have had the most impact – positive or negative – on your department or program within the last 5 years?

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21. How would you characterize the intellectual climate of the College? What factors have the most impact –

both positive and negative – on this climate?

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22. Describe in some detail how the campus infrastructure is having an impact on your department and programs. What do you see as the biggest area of need for your department and programs with respect to campus infrastructure over the next few years?

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