

**Syracuse University
Institutional Self-Study Design Plan**

Submitted to:

Middle States Commission on Higher Education

www.msche.org

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Institutional Overview

When James Roscoe Day became Syracuse University's fourth Chancellor in 1893, he said upon his arrival, "I see in my mind's eye a great university on the Hill. Instead of three colleges, I see a dozen colleges. Instead of several buildings, I see a score of buildings." The University was barely into its second decade, but spurred by Day's compelling vision, it launched a building boom that would substantially reshape both the physical and the intellectual landscape of the University in the ensuing decades. The expansion that started during Chancellor Day's tenure marked the start of Syracuse University's transformation over the following century from a regional college with modest aspirations into a major research university with global scope and impact.

Fueling the institution's transformation were key strategic decisions keenly attuned to emerging needs of students, communities, the workplace, and the world—and to shifting expectations about the role and mission of higher education. Syracuse University continues to value several key attributes that developed as a result of those strategic decisions, attributes that have informed our past and hold potential to further distinguish the institution as a place where scholarship and research excellence intersect with pressing needs and opportunities of the day.

Syracuse University, like the region that it calls home, has a long legacy of innovation in response to the times. From founding the first degree-granting College of Fine Arts to establishing the first disability studies program in the nation, the University has consistently evolved in ways that expand its reach and magnify its impact. This propensity to innovate continues today, spurring development of a number of cross-disciplinary initiatives and internal and external collaborations that enhance and expand traditional classroom scholarship. The capacity to advance scholarship that transcends conventional physical and intellectual boundaries and opens up new avenues for learning will be more critical than ever as public expectations of higher education and the needs of the workplace and world continue to grow in scope and complexity. The universities that will thrive against the headwinds facing higher education are those that resist complacency and work to advance scholarship that keeps pace with the changing needs of students and the world today.

Syracuse University encompasses 11 academic schools and colleges spanning the liberal arts, sciences, and professional education. Several of the schools and colleges are nationally recognized as among the best in their field. The University has also earned national distinction for a number of its programs, including entrepreneurship, an area of burgeoning interest to students and employers today. Those substantial assets form a strong foundation on which to expand our excellence to encompass every aspect of the academic enterprise.

The wide spectrum of disciplines, programs, and fields of study across the schools and colleges also holds great potential to further seed collaborative scholarship and research that build on signature and complementary areas of strength. We are committed to ensuring that students, across every school and college, receive a rigorous education that

gives them the knowledge, skills, and attitudes needed to both adapt and succeed in a rapidly evolving marketplace and world.

Syracuse University's commitment to access, opportunity, and inclusion is rooted in the belief that an education informed by multiple points of view, life experiences, ethnicities, cultures, and belief systems, undergirded by a shared commitment to excellence, benefits all students and the world they are preparing to enter. As the nation's demographics shift toward greater diversity along multiple indices—ethnic, socioeconomic, and (dis)ability, among others—the capacity to attract, support, and retain outstanding students of all walks of life will be a significant advantage.

Access and opportunity for talented students from all walks of life has been a hallmark of the Syracuse University tradition since the University first opened its doors in 1870 to all people, regardless of gender, ethnicity, or culture. When Chancellor Tolley resolved in 1944 to open the University's doors to any veteran who wanted a chance at a college education, he nearly tripled University enrollment overnight and transformed Syracuse from a modest-sized regional college to a national university. The "GI Bulge" after World War II deeply underscored the University's commitment to military veterans, and we continue to build on it today, with the Institute for Veterans and Military Families (IVMF) leading the way. Launched in 2011, the IVMF is the first university-based institute in the U.S. focused on the social, economic, educational, and policy needs of veterans and their families. Syracuse's programmatic infrastructure targeting the needs of veterans presents great potential at a time when the number of returning servicemen and women continue to grow.

Syracuse University was also an early leader in advancing global education opportunities, with one of the oldest study abroad programs in the nation. Today the University maintains study abroad centers in eight countries over four continents and sponsors a wide range of additional opportunities through its World Partner programs. Nearly 49 percent of Syracuse students currently participate in some type of international study experience. While we continue to expand our global footprint into new corners of the world, we are simultaneously committed to maintaining a thriving international campus community of scholars at home in Syracuse. The demographic makeup of students in recent years includes approximately 19 percent international undergraduate and graduate students from more than 120 countries. Our strong study abroad infrastructure and international profile present significant assets at a time when students increasingly view global experience as a critical part of the academic experience. We have the potential to distinguish ourselves even more by building on these strengths in a way that not only expands opportunities for global scholarship but also promotes global engagement from the moment students arrive on campus.

Syracuse University's Chancellors have grown and guided the University for more than 145 years, developing it from a single building on a hill to a bustling campus that is integral to the city of Syracuse and the Central New York community. In January 2014, Kent Syverud arrived as Syracuse University's 12th Chancellor. Since his arrival, the campus community has been engaged in a process to evaluate the institution in light of

current and emerging challenges, needs, and opportunities, and to identify the overarching goals and priorities that will continue to advance our progress as a major research institution. The strategies that are being developed as part of the Fast Forward Syracuse initiative both build on longstanding strengths and identify new areas that have the potential to propel Syracuse University in innovative new directions.

Strategic Plan

In summer of 2014, Chancellor Syverud launched the Academic Strategic Plan process as part of Syracuse University's three-pronged Fast Forward Syracuse initiative, which also includes the Campus Master Plan and the Operational Excellence initiative. Then Vice Chancellor and Provost Eric Spina convened a 27-member Academic Strategic Plan Steering Committee comprised of faculty, staff, administrators, and students. The committee, led by Spina for its first twelve months and then subsequently by Interim Vice Chancellor and Provost Liz Liddy, met regularly over eight months. Members were tasked with structuring and guiding the planning and fact-finding process, assessing preliminary findings, soliciting campus input to the findings, formulating final recommendations and goals, and ultimately drafting a plan.

As part of the Academic Strategic Plan, new institution vision and mission statements were developed as a collaborative campus effort guided by the Steering Committee. A proposed draft of the statements was first presented to the University community in the fall of 2014 with an open comment period. After revisions based on that initial feedback, a draft was submitted to the Board of Trustees for preliminary review, which was then followed by a second open comment period. In sum, hundreds of comments were received during both open comment periods, and these were used to guide revisions to the statements. The Steering Committee arrived at the final versions in April 2015 and these were ratified by the Board of Trustees.

Vision

Syracuse University aspires to be a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society.

Mission Statement

As a university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success by:

- Encouraging global study, experiential learning, interdisciplinary scholarship, creativity, and entrepreneurial endeavors
- Balancing professional studies with an intensive liberal arts education
- Fostering a richly diverse and inclusive community of learning and opportunity
- Promoting a culture of innovation and discovery
- Supporting faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs

- Maintaining pride in our location and history as a place of access, engagement, innovation, and impact

In addition to the development of institution vision and mission statements, the Academic Strategic Plan reflects the findings of seven Working Groups, comprised of a total of 93 faculty, staff, and student representatives. Each Working Group focused on a single targeted area of concern for the institution and solicited input from hundreds of students, faculty, staff, alumni, University trustees, and supporters. The areas of focus for the working groups were:

- Undergraduate Excellence
- Research and Doctoral Programs
- Leadership in Veteran and Military Affairs
- Enhancing Internationalization
- Innovation and Institutional Renewal
- Student- and Faculty-centered Operations
- Professional Programs Excellence

Over the 2014-15 academic year, the Working Groups collected data and solicited input through multiple channels, including open forums, surveys, focus groups, and interviews. They assembled their finding and recommendations relating to their focus area into a report. From those reports, the Steering Committee analyzed findings, identified overarching themes, and prioritized a set of preliminary recommendations and goals, which were shared with the Board of Trustees, the University Senate, and other campus constituencies. Findings were also shared with the entire campus community during a February “Day of Conversation,” during which participants were invited to offer suggestions and feedback. In all, more than 1,300 pieces of distinct feedback were received over the course of these public review processes.

A preliminary short-version draft of the Academic Strategic Plan, encompassing all focus areas, was developed and posted online for additional campus feedback in April 2015. Interim Provost Liddy shared a subsequent version of the plan with the University Board of Trustees at its May meeting, and members approved moving forward with the plan. In the spirit of One University, where the whole is greater than the sum of its parts, this is an aspirational plan for the entire University. Its intent is not to dictate specific action steps for the schools, colleges, and relevant administrative units to follow but rather to serve as a guiding foundation by which they can develop their own strategic road map forward. It is also a living document, with the expectation that other ideas and opportunities may emerge to further our trajectory to excellence and better position the University, and our students, to flourish in the years ahead.

The findings of the Academic Strategic plan are grouped into six thematic areas, or overarching goals, along with recommended actions to move us toward those goals. These thematic areas will drive the Syracuse University Self-Study.

Academic Strategic Plan Themes

THE STUDENT EXPERIENCE: Provide all students with a world-class learning experience that prepares them for future success

Syracuse University is committed to providing all students with an excellent and highly distinctive educational experience that prepares them for academic, personal, and professional success in an increasingly complex, diverse, and interconnected world. We will do that by instilling in them a capacity to think deeply and analytically; to listen and learn from diverse life experiences, cultures, and points of view; to act with ethical and academic integrity; and to engage in ways that enrich scholarship and enhance our communities and world. Drawing on our strengths in the liberal arts, sciences, and professional schools, and building on our historic commitment to access, opportunity, and global engagement, we will cultivate in students those distinct skills, competencies, and experiences that exemplify Syracuse as a place of excellence in higher education. We also recognize that true undergraduate excellence can only be achieved when attention is paid to the “whole student.” We will do that by working collaboratively to address campus culture and nurture the personal, professional, and social development of all students, and to create the conditions that support excellent teaching, learning, retention, and success.

DISCOVERY: Promote creativity and discovery attuned to important challenges and emerging needs

Creative activities and research are fundamentally coupled to our educational mission. Research and creative activities nourish the intellectual and physical well-being of society and drive a prosperous and diverse high-tech economy. We seek to advance research excellence in both disciplinary and interdisciplinary endeavors by supporting a wide range of scholarship, including activities poised to address pressing global needs, basic research that advances fundamental understanding, and curiosity-driven inquiry. To maintain a strong culture of research across the campus we will provide high-quality, centralized, and coordinated support and facilities. We celebrate and reward those who excel in research and creative endeavors and ask them to provide leadership, mentoring, and guidance as we advance scholarly work as an institution. We seek to elevate signature areas of inquiry where our strengths coincide with areas of external opportunity.

As we generate knowledge, we simultaneously inform teaching and learning, offer experiential learning opportunities for students, and establish a conduit for interactions with broader communities. Collectively, these activities provide a platform to enhance the impact of our creative endeavors around the globe. Strong doctoral programs play a key role in our research enterprise. Rigorous doctoral training and experience are essential in the development of new generations of scholars and researchers, and they enhance the intellectual vitality of the University and beyond. Our research operation functions as an interconnected academic pipeline from new undergraduate scholars to established senior faculty. We will continue to engage and encourage students at all

levels in scholarship through robust and dedicated support structures, planting seeds for a culture of inquiry that will accompany them in all their future endeavors.

INTERNATIONALIZATION: Enter the Campus, Engage with the World

Syracuse University, grounded by a tradition of international scholarship and engagement, dedicates itself to fostering and sustaining an international community of scholars that values and supports all students and prepares them to thrive in a globally connected world. We do that not only by advancing global study, research, and internship opportunities—a signature of the Syracuse academic experience—but also by developing and expanding institutional structures, programming, and opportunities in such a way that students engage with the world from the moment they arrive on campus. We will leverage our substantive strengths in global regional studies, international institutional partnerships, and growing multinational body (students/faculty/alumni) to truly internationalize Syracuse University.

We will make internationalization a key strategic priority for the University, recognizing that students and their families value global study and cross-cultural experiences as distinguishing features of an outstanding education, and that employers seek students with the skills to innovate within and navigate through the economic, cultural, and political systems of the world.

COMMITMENT TO VETERANS & MILITARY-CONNECTED COMMUNITIES: Distinguish Syracuse as the premier university for veterans, military-connected students, and families

Syracuse University has a distinguished legacy of leadership in addressing the needs of our nation's veterans and military-connected communities, and of responsiveness to the needs of the day. Data suggests that post- 9/11 veterans and their families are taking advantage of the GI Bill program at an increasing rate. We anticipate that those needs and educational aspirations will continue to grow, and with that in mind, we are committed to being the premier university for veterans and military students. Building on our faculty and staff expertise, programmatic infrastructure, and institutional resources, we also are uniquely positioned to serve as a thought leader in areas relating to the social, economic, and wellness concerns of the nation's veterans and military-connected communities. Syracuse today is already home to several ground-breaking veteran and military-connected initiatives, including the nationally recognized Institute for Veterans and Military Families, the Entrepreneurship Bootcamp for Veterans with Disabilities, the Defense Comptrollership Program, the Military Visual Journalism Program, and the V-WISE entrepreneurship program for women veterans. Building on this, we will ensure that veterans and individuals associated with the military are accommodated and integrated fully into the campus community, and that our recruitment, academic offerings, and support services are aligned with the needs and aspirations of this richly diverse population. In turn, we must leverage cross-University academic expertise to develop and enhance interdisciplinary research in critical areas related to veterans, military affairs, and national security.

Ensuring that those who have served our nation in uniform receive a rigorous education and the supports they need to thrive not only meets a critical national need; it also makes the University and our entire student population better. Veterans and military-connected students bring tremendous assets to academic life, including strong leadership and teamwork skills, an entrepreneurial spirit, an astute world view, and a desire to get the most out of their education. The growing need for programming and research in veteran and military-related areas and for promoting the well-being of veterans and their families provides opportunities to illuminate Syracuse's outstanding reputation in veteran and military affairs—and to have a meaningful impact on the world.

INNOVATION: Nurture an entrepreneurial culture

Against the backdrop of significant external forces that will affect higher education over the next 25 years, Syracuse University will define its own path of change and institutional renewal, one distinguished by its unique past and guided by its virtues. We have a long record of trail-blazing innovation and creativity, including veterans' programs, entrepreneurial activity, the arts, disability studies, campus-community engagement, and industry partnerships, to name a few. We will strive to ensure that our culture, structures, and mechanisms continue to fuel productive change and empower us to respond nimbly to emerging needs and opportunities. We will work to cultivate an enterprising mindset characterized by visionary thinking and creative problem-solving, and the capacity to channel ideas into actions. Such an environment will attract the best and brightest students, faculty, and staff and incite external partnerships with those on the cutting edge. Respecting and retaining the culture and expertise that have defined Syracuse for more than a century, we will nurture an entrepreneurial mindset, not solely in a business sense, but in a way that embraces new models of discovery in every corner of our campus. From pedagogy and student services to administrative processes and technology, we will establish a culture of boldness, empowering those closest to the core to make decisions that create opportunity and improve efficiency. We will view multifaceted societal challenges as opportunities to coalesce disciplinary and interdisciplinary teams to seek creative and impactful solutions, energizing students, faculty, staff, and alumni around a mission that resonates with their desire to make a difference in the world.

ONE UNIVERSITY: Galvanize institution-wide excellence

As One University, Syracuse supports progress toward our mission by consistently pursuing excellence in all areas of University operations. We achieve this by providing all those engaged in reaching our mission a workplace that proactively supports their personal and professional needs, challenges them to grow, respects diverse points of view, and recognizes excellence. Administrative and support staff, both on campus and at satellite locations—many of whom are the first line of contact for students seeking assistance—play a crucial role in advancing the goals of this plan and assuring the success of our students. We aim to be recognized as a model employer, including for those groups less traditionally represented among higher education professionals and who may need targeted recruitment efforts and supports. We must ensure that in every

capacity, our operations are efficient and effective, and that employees at every level recognize their role in advancing our mission and sustaining a thriving, supportive campus community for all.

Self-Study Model

Syracuse University will conduct a comprehensive self-study that addresses the Middle States Commission on Higher Education (MSCHE) *Standards for Accreditation, Requirements of Affiliation, and Compliance with Accreditation-Relevant Federal Regulations*. With the arrival of a new Chancellor and the development of an Academic Strategic Plan, Campus Framework Plan, and Operational Excellence initiative, this is an opportune time to leverage that work to engage in continuous institutional improvement. The data and information that we acquire through the self-study process will allow us to analyze Syracuse University from all perspectives and allow us to meet the goals and objectives of Fast Forward Syracuse.

Self-Study Intended Outcomes

- Assess how well Syracuse University is meeting the new Middle States Commission on Higher Education (MSCHE) *Standards for Accreditation, Requirements of Affiliation, and Compliance with Accreditation-Relevant Federal Regulations*.
- Reflect on strategic priorities, identify needs and recommend actions to achieve the institution's mission and goals.
- Engage the campus community in a critical self-evaluation of the institution's educational programs, student services and administrative units.
- Review Syracuse University's institutional assessment to strengthen practices and operations to guide planning, resource allocation, and institutional improvement.
- Provide benchmarking data and information as the new Academic Strategic Plan is implemented.
- Develop a deeper understanding of new procedures and protocols.

Organizational Structure

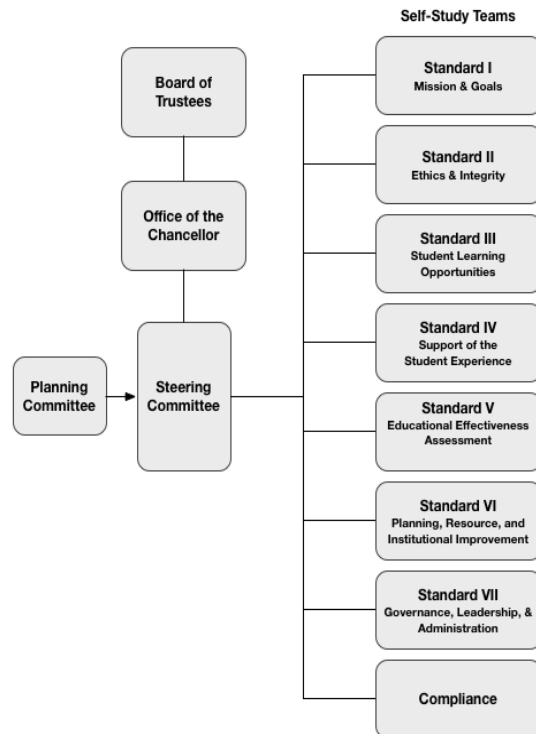
The Syracuse University Self-Study will be guided by a Steering Committee comprised of faculty, staff, students, and administrators. At least one of the self-study team chairs from each of the self-study teams will be on the Steering Committee.

Eight self-study teams have been formed to address each of the MSCHE standards as well as accreditation-relevant federal regulations. Each team has co-chairs: one faculty member and one administrator. The team rosters include faculty and staff who have experience and/or duties that prepare them to address the standards or compliance criteria. The self-study teams also include at least one undergraduate and graduate student. Each self-study team will have access to the documents outlined in the document roadmap. The teams are also able to request additional documentation as necessary.

The self-study includes the following committees:

1. Planning Committee – charged with organizing and drafting the self-study plan.
2. Steering Committee – charged with oversight of the self-study and coordination of self-study teams.
3. Self-Study Team 1 –Standard I
4. Self-Study Team 2 –Standard II
5. Self-Study Team 3 –Standard III
6. Self-Study Team 4 –Standard IV
7. Self-Study Team 5 –Standard V
8. Self-Study Team 6 –Standard VI
9. Self-Study Team 7 –Standard VII
10. Self-Study Team 8 - Compliance

The Steering Committee and Self-Study team rosters and specific charges are included in the following sections. Please note that team compositions are tentative pending confirmation.



Self-Study Steering Committee

	Name	Title	School/College/Division	Department
1	Jeffrey Stanton, Accreditation Liaison Officer	Associate Provost	Academic Affairs	
2	Libby Barlow, Co-Chair	Assistant Vice President	Enrollment Management	Office of Institutional Research and Assessment
3	Rochelle Ford, Co-Chair	Professor	S.I. Newhouse School of Public Communications	Public Relations

Self-Study Steering Committee Responsibilities

- Establishing and charging working groups and coordinating their work on the various issues to be studied;
- Ensuring that the timetable is implemented as planned;
- Assuring communication within the institution about the self-study process;
- Arranging for institution-wide review of and responses to a draft of the self-study;
- Overseeing the completion of the final self-study report and any other documents relevant to the self-study process and team visit.

Self-Study Team 1

MSCHE Standard I: Mission and Goals

Membership

	Name	Title	School/College/Division	Department
1	Shiu-Kai Chin, Co-Chair	Professor, Provost Faculty Fellow	College of Engineering and Computer Science	Electrical Engineering & Computer Science
2	James Duah-Agyeman	Director	Office of Multicultural Affairs	

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University's strengths and challenges with regard to Standard I criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard I criteria?

Focus Questions (correspond to Criteria)

1. Does Syracuse University have a clearly defined mission and goals?
 - a. Were the mission and goals developed through appropriate collaborative participation?
 - b. How do the mission and goals address external as well as internal contexts and stakeholders?
 - c. How did the Board of Trustees approve the mission and goals?

- d. How do the mission and goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular developments, and the definition of institutional and educational outcomes?
 - e. How do the mission and goals support scholarly inquiry and creative activity?
 - f. How are the mission and goals publicized and distributed to the internal stakeholders?
2. Are the institutional goals realistic and appropriate to Syracuse University and consistent with the mission?
 3. Do the goals focus on student learning and related outcomes and on institutional improvement?
 - a. Are the goals supported by administrative, educational, and student support programs and services?
 - b. Are the goals consistent with the institutional mission?
 4. How are the mission and goals periodically assessed to ensure they are relevant and achievable?

Self-Study Team 2

MSCHE Standard II: Ethics and Integrity

Membership

	Name	Title	School/College/Division	Department
1	Grant Reeher, Co-Chair	Professor	Maxwell School of Citizenship and Public Affairs	Political Science
2	Margaret Usdansky, Co-Chair	Director	Academic Programs	Academic Integrity Office

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University’s strengths and challenges with regard to Standard II criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard 2 criteria?

Focus Questions (correspond to Criteria)

1. What is Syracuse University commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?
2. To what extent does Syracuse University have a climate that fosters respect among students, faculty, staff, and administration from a range of diverse background, ideas and perspectives?
3. Does Syracuse University have a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff?

- a. Are Syracuse University’s policies and procedures fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably?
4. How does Syracuse University ensure the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents?
5. How does Syracuse University ensure fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees?
6. How does Syracuse University promote honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications?
7. How does Syracuse University promote affordability and accessibility?
 - a. How does Syracuse University enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt?
8. How does Syracuse University ensure compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
 - a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
 - b. the institution’s compliance with the Commission’s Requirements of Affiliation?
 - c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion?
 - d. the institution’s compliance with the Commission’s policies?
9. How does Syracuse University periodically assess ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented?

Self-Study Team 3

MSCHE Standard III: Design and Delivery of the Student Learning Experience

Membership

	Name	Title	School/College/Division	Department
1	Kira Reed, Co-Chair	Associate Professor	Whitman School of Management	Management
2	Jenny Gluck, Co-Chair	Associate Chief Information Officer	Information Technology Services	Academic Application and Service Centers

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University’s strengths and challenges with regard to Standard III criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard III criteria?

Focus Questions (correspond to Criteria)

1. Are the University's certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning?
2. Are student learning experiences designed, delivered, and assessed by faculty (full-time or part-time) and/or other professionals who are:
 - a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies?
 - b. qualified for the positions they hold and the work they do?
 - c. sufficient in number?
 - d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation?
 - e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures?
3. Are Syracuse University's academic programs of study clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion?
4. Are there sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress?
5. Is the liberal arts core sufficient in scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field?
 - a. Does Syracuse University offer a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with the institutional mission, does the liberal arts core also include the study of values, ethics, and diverse perspectives?
6. Are Syracuse University's graduate and professional educational opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula?
7. Is there adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers?
8. How does Syracuse University periodically assess the effectiveness of programs providing student learning opportunities and how is that assessment conducted?

Self-Study Team 4

MSCHE Standard IV: Support of the Student Experience

Membership

	Name	Title	School/College/Division	Department
1	Dan Cutler, Co-Chair	Director of Learning Communities, Associate Director Office of Residence Life	Division of Student Affairs	Office of Learning Communities, Office of Residence Life
2	Amanda Eubanks Winkler, Co-Chair	Associate Professor	College of Arts and Sciences	Art & Music Histories

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University's strengths and challenges with regard to Standard IV criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard IV criteria?

Focus Questions (correspond to Criteria)

1. Does Syracuse University have clearly stated ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission?
 - a. Does Syracuse University have accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds?
 - b. Does the institution have a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals?
 - c. Does Syracuse University have orientation, advisement, and counseling programs to enhance retention and guide students throughout students' educational experience?
 - d. Does Syracuse University have processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement?
2. What are the policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches?
3. What are the policies and procedures for the safe and secure maintenance and appropriate release of student information and records?

4. Are athletic, student life, and other extracurricular activities regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs?
5. Does Syracuse University have adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers?
6. How does Syracuse University periodically assess the effectiveness of programs supporting the student experience?

Self-Study Team 5

MSCHE Standard V: Educational Effectiveness Assessment

Membership

	Name	Title	School/College/Division	Department
1	Kathy Hinchman, Co-Chair	Associate Dean and Professor	School of Education	Dean's Office
2	Tommy Powell, Co-Chair	Assistant Provost	Athletics	Student Athlete Academic Services

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University's strengths and challenges with regard to Standard V criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard V criteria?

Focus Questions (correspond to Criteria)

1. Does Syracuse University have clearly stated educational outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission?
2. Does Syracuse University have organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals?
 - a. Do programs define meaningful curricular learning outcomes with defensible standards for evaluating whether students are achieving those learning outcomes?
 - b. Do programs articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education?
 - c. Do programs support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders?

3. To what extent do programs consider and use assessment results for the improvement of educational effectiveness? Such uses include some combination of the following
 - a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;
 - f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;
4. Does Syracuse University have adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers?
5. How does Syracuse University periodically assess the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness?

Self-Study Team 6

MSCHE Standard VI: Planning, Resources, and Institutional Improvement

Membership

	Name	Title	School/College/Division	Department
1	Bruce Carter, Co-Chair	Associate Professor	Falk College of Sport and Human Dynamics	Child and Family Studies
2	Jean Gallipeau, Co-Chair	Comptroller	Comptroller's Office	Business, Finance, and Administrative Services

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University's strengths and challenges with regard to Standard VI criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard VI criteria?

Focus Questions (correspond to Criteria)

1. Does Syracuse University have institutional goals and objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation?

2. Are there clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results?
3. Is there a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives?
4. Does Syracuse University have the fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered?
5. Are there well-defined decision-making processes and clear assignment of responsibility and accountability?
6. Is there comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and that is linked to the institution's strategic and financial planning processes?
7. Is there an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter?
8. Are there strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals?
9. How does Syracuse University periodically assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

Self-Study Team 7

MSCHE Standard VII: Governance, Leadership, and Administration

Membership

	Name	Title	School/College/Division	Department
1	Lisa Dolak, Co-Chair	Professor, Senior VP & University Secretary	College of Law/Board of Trustees	
2	Ping Zhang, Co-Chair	Professor	School of Information Studies	

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University's strengths and challenges with regard to Standard VII criteria
- Recommend improvements

Framing Question

To what extent does Syracuse University meet the MSCHE Standard VII criteria?

Focus Questions (correspond to Criteria)

1. Does Syracuse University have a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students?
2. Does Syracuse University have a legally constituted Board of Trustees?

- a. Does the Board of Trustees serve the public interest, ensure that the institution clearly states and fulfills its mission and goals, have fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution?
 - b. Does the Board of Trustees have sufficient independence and expertise to ensure the integrity of the institution? Do the members have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities?
 - c. Does the Board of Trustees ensure that neither the governing body nor its individual members interferes in the day-to-day operations of the institution?
 - d. Does the Board of Trustees oversee at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management?
 - e. Does the Board of Trustees play a basic policy-making role in financial affairs to ensure integrity and strong financial management? This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
 - f. Does the Board of Trustees appoint and regularly evaluate the performance of the Chancellor/President?
 - g. Is the Board of Trustees informed in all its operations by principles of good practice in board governance?
 - h. Has the Board of Trustees established and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest?
 - i. Does the Board of Trustees support the Chancellor/President in maintaining the autonomy of the institution?
3. Is the Chancellor/President appointed by, evaluated by, and reports to the governing body?
 - a. Does the Chancellor chair the Board of Trustees?
 - b. Does the Chancellor have appropriate credentials and professional experience consistent with the mission of the organization?
 - c. Does the Chancellor have the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission?
 - d. Does the Chancellor have the assistance of qualified administrators, sufficient in number, to enable the Chancellor to discharge his/her duties effectively; and is the Chancellor responsible for establishing procedures for assessing the organization's efficiency and effectiveness?
 4. Does the administration possess or demonstrate:
 - a. an organizational structure that is clearly documented and that clearly defines reporting relationships?

- b. an appropriate size and with relevant experience to assist the Chancellor in fulfilling his roles and responsibilities?
 - c. members with credentials and professional experience consistent with the mission of the organization and their functional roles?
 - d. skills, time, assistance, technology, and information systems expertise required to perform their duties?
 - e. regular engagement with faculty and students in advancing the institution's goals and objectives?
 - f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations?
5. How does Syracuse University periodically assess the effectiveness of governance, leadership, and administration?

Self-Study Team 8

MSCHE Compliance

Membership

	Name	Title	School/College/Division	Department
1	David Pajak, Co-Chair	Director of Risk Management	Business, Finance, and Administrative Services	Risk Management
2	Abby Perer, Co-Chair	Associate General Counsel	Office of University Counsel	Litigation and Compliance

The self-study team will:

- Examine relevant documents, processes, procedures and structures
- Analyze the University's strengths and challenges with regard to MSCHE Compliance Requirements
- Recommend improvements

Framing Question

To what extent does Syracuse University comply with MSCHE Requirements for Affiliation items 1,2,4,6 and 14? (7, 8, 9, 10, 11, 12, 13 and 15 are covered by the other Self-Study teams)

To what extent does Syracuse University comply with the Accreditation-Relevant Federal Regulations?

Requirements of Affiliation

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the

jurisdictions, regions, or countries in which the institution operates.

2. The institution is operational, with students actively pursuing its degree programs.
3. *Not applicable.*
4. The institution's representatives communicate with the Commission in English, both orally and in writing.
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.
6. The institution complies with applicable Commission, interregional, and inter-institutional policies.
14. The governing body/bodies are prepared to demonstrate in writing, as may be required, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in identical terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

Verification of Compliance with Accreditation-Relevant Federal Regulations

1. Student Identity Verification in Distance and Correspondence Education
2. Transfer of Credit Policies and Articulation Agreements
3. Title IV Program Responsibilities and Cohort Default Rates Institutional
4. Records Of Student Complaints
5. Required Information For Students And The Public
6. Standing with State and Other Accrediting Agencies
7. Contractual Relationships
8. Assignment of Credit Hours

Reporting

The Self-Study Teams have the following key deliverables:

- Mid-Process Progress Report to the Steering Committee
- Self-Study Team Report Initial Draft
- Self-Study Team Report Refinement

Report Template

Each self-study team will receive a report template with the following prescribed report sections:

1. Self-Study charge defining the scope and focus of the Team and its assigned MSCHE Standard for Accreditation
2. Discussion of the connection of the Team's charge with those of other Teams, and if any collaboration between Teams occurred

3. Analytical analysis and discussion of the data reviewed, inquiry undertaken, and the team's conclusions including strengths and weaknesses
4. Explanation of how the team's conclusions related to the assigned Standards for Accreditation or Compliance regulations
5. Recommendations for ongoing institutional improvement

Self-Study Report Organization

- Executive Summary
 - Institutional Overview
 - Self-Study Process
 - Individual Standard Analyses and Recommendations
 - Conclusion
-
- Please limit the report to 10 pages if possible.
 - When possible, respond to an element of the Standard with reference to specific ideas and documents, rather than a lengthy discussion.
 - Please evaluate strengths *and* weaknesses, but a positive and factual tone overall will be most useful to the final document and to the external evaluators.
 - Consider progress and changes that have taken place over the last 10 years.
 - As appropriate, include comment on elements that you believe the campus could work to meet more effectively. We will use these as opportunities for improvement, and versions of these may become recommendations in our final document.

Editorial Style and Format

- Microsoft Word for text with embedded tables
- 12-point Calibri font
- Single-spaced with 1.15 spacing for bullets and numbering
- Left justified
- Moderate margins (1.0" top and 0.75" left, right, and bottom margins)
- Present tense with active voice
- Citations embedded within the text, with supporting documents listed in an appendix
- Main headings in bold and in capital letters, left justified; all headers in 12-point font
- Sub-headings in italics and in upper and lower case, left justified; all headers in 12-point font
- Page numbers will be listed on the right bottom corner of the page
- Tables will be numbered and titled

Final Self-Study Report Outline

- I. Executive Summary
- II. Syracuse University: An Overview
- III. Self-Study Process
- IV. Standard I: Mission and Goals
- V. Standard II: Ethics and Integrity
- VI. Standard III: Student Learning Opportunities

- VII. Standard IV: Support of Student Experience
- VIII. Standard V: Educational Effectiveness Assessment
- IX. Standard VI: Planning, Resources, and Institutional Improvement
- X. Standard VII: Governance, Leadership, and Administration
- XI. Verification of Compliance with Accreditation-Relevant Federal Regulations
 - i. Student identity verification in distance and correspondence education
 - ii. Transfer of credit policies and articulation agreements
 - iii. Title IV program responsibilities
 - iv. Institutional record of student complaints
 - v. Required information for students and the public
 - vi. Standing with State and other accrediting agencies
 - vii. Contractual relationships
 - viii. Assignment of credit hours
- XII. Conclusions
- XIII. Appendices

Timeline

Year	Semester	Action
2015	Summer	<ul style="list-style-type: none"> • MSCHE reminds institution of the pending evaluation and invites it to The Self-Study Institute.
	Fall	<ul style="list-style-type: none"> • MSCHE Workshop – Building a Compliance System (Philadelphia Oct 8) • MSCHE Town Hall Meeting on Proposed Revised Reporting Cycle, 8 years with annual report (Buffalo Oct 30) • Self-Study Institute held to orient institutions beginning self-study (Washington Nov 9) • MSCHE Peer Reviewer Training (Washington Dec 2, Jerry Edmonds and Libby Barlow selected as MSCHE Peer Reviewers) • MSCHE Annual Conference (Washington Dec 3-4) • Steering Committee Chair(s) and members chosen
2016	Spring	<ul style="list-style-type: none"> • Institution self-study model (Comprehensive – <u>Standards of Accreditation & Requirements for Affiliation</u>) • Institution established working groups (WG) that will be needed – Steering Committee, 7 Standards Self-Study Teams, 1 Compliance Team • Draft self-study Design finalized, including WG charges • MSCHE staff liaison conducts self-study preparation visit • Staff liaison approves institution's self-study design • Orientation for Self-Study Chairs • Orientation for Self-Study Teams
	Fall	<ul style="list-style-type: none"> • Steering Committee oversees research and reporting by working groups • Working groups involve the community • Working groups submit reports
2017	Spring - Summer	<ul style="list-style-type: none"> • MSCHE selects the evaluation team Chair, and the institution approves the selection • Chair and institution select dates for team visit and for the Chair's preliminary visit • Institution sends a copy of the self-study design to the team Chair. MSCHE selects evaluation team members, and the institution approves the selection • Steering Committee receives drafts text from working groups and develops a draft self-study report
	Fall	<ul style="list-style-type: none"> • Campus community reviews draft self-study report • Evaluation team Chair reviews draft self-study report • Institution's governing board reviews draft self-study report • Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit • Team Chair makes preliminary visit at least four months prior to team visit • Institutions with a selected-topics self-study that elect to have a document review prior to the team visit: Conduct an early document review • Institution prepares final version of the self-study report • Institution submits Compliance documentation • Institution sends final report to evaluation team and to MSCHE at least six weeks prior to team visit
2018	Spring	<ul style="list-style-type: none"> • Team visit • Institutions with a selected-topics self-study that elect to have a document review during the team visit: Conduct a concurrent document review • Team report • Institutional response
	Summer - Fall	<ul style="list-style-type: none"> • Committee on Evaluation Reports meets • Commission action

Communication Plan

Communication Objectives

- Share MSCHE accreditation standards and self-study process, goals and outcomes with the Syracuse campus community.
- Provide relevant and necessary information to the audiences in a timely and accessible manner.
- Encourage input of ideas and feedback from students, faculty, staff, and administration on the initial planning and progress of the self-study. Maintain an open conversation between the University and community about MSCHE accreditation process, ensuring visibility and transparency.

Strategies

- Update the Syracuse University Middle States site on a regular basis to keep audiences informed. Adapt site as necessary to maintain effective communication.
- Develop new tools and forums to complement the existing resources and enhance the audiences' comprehension of information.
- Diversify communications tactics and outlets to reach intended audiences and deliver relevant content in the most efficient and appropriate manner.

Initiatives

Expand and Promote Existing Resources

Create Syracuse University Middle States calendar: Post upcoming events, meetings, deadlines, etc.

Audience: All

Time Frame: Update regularly

Publicize events: Use announcements post on Syracuse University Middle States site to alert audiences of upcoming events e.g., tabling at Summer Strawberry festival.

Audience: All

Time Frame: Update regularly

Provide opportunities for feedback: Announce new opportunities [email, SU News] as they arise i.e., after posting the self-study report draft [Spring 2017] to allow the campus and community active involvement in the process.

Audience: All

Time Frame: Ongoing, initiate Summer 2015

Develop informational materials: Publish periodic profiles and feature stories on appropriate outlets, to demonstrate the diversity and excellence of University courses, research programs, students, staff and faculty.

Audience: All

Time Frame: Ongoing, initiate Summer 2016

Prepare and Deliver Mass Communication Updates

Develop electronic newsletters: Create a letter to provide off-campus stakeholders with information describing student, staff and faculty achievements, as well as exceptional events and organizations, to keep them engaged in University life.

Audience: Alumni, Board of Trustees

Time Frame: Ongoing, 1-2 per semester

Use University social media accounts [Twitter]: Tweet links to new information and posts published to MSCHE site, to alert audiences and increase their awareness.

Audience: All, especially students, staff, faculty and alumni

Time Frame: Ongoing, as necessary

Communicate with campus via listserv: Send out informal briefings to encourage campus stakeholders to remain active in the accreditation and assessment processes.

Audience: Students, staff, faculty and alumni

Time Frame: Ongoing, as necessary [monthly]

Organize Informational and Promotional Events

Media Meeting: Invite members of campus and community publications [The Daily Orange, NewsHouse, the Post-Standard, etc.] to meet with self-study leaders and committee members to talk and network. Ultimate goal is to establish connections and streamline communications process.

Audience: All

Time Frame: TBD

Community Cafes: Provide students the opportunity to present their comments and concerns to self-study leaders [Provost, members of the Steering Committee and Self-Study teams] in informal roundtable sessions.

Audience: Students, staff and faculty

Time Frame: Ongoing, 2-3 per semester

Community Meetings: Hold periodic meetings open to the Syracuse University campus and community, encouraging individuals to present their questions, comments and concerns. Coordinate committee members to attend and address these issues.

Audience: Students, staff, faculty and Syracuse community

Time Frame: Ongoing, 2-3 per semester

Tabling: Attend campus opportunities [Accepted Students days or tablings in Schine Atrium] to promote self-study awareness, answer questions about the process and allow for informal, face-to-face conversation.

Audience: Students, staff and faculty

Time Frame: Ongoing

Presentations: Arrange presentations [by Chancellor, Steering Committee, Self-Study Teams, outside experts, etc.] to provide updates and information on the self-study process.

Audience: Students, staff, faculty and Syracuse community

Time Frame: TBD [potentially 2016-2017 academic year]

Steering Committee and Self-Study Teams

Memorandums: An internal communication used to communicate with the Steering Committee and Self-Study Teams about meetings, progress, etc.

Audience: Administration, faculty, staff

Time Frame: Ongoing, as necessary

Develop page on SU MSCHE site: Publish names and brief bios of members of Steering Committee and Self-Study Team members. Provide regular updates on progress.

Audience: All

Time Frame: ASAP

Communication Partners

Student Publications

- The Daily Orange
- NewsHouse

University Publications

- SU News/SU Magazine
- SU official communication channels (e.g., Twitter, website, etc.)
- Individual school/college/division publications

Administrative Units

- Division of Student Affairs (DSA)
- Office of Academic Affairs
- Business Finance & Administration Services (BFAS)
- Human Resources (HR)
- Information Technology Services (ITS)

Professional Publications

- The Post-Standard and Syracuse.com

Monitor Progress

- Keep records of communications efforts, detailing times and methods of initiatives and their successes and weaknesses.
- Collect statistical information as applicable, for example, tracking traffic to Syracuse University's MSCHE site via Wordpress.
- Offer periodic, online surveys to gauge the accessibility, visibility and clarity of Syracuse University's MSCHE and self-study communication tactics.

Peer Evaluation Team Profile

Syracuse University requests that the team chair and members of the evaluation team be individuals who have experience with institutions of similar size and values. Ideally the team chair would be a president or provost from an institution like Syracuse University. We would appreciate team members who have entrepreneurial and innovative mindsets, commitment to both education and research at the undergraduate and graduate levels, experience with Veterans initiatives, and an understanding of the international student landscape both on campus and abroad. Experience with strategic planning and its implementation would also be helpful.

Syracuse University is a member of the Colonial Group, a consortium of 13 universities formed by the Provosts of the universities. These institutions include Boston College, Boston University, Brandeis University, The George Washington University, Lehigh University, Northeastern University, Southern Methodist University, Tufts University, Tulane University, University of Miami, University of Notre Dame, and Wake Forest University. The member institutions support each other by exchanging data and sharing information. Syracuse University considers these our closest peer institutions.

Syracuse University recognizes that members of the evaluation team will be chosen from MSCHE member institutions. Comparative MSCHE institutions that we believe are in a suitable position to evaluate Syracuse University are:

- American University
- The George Washington University
- Lehigh University
- University of Maryland
- University of Pennsylvania