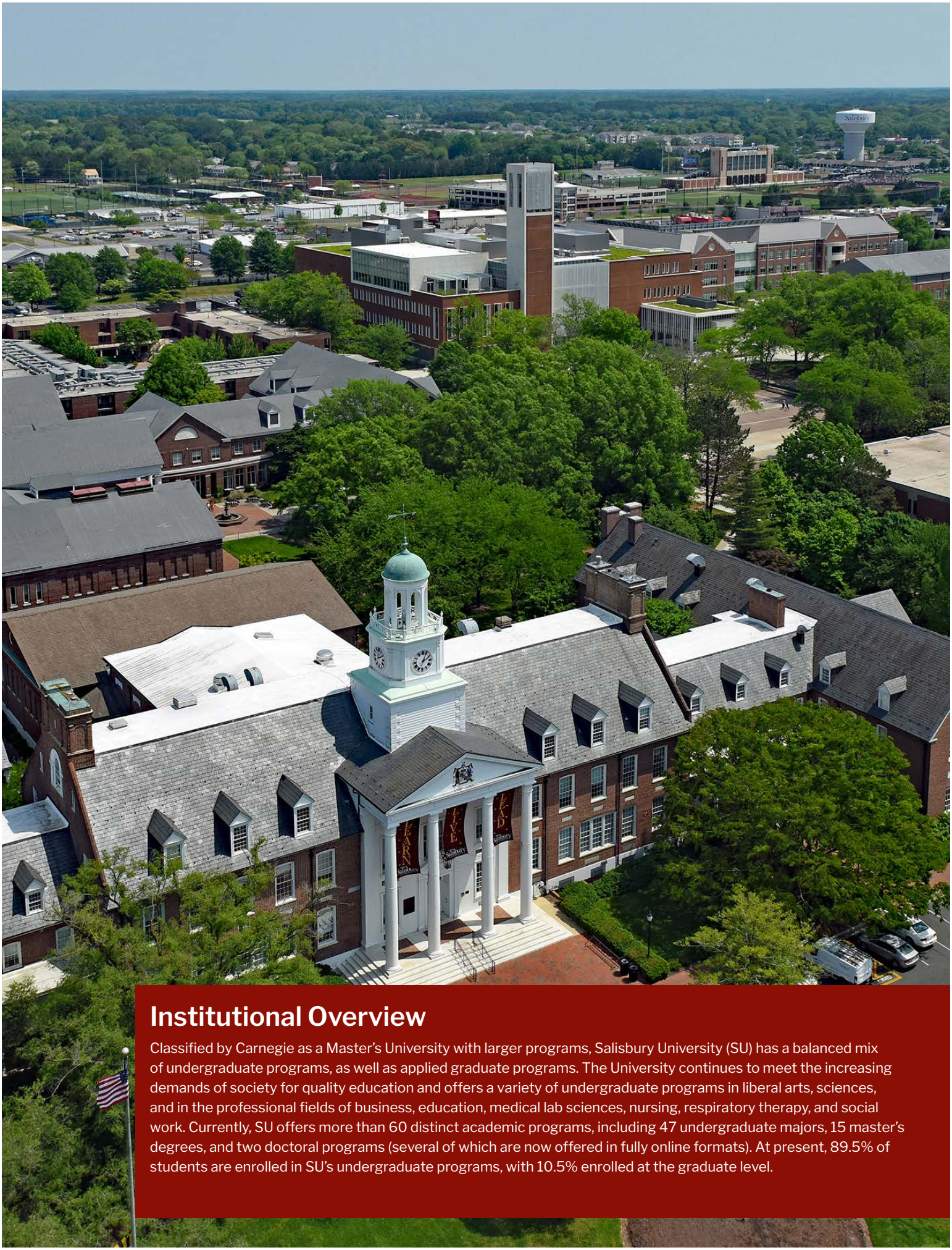
Salisbury University

2023 DESIGN PLAN FOR THE 2025 MSCHE REACCREDITATION SELF-STUDY



Institutional Overview

Classified by Carnegie as a Master's University with larger programs, Salisbury University (SU) has a balanced mix of undergraduate programs, as well as applied graduate programs. The University continues to meet the increasing demands of society for quality education and offers a variety of undergraduate programs in liberal arts, sciences, and in the professional fields of business, education, medical lab sciences, nursing, respiratory therapy, and social work. Currently, SU offers more than 60 distinct academic programs, including 47 undergraduate majors, 15 master's degrees, and two doctoral programs (several of which are now offered in fully online formats). At present, 89.5% of students are enrolled in SU's undergraduate programs, with 10.5% enrolled at the graduate level.

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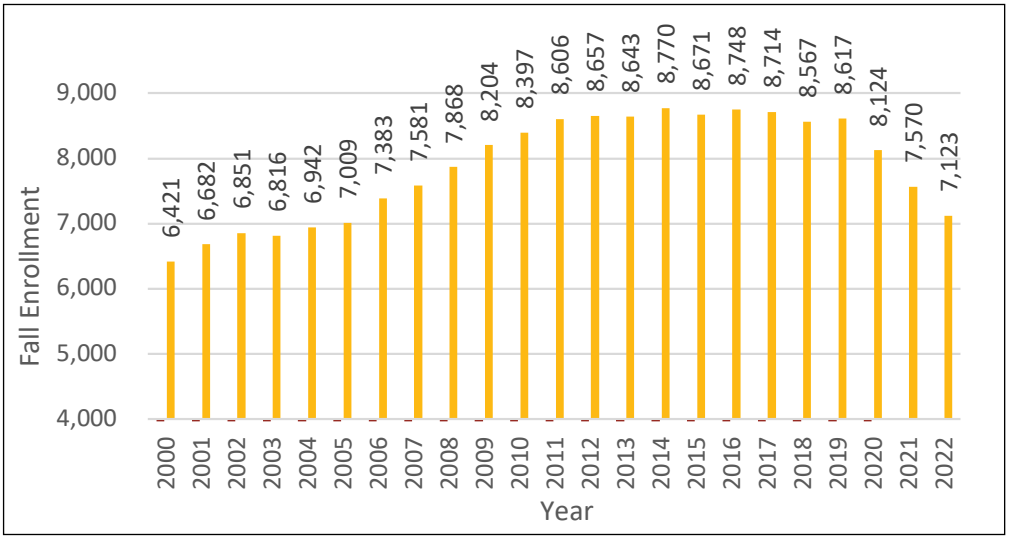
Institutional Enrollment and Demographics: 2012, 2017-2022

Fall Semesters	2012	2017	2018	2019	2020	2021	2022	10-yr. change
Total Headcount	**8,657**	**8,714**	**8,567**	**8,617**	**8,124**	**7,570**	**7,123**	(1,534)
Total Residing On Campus	2,071	2,342	2,221	2,347	1,780	1,911	**2,059**	(12)
Total Commuters	6,586	6,372	6,346	6,270	6,344	5,659	**5,064**	(1,522)
% Residing On Campus	23.9%	26.9%	25.9%	27.2%	21.9%	25.2%	**28.9%**	
MD Residents (geographic)	7,433	7,386	7,337	7,410	6,974	6,438	**5,984**	(1,449)
% MD Residents	85.9%	84.8%	85.6%	86.0%	85.8%	85.0%	**84.0%**	
Out-of-State	1,136	1,098	1,050	1,025	992	952	**990**	(146)
Armed Forces Europe or Pacific		79	76	68	81	83	**82**	82
Nonresident Alien	86	122	98	106	73	77	**67**	(19)
Other	2	29	6	8	4	20	-	(2)
American Indian/Alaska Native	20	56	54	59	53	38	**32**	12
Asian	209	291	296	304	302	284	**228**	19
Black or African American	956	1,200	1,195	1,232	1,116	978	**965**	9
Hispanic/Latino	375	324	344	376	388	417	**461**	86
Native Hawaiian or Other Pacific Islander	5	19	17	10	10	7	**8**	3
White	6,594	6,175	6,074	5,997	5,756	5,314	**4,922**	(1,672)
Two or More Races	223	242	233	224	173	210	**254**	31
Nonresident Alien	86	122	98	106	73	77	**67**	(19)
Unknown/Unspecified	189	285	256	309	253	245	**186**	(3)
Total	**8,657**	**8,714**	**8,567**	**8,617**	**8,124**	**7,570**	**7,123**	(1,534)
Total Known Minority	1,788	2,132	2,139	2,205	2,042	1,934	**1,948**	160
Total Known Minority + Nonresident Alien	1,874	2,254	2,237	2,311	2,115	2,011	**2,015**	141
% Known Minority	21.1%	25.3%	25.7%	26.5%	25.9%	26.4%	**28.1%**	
% Minority + Nonresident Alien	22.1%	26.7%	26.9%	27.8%	26.9%	27.5%	**29.0%**	
% Unknown	2.2%	3.3%	3.0%	3.6%	3.1%	3.2%	**2.6%**	
Average Age of All Students	**22.0**	**22.1**	**22.1**	**21.9**	**22.2**	**22.1**	**21.4**	

Total Institutional Enrollment: 2000-2022



Brief Institutional History

In 1922, the Maryland Legislature established a commission to determine a location for a two-year teacher's college on the state's Eastern Shore. A site in Salisbury was selected and the Maryland State Normal School opened in September 1925. A two-year course of study was increased to three years in 1931 and to four years in 1934. Following this increase, and by action of the Maryland Legislature in 1935, the institution was authorized to begin granting Bachelor of Science degrees, with the school's name changing to the Maryland State Teachers College.

The institution expanded its academic programs in 1947 and again in 1960 to offer more four-year programs in arts and sciences and to provide students with a Bachelor of Arts or Bachelor of Science. In 1962, the State Board of Trustees approved a graduate program leading to the Master of Education, and other master's degree programs soon followed. This expansion led to the school's name changing again in 1963 to Salisbury State College.

The 1980s and 1990s were marked by philanthropic support, which enabled the campus to establish new schools, programs, and academic initiatives. Endowments led to the establishment of the Franklin P. Perdue School of Business, the Richard A. Henson School of Science and Technology, the Charles R. and Martha N. Fulton School of Liberal Arts, and the Samuel W. and Marilyn C. Seidel School of Education. In the decades that followed, the expansion of the physical footprint of the campus was dramatic. New buildings like the Henson Science Hall, Conway Hall, Perdue Hall, Sea Gull Square, Sea Gull Stadium, and the Patricia R. Guerrieri Academic Commons were erected. In 2001, the institution was once again renamed as Salisbury University in recognition of its regional comprehensive university mission. The most recent developments have been the launch of the College of Health and Human Services (2018) and the endowment of the Glenda Chatham and Robert G. Clarke Honors College (2020).

In April 2021, SU faculty voted to adopt new General Education requirements, which will go into effect starting fall 2024. The revised requirements were developed by a work group comprised of faculty from across the University. Although the new General Education requirements represent a substantial curricular shift, they were specifically designed to advance the University's Mission. More details about the new General Education requirements and implementation plan are available here: General Education 2024.

Another response to our Strategic Plan objectives was the launch of SU's new brand initiative – "Make Tomorrow Yours." In fall 2021, after a year-long research and development effort, a new brand promise and pillars that reflect the University's priorities were unveiled. The concept of "Tomorrow Makers" captures SU's long-standing commitment to providing students with rich and plentiful opportunities, as well as the dedication of faculty and staff who change the trajectory of students' lives and open doors for graduates to thrive. SU provides a warm, friendly, inclusive environment, where expert professors deliver life-changing experiences that propel students forward to a better tomorrow in their careers, communities, and personal lives.

SU has been ranked by *U.S. News & World Report* (Top Public Schools, Best Value Schools), The Princeton Review (Best Colleges, Green Colleges, Best College Libraries), *Forbes* (Top Colleges, Best Value Colleges), *Money* (America's Best Colleges), *Kiplinger's* (Best Public College Values), and others. Providing an excellent return on investment for students and families, SU remains among the state's most affordable options for college-bound students. Recognized as an efficient and effective institution, SU was named a "Model of Efficiency" by *University Business* for four consecutive years and was highlighted for its productivity and strong graduation rates by Maryland's Department of Legislative Services. In 2020, SU received the prestigious Community-Engaged Campus designation by the Carnegie Foundation for the Advancement of Teaching. Additionally, SU has the distinction of being ranked among the nation's Top Producers of Fulbright Students for six years in a row and for producing the most of any Master's Large in the nation in 2023.

In July 2022, the University welcomed Dr. Carolyn Ringer Lepre as its 10th President. Dr. Lepre joined SU from Radford University (Radford, VA) where she served as the Interim President and previously as Provost and Vice President for Academic Affairs. Following her arrival, the University enrolled 6,378 undergraduate and 745 graduate students for a total institutional enrollment of 7,123 in fall 2022. In addition, SU employs 612 faculty and more than 1,100 staff. With a student-faculty ratio of 13:1, the University fosters close engagement between students and faculty, and brings together talented students from across campus in collaborative research, professional development, and experiential learning opportunities. The University values the diversity of its student population – undergraduate minority and international enrollment is approximately 29% – and its students represent 33 different states and 48 unique countries. The campus is composed of over 200 acres, with 101 buildings and 12 residence halls.

Salisbury University houses several centers of excellence, including the Bosserman Center for Conflict Resolution; the Innovation, Entrepreneurship, and Economic Development Hub; the Institute of Public Affairs and Civic Engagement (PACE); Business Economic and Community Outreach Network (BEACON); Mid-Atlantic Sales and Marketing Institute (MASMI); Nabb Research Center for Delmarva History and Culture; Eastern Shore Regional GIS Cooperative (ESRGC); and the Dave and Patsy Rommel Center for Entrepreneurship in Downtown Salisbury. The University supports four University Art Galleries, Delmarva Public Media (three public radio stations), and owns a large regional art collection

University System of Maryland

The University is a member of the University System of Maryland (USM). The USM was established by the Maryland General Assembly in 1988 with the merger of the five University of Maryland institutions and the six members of the state University and College System of Maryland. Today, the USM is comprised of a system office led by the chancellor, three regional higher education centers, and 12 institutions, including Salisbury University.

The mission of the USM is to improve the quality of life for the people of Maryland by providing a comprehensive range of high-quality, accessible, and affordable educational opportunities; engaging in research and creative scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions. The programs and activities of the USM have a significant impact on the quality of life in Maryland and create social and economic benefits for people throughout the state and beyond.

The USM is the most heterogeneous system in the country with four-year institutional members, having R1, R2, and regional comprehensive universities; three Historically Black Colleges and Universities; a professional schools university; an institution devoted to environment sciences; and an online global university. The system is highly collaborative with regular meetings of Presidents, Provosts, Vice Presidents for Student Affairs, Enrollment Management executives, and affinity groups that include directors of financial aid, admission and transfer, and health and counseling services. Similarly, there are faculty, staff, and student shared governance groups within the USM that enable institutional representatives to collaborate and advocate at the system level. These collaborative and mutually respectful relationships have been very important during the challenging years of the pandemic.

A 21-member Board of Regents (BOR), including two full-time students, governs the USM, and members serve on the board without compensation. Appointed largely by the Governor, the Regents oversee USM's academic, administrative, and financial operations; formulate policy; and appoint the USM Chancellor and the Presidents at each institution. Apart from the student members, each Regent is appointed for a term of five years and may not serve more than two consecutive terms. The Student Regents are appointed for two-year terms, serving as a voting member in their second year.

University Mission

The University's Mission statement was adopted in 2014 and revised in 2019:

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education and applied master's and doctoral programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our five privately endowed units (the Charles R. and Martha N. Fulton School of Liberal Arts, the Richard A. Henson School of Science and Technology, the Franklin P. Perdue School of Business, the Samuel W. and Marilyn C. Seidel School of Education, and the Glenda Chatham and Robert G. Clarke Honors College), and the recently established College of Health and Human Services, we foster an environment where individuals prepare for their careers and lives, with a focus on their social, physical, occupational, emotional and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, SU actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Strategic Plan 2020-2025

In creating the 2020-25 Strategic Plan, SU created focus groups from across campus to elicit feedback from as many voices as possible. During these workshops, national, state, and regional higher education trends were examined alongside institutional data to inform the development of each goal. Through this effort, SU developed five overarching goals: (1) enrich academic success and student development; (2) inspire a campus culture of inclusive excellence, support, and collaboration; (3) support access, affordability, and academic excellence; (4) deepen community engagement; and (5) enhance environmental, social, and economic sustainability. Strategic planning is overseen by the Associate Vice President for Planning and Assessment, and the Strategic Planning and Budget Committee (SPBC) provides oversight of the entire process and annually reviews the plan and progress towards accomplishing the goals and recommendations. The SPBC is comprised of faculty, staff, and student governance groups, Deans, Vice Presidents, as well as representatives from other campus offices. The 2020-25 Strategic Plan guides us as we selected the institutional priorities to include in our Self-Study.

Institutional Priorities To Be Addressed in the Self-Study

Preparations for SU's 2025 Self-Study began in fall 2022 with the Provost, Vice President for Administration and Finance, Vice President for Student Affairs, Associate Vice President for Planning and Assessment, Associate Vice President for Administration and Finance, Assistant Provost for Faculty Success, Associate Vice President for Enrollment Management, and Deputy Chief of Staff for Communications, known as the Self-Study Planning Team (SSPT), attending the Middle States Commission on Higher Education (MSCHE) Self-Study Institute (SSI). Through the SSI, the SSPT developed a tentative Self-Study timeline, recommended members for the Self-Study Steering Committee (SSSC), and reviewed and recommended a Self-Study approach and strategy. Dr. Kara Raab, Associate Vice President for Planning and Assessment, and Dr. Jessica Clark, Assistant Provost for Faculty Success, were appointed to co-chair the SSSC.

Throughout this process, the institution encouraged the involvement of all members of the campus community, through campuswide meetings, a 2025 Self-Study website, the SPBC, SSSC, and working groups. The suggestions from the SSPT were shared campuswide through meetings with the SPBC, SU's shared governance groups (Faculty Senate, Adjunct Faculty Caucus, Staff Senate, Student Government Association, Graduate Student Council), and the President's Advisory Team. Additionally, campuswide emails were sent sharing information about the upcoming Self-Study process and requested volunteers to serve on the Self-Study working groups.

The SSPT and SPBC believed the most logical organizational format of the Self-Study would be to utilize the priorities-based approach focusing on the five goals of the 2020-25 Strategic Plan to demonstrate how the institution is accomplishing each of the seven MSCHE standards. SU's Self-Study will focus on how the University strives to:

1. Enrich Academic Success and Student Development
2. Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration
3. Support Access, Affordability, and Academic Excellence
4. Deepen Engagement with Our Community

The institutional recommendations included within the fifth Strategic Plan goal – Enhance Environmental, Social, and Economic Sustainability – are integrated throughout the four selected priorities listed above. As can be seen in Table 1, each priority is aligned with all the goals and recommendations of the 2020-2025 Strategic Plan. In addition, subsequent tables demonstrate how the four Self-Study priorities are aligned with the University's Mission statement (Table 2) and the MSCHE standards (Table 3).

Table 1: Alignment of Self-Study Priorities with Salisbury University's 2020-25 Strategic Plan

Priority 1: Enrich Academic Success and Student Development	Priority 2: Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration	Priority 3: Support Access, Affordability, and Academic Excellence	Priority 4: Deepen Engagement with Our Community
Objective 1.1 - Continue to support and develop our wide range of exceptional and challenging academic programs and experiences.	Objective 2.1 - Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.	Objective 3.1 - Improve access and reassess enrollment goals utilizing strategies developed in the Strategic Enrollment Plan.	Objective 4.1 - Advance and promote SU's engagement with our community consistent with our designation as a Community Engaged Campus.
Objective 1.2 - Develop a more robust program of student support services that fosters holistic student wellness, development, integrity, leadership, and resiliency.	Objective 2.2 - Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).	Objective 3.2 - Increase affordability to support the continued enrollment of a diverse student body.	Objective 4.2 - Expand engagement of alumni, families, and friends with the SU community.
Objective 1.3 - Cultivate student academic support and participation in High-Impact Practices (HIPs) to support improvements in time-to-degree, retention, and graduation.	Objective 2.3 - Review our professional development, recognition, benefits, and compensation programs to improve retention of faculty and staff.	Objective 3.3 - Develop and articulate an identity that distinguishes SU as an outstanding public regional comprehensive University committed to academic excellence and student success.	Objective 4.3 - Enhance and expand local and regional partnerships and strategic alliances with private, public, and nonprofit organizations.
Objective 1.4 - Provide enhanced support for faculty to foster teaching, research, scholarship, creative activity, service, and professional development.	Objective 2.4 - Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.	Objective 5.3 - Emphasize social sustainability at SU by promoting a resilient community.	Objective 4.4 - Support community-based learning and community-engaged scholarship.
Objective 1.5 - Affirm the relevance and value of General Education to career and life success for all majors.	Objective 5.3 - Emphasize social sustainability at SU by promoting a resilient community.	Objective 5.4 - Promote economic sustainability by expanding effectiveness and efficiency practices and promoting a transparent process for strategic planning and budgeting.	Objective 5.1 - Serve as a leader in our region in providing educational opportunities that enhance social, environmental, and economic sustainability.
	Objective 5.4 - Promote economic sustainability by expanding effectiveness and efficiency practices and promoting a transparent process for strategic planning and budgeting.		Objective 5.2 - Aspire to lead local environmental sustainability initiatives and communicate those efforts to internal and external constituents.

Table 2: Alignment of Self-Study Priorities with the University Mission

Elements of your Mission Statement	Priority 1: Enrich Academic Success and Student Development	Priority 2: Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration	Priority 3: Support Access, Affordability, and Academic Excellence	Priority 4: Deepen Engagement with Our Community
Offer excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education and applied master's and doctoral programs	X		X	
Empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world	X	X		X
Cultivate and sustain a superior learning community where students, faculty, and staff are viewed as learners, teachers/ scholars, and facilitators	X		X	
A commitment to excellence and openness to a broad array of ideas and perspectives		X		
Offer a learning community that is student-centered with small classroom settings	X			
Provide every student with an opportunity to undertake research or experiential learning with a faculty mentor	X			
Foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being	X	X		
Support a campus community with exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from around the world		X		X
Actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation				X

Table 3: Alignment of Self-Study Priorities with MSCHE Standards

Standards for Accreditation	Priority 1: Enrich Academic Success and Student Development	Priority 2: Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration	Priority 3: Support Access, Affordability, and Academic Excellence	Priority 4: Deepen Engagement with Our Community	Requirements of Affiliation
I. Mission and Goals	**X**	**X**	**X**	**X**	
II. Ethics and Integrity	**X**	**X**	**X**		
III. Design and Delivery of the Student Learning Experience	**X**	X			
IV. Support of the Student Experience	**X**	X	**X**		
V. Educational Effectiveness Assessment	**X**				
VI. Planning, Resources, and Institutional Improvement	X	**X**	**X**	**X**	**X**
VII. Governance, Leadership, and Administration				X	**X**

Note. A large 'X" indicates the associated Standard should be a major focus, while a smaller 'x" indicates a minor focus.

Intended Outcomes of the Self-Study

The Self-Study process provides the University with an opportunity to conduct a comprehensive review of the last nine years of institutional history as well as a look ahead to the next decade. Through a multiyear, data-driven, and consensus-based review, SU will achieve the following outcomes:

1. Engage the SU community in an inclusive and transparent self-appraisal process that actively and deliberately involves members from all areas of the campus community.
2. Facilitate open and inclusive campus discussions about the University's strengths and opportunities for improvement.
3. Encourage continuous improvement in the attainment of our institutional Mission and priorities.
4. Compose a comprehensive document with a common vision and goals that can be used for future planning.
5. Reaffirm that the University meets each of the seven MSCHE Standards for Accreditation and the Requirements of Affiliation, resulting in our reaccreditation..

Self-Study Approach

In consultation with the SSPT and SPBC, the University decided to utilize a priorities-based approach for our Self-Study. As discussed previously, four priorities, aligned with SU's Strategic Plan, will be the focus of our Self-Study. During SU's 2016 Self-Study, the University found that a comprehensive model with special emphasis on select University goals allowed us to achieve our Self-Study outcomes.

Similarly, for the 2025 Self-Study, we believe the priorities-based approach will allow us to thoroughly examine our current Strategic Plan accomplishments and opportunities while also gathering comprehensive feedback across campus about the future aspirations of the University. As such, we anticipate that a priorities-based approach to our Self-Study will facilitate a successful development of our next Strategic Plan as well.

As noted on page 7, the SSPT and SPBC believe the most logical organizational format of the Self-Study would use the priorities-based approach, utilizing four of the five goals of the 2020-25 Strategic Plan to highlight how the institution is accomplishing each of the seven MSCHE standards. SU's Self-Study will focus on how the University strives to:

1. Enrich Academic Success and Student Development
2. Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration
3. Support Access, Affordability, and Academic Excellence
4. Deepen Engagement with Our Community

The institutional recommendations included within the fifth Strategic Plan goal, Enhance Environmental, Social, and Economic Sustainability, were integrated throughout the four selected priorities. As can be seen in Table 1, each priority is aligned with all of the goals and recommendations of the 2020-2025 Strategic Plan. In addition, subsequent tables demonstrate how the four Self-Study priorities have been aligned with the University's Mission statement (Table 2) and the MSCHE standards (Table 3).

Organizational Structure of the Steering Committee and Working Groups

Steering Committee

The SSPT attended the MSCHE SSI in fall 2022 and developed a tentative Self-Study timeline, reviewed and recommended a Self-Study approach and strategy, and created membership recommendations for the Self-Study Steering Committee (SSSC). Dr. Kara Raab, Associate Vice President for Planning and Assessment, and Dr. Jessica Clark, Assistant Provost for Faculty Success, were appointed to co-chair SSSC. The SSSC Co-Chairs sent a campuswide email explaining the importance of the reaccreditation process and requested participation from all parts of the campus, this included a Microsoft Forms link that allowed people to indicate their interest in participating in a working group (and a place to indicate which working group they felt they could best compliment based on their institutional knowledge and experience). Following this email, a second targeted email was sent to the group recommended by the SSPT to be SSSC members, which are listed below.

Steering Committee Members

Dr. Jessica Clark	Assistant Provost, Faculty Success & Associate Professor, Biological Sciences & SSSC Co-Chair
Dr. Kara Raab	Associate Vice President, Planning and Assessment & SSSC Co-Chair
Lynn Adkins	Associate Vice President, Administration & Finance
Joe Benyish	Chair of Staff Senate-Director, Orientation, Transition, & Family Programs
Dr. Chrys Egan	Associate Dean, Fulton School of Liberal Arts & Professor, Communication
Dr. Dane Foust	Vice President, Student Affairs & Auxiliary Services
Michele Garigliano	SU Foundation Board Member & SU Alumna
Dr. Clifton Griffin	Dean, Graduate Studies & Research
Dr. Laurie Henry	Dean, Seidel School of Education
Dr. Robert Joyner	Alumni Board Member
Allen Koehler	Associate Vice President, Enrollment Management
Ken Kundell	Chief Information Officer
Dr. Emin Lelic	Representative from Faculty Senate-Long Range Academic Planning & Assistant Professor, History
Dr. Deneen Long-White	Associate Professor, Public Health & Faculty Senate Vice President
Dr. Karen Olmstead	Provost and Senior Vice President, Academic Affairs
Wyatt Parks	Student Government Association Representative
Nicholas Plummer	Graduate Student Council Representative
Andrew Smarick	University System of Maryland, Board of Regents Representative
Eric Stewart	Deputy Chief of Staff, Communications

The SSSC met for the first time on February 21, 2023, and reviewed the Self-Study process, including the Self-Study timeline, working group membership and charges, and discussed details around the Self-Study Design Plan (SSDP). The SSSC also reviewed SU's MSCHE 2025 website created by the Steering Committee Co-Chairs, which was established to keep the campus informed of the reaccreditation process and to solicit input from various constituencies. Much of the discussion was focused on the SSSC Charge (see below) and how to best ensure continuity in data/document/evidence collection and reporting across working groups. To best manage this, each SSSC member will be associated with one of the five working groups and serve as a liaison between their working group and the SSSC to facilitate communication between the committees. The SSSC members will attend biweekly working group meetings and communicate progress, challenges, and needs back to the SSSC at the regular biweekly SSSC meetings. SSSC will ensure the working groups have access to all materials and data necessary to complete their research, and because of the organization between the working groups and the SSSC, we expect to limit the amount of duplicated efforts. Additionally, the SSSC will provide regular updates to the campus community through the various shared governance bodies and the website.

2025 Self-Study Steering Committee Charge

The Steering Committee is responsible for ensuring that SU is compliant with the seven Standards for Accreditation as set forth by MSCHE and will do so by providing oversight and leadership of the entire Self-Study process. More specifically, members of the Self-Study Steering Committee (SSSC) will:

1. Develop a timeline to ensure key milestones are met.
2. Review the Self-Study Design Plan.
3. Act as liaisons to one of the five working groups to:
    a. Provide guidance to ensure adherence to the guidelines set forth by MSCHE..
    b. Ensure continuity in data/document/evidence collection and reporting.
    c. Set and lead meetings and ensure that minutes are recorded.
    d. Monitor the progress of the working groups and provide regular updates to the institution's leadership.
    e. Ensure working groups addressed all MSCHE Standards and associated criteria.
    f. Make sure all established deadlines are met.
    g. Accurately compile evidence from the working groups to analyze SU's challenges and strengths and create a Self-Study report reflective of that.
    h. Review the final Self-Study report and ensure effective communication across campus.
4. Prepare for the site visit and provide the visiting team with all necessary documentation and materials.
5. Participate in the site visit and ensure all members of the visiting team have access to the information and individuals they need to conduct a thorough review.
6. Review the final report from the visiting team and work with the institution's leadership to develop a response and plan for addressing any identified areas for improvement.
7. The SSSC's ultimate goal is to ensure the institution is meeting the standards for quality and excellence in higher education necessary to be reaccredited, and that it is well positioned to support student success now and in the future.

Working Groups

Based on the University's decision to utilize a priorities-based approach, four working groups were created for each of the previously identified institutional priorities. In addition, a fifth working group was created to examine and provide evidence of compliance with the MSCHE's Requirements of Affiliation. Therefore, five working groups were created – SU's Self-Study will focus on how the University strives to:

1. Enrich Academic Success and Student Development
2. Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration
3. Support Access, Affordability, and Academic Excellence
4. Deepen Engagement with Our Community
5. Meet MSCHE's Requirements of Affiliation

The SSPT sought volunteers from the entire University community to serve on the working groups, including faculty, staff, and students. The SSPT ensured everyone who volunteered would have an opportunity to serve on a working group – nobody was turned away. In January 2023, the SSSC Co-Chairs sent a campuswide email explaining the importance of the reaccreditation process and requested campuswide participation, this included a Microsoft Forms link that allowed people to indicate their interest in participating in a working group (and a place to indicate which working group they felt they could best compliment based on their institutional knowledge and experience). Following this email, a second targeted email was sent to members of the campus community that the SSPT group recommended for inclusion in specific workgroups based on their institutional knowledge and unique experiences.

Each working group is composed of a diverse group of students, faculty, and staff representatives with varying skill sets and institutional perspectives, and each group will include one or two SSSC members who will serve as liaisons between their working group and the SSSC. This will enhance and facilitate communication among the various groups, preventing duplication of effort. The SSSC members will attend the biweekly working group meetings and then communicate progress, challenges, and needs back to the SSSC. Additionally, all working groups will choose Chairs or Co-Chairs to coordinate the individual working group logistics. SSSC members will assist their working groups in selecting a secretary to take meeting minutes and creating subgroups, when necessary, to focus on responding to specific research questions.

In April 2023, the SSSC Co-Chairs hosted a half-day retreat for the SSSC, which was attended by all of the working group members. During the retreat, the Co-Chairs described the Self-Study process and timeline, provided an overview of Microsoft Teams and how it would be used to manage the Self-Study project, and shared the working group charges and research questions. As a part of their work, each working group will respond to a set of research questions provided by the SSSC and provide a 10–15-page written report identifying the strengths and opportunities related to their institutional priority. Additionally, working groups will provide all documents necessary to demonstrate compliance with their associated MSCHE standards. Membership, charges, and research questions for each of the five working groups can be found below. Templates for each working group, which align their research questions with the MSCHE Standard for Accreditation, can be found in the appendix starting on page 28.

Working Group 1: Academic Success and Student Development

Name	Job Title	Faculty, Staff, Student
Dr. Chrys Egan*	Associate Dean, Fulton School of Liberal Arts & Professor, Communication	Faculty
Dr. Emin Lelic*	Representative from Faculty Senate-Long Range Academic Planning, Assistant Professor, History	Faculty
Wyatt Parks*	Student Government Association Representative	Student
Eric Stewart*	Deputy Chief of Staff, Communications	Staff
Helena Alves	Assistant Dean for Student Conduct, Student Affairs	Staff
Dr. Rhyannon Bemis	Associate Professor, Psychology	Faculty
Dr. Melissa Boog	Associate Vice President, Academic Affairs	Staff
Dr. Melissa Bugdal	Director, University Writing Center & Assistant Professor, English	Faculty
Dr. Randall Cone	Associate Professor, Mathematics	Faculty
Kelly Cowger	Coordinator, Guerrieri Student Union	Staff
Dr. Brittany Foutz	Visiting Professor, Department of Conflict Analysis & Dispute Resolution	Faculty
Dr. Heather Holmes	Director, Center for Student Achievement	Staff
Catherine Jackson	Program Specialist, Interdisciplinary Studies	Faculty
Lian Peach	Student, Honors Student Ambassador	Student
Valerie Randall-Lee	Assistant Vice President Student Affairs, Dean of Students	Staff
Tim Robinson	Adjunct Faculty, History & Adjunct Faculty Caucus President	Faculty
Dr. Mike Scott	Dean, Henson School of Science & Technology & Professor, Geography & Geosciences	Faculty
Dr. Margaret Sebastian	Director, TRIO Student Support Services	Staff
Melissa Thomas	Manager, Instructional Design & Delivery & Adjunct Faculty, Communication	Staff
Sarah Timko-Jodlbauer	Director, Academic Advising Center	Staff
Dr. Zachary Townsend	Assistant Professor, Exercise Science	Faculty
Dr. Margarita Treuth	Director, School of Health Sciences	Faculty
Dr. Starlin Weaver	Associate Dean, Seidel School of Education & Professor, Secondary & Physical Education	Faculty

**Indicates member of the Self-Study Steering Committee*

Working Group 1 Charge

Working Group 1 is responsible for evaluating how effectively SU is achieving Middle States Standards: I*, II*, III*, IV*, V*, and VI. Through a comprehensive review of SU policies, procedures, and practices related to Academic Success and Student Development, the Working Group will respond to the following research questions related to these Middle States Standards. Working Group 1 will provide evidence, documents, and data necessary to demonstrate compliance with their assigned Standards. Upon completion of their work, Working Group 1 will provide the Self-Study Steering Committee with their written responses to all of their research questions. In addition, Working Group 1 will submit a 10–15-page written report identifying the strengths and opportunities related to Academic Success and Student Development and any recommendations they have for how Academic Success and Student Development can best be supported. A report template has been provided.

- *Indicates emphasis
- https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/strategic-planning/goal-one.aspx

Working Group 1 Research Questions

Standard I: Mission and Goals

1. To what extent does the University have a clearly defined mission and goals that guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and institutional and educational outcomes?
2. To what extent are the University's student learning goals consistent with the established best practices and learning outcomes for General Education?
3. How do the University's goals and Strategic Plan focus on academic programs and educational offerings to improve student learning and development?
4. How effective is the University in assessing its Mission and Strategic Plan as it relates to academic success and student development?
5. How did COVID impact the University's ability to support academic success, retention, and student development?
6. What effect did COVID have on supporting faculty development?

7. Which academic success, student development and support, and faculty support changes implemented during COVID have been maintained because they were successful?
8. 8. How was this Strategic Plan goal modified after COVID?

Standard II: Ethics and Integrity

9. How are academic integrity expectations communicated to students? How are faculty and students familiarized with the academic integrity grievance process?
10. What supports exist to prevent academic misconduct?
11. What initiatives are in place to assure continued affordability throughout students' educational experience?

Standard III: Design and Delivery of the Student Learning Experience

12. Describe how the University provides students with a coherent learning experience across all certificate and degree levels and how these learning opportunities promote a synthesis of learning.
13. How does the University identify whether faculty and other professionals are appropriately prepared and qualified to design, deliver, and assess learning given the positions they hold? Please describe this for undergraduate and graduate faculty.
14. What is the process for evaluating faculty performance, including the rigor and effectiveness of teaching? Does this process happen regularly and equitably? Are tenure and promotion processes clear and well understood? Are there similar processes for evaluation of full-time, non-tenure-track (FT-NTT) faculty?
15. How are efforts for continuing professional growth and innovation for faculty and other professionals, including graduate assistants, encouraged, financially supported, facilitated, and verified?
16. Are there enough faculty and other professionals to design, deliver, and assess student learning experiences and how is this determined?
17. How are the goals, degree, and program requirements of the General Education program and all academic programs communicated to students?
18. How does the University ensure there are sufficient learning opportunities and resources to support academic programs and students' academic progress?
19. Describe how the new General Education model was developed and how it has been financially supported. What evidence is there that our General Education program provides students with learning opportunities that will help them develop cultural and global awareness and cultural sensitivity, as well as prepare them to make well-reasoned judgments?
20. Describe how the General Education program allows students to develop oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy skills.
21. Illustrate how the General Education program includes the study of values, ethics, and diverse perspectives.
22. How do graduate program faculty provide graduate students with opportunities for research, scholarship, and independent thinking?
23. How are the learning opportunities for undergraduate and graduate academic programs designed, administered, and assessed by a third party (e.g., sending Institutions of transfer students) reviewed and approved?
24. Describe the academic program review process for undergraduate and graduate programs and describe how it has been used to improve teaching and learning?

Standard IV: Support of the Student Experience

25. What process is used to identify if students are adequately prepared for their program of study and which strategies are used to support them in achieving their educational goals.
26. What processes and support programs (e.g., orientation, advisement, counseling programs, tutoring, etc.) does the University have to enhance retention of students and the successful and timely completion of their degree program?
27. Describe how extracurricular activities (e.g., athletics, student life, student organizations, etc.) are regulated and governed? Are the same academic and fiscal principles and procedures used for these programs?
28. What student support services programs are designed, delivered, and or assessed by a third-party provider? How are these revised and approved by the institution?
29. Describe how the University assesses its student support services and programs. How have the results of these assessments been used to improve student satisfaction, success, and retention?

Standard V: Educational Effectiveness Assessment

30. Demonstrate that the institution has clearly stated student learning outcomes for all undergraduate and graduate degree programs. Describe how the academic program review process ensures the regular review of these outcomes.
31. What methods does the University employ to assess the achievement of degree and program goals and how does it ensure that the evaluation of student achievement of these goals is defensible? How adequately are students being prepared, and what kind of data is collected to provide evidence of this?
32. How are assessment results communicated and used to improve student achievement, curriculum, teaching, retention, graduation, transfer, or placement rates?

33. What types of professional development activities were created based on assessment results?
34. What type of impact have assessment results had on planning and budgeting?
35. How effectively is the University assessing and systematically collecting evidence (i.e., qualitative and quantitative data) that students are achieving the identified General Education and academic program student learning goals and outcomes? Provide evidence that this process is sustainable and ongoing.
36. What evidence does the University have to demonstrate that teaching at regional centers or through remote delivery is comparable to teaching at the main campus?
37. How often is the process that is used to assess our educational effectiveness evaluated? How have results been used for institutional planning, improvement, and/or resource allocation?

Working Group 2: Inclusive Excellence, Support, and Collaboration

Name	Job Title	Faculty, Staff, Student
Dr. Dane Foust*	Vice President, Student Affairs & Auxiliary Services	Staff
Dr. Deneen Long-White*	Associate Professor, Public Health & Faculty Senate Vice President	Faculty
Nicholas Plummer*	Graduate Student Council Representative	Student
Vanice Antrum	Director, Multicultural Affairs	Staff
Humberto Aristizábal	Associate Vice President, Institutional Equity & Title IX Coordinator	Staff
Dr. Ethel Barja Cuyutupa	Assistant Professor, Modern Languages & Intercultural Studies	Faculty
Logan Becker	Budget Analyst	Staff
Christine Benoit	HR Specialist, Talent & Organizational Development	Staff
Hunter Darby	Student	Student
Paul DeCock	Associate Director, Housing & Residence Life	Staff
Jennifer Ellis	Curriculum & Administrative Specialist	Staff
Matt Groves	Director, Architectural & Engineering Services/Capital Projects	Staff
Jalesa Hull	Student Accessibility Specialist, Disability Resource Center	Staff
Zainab Jabeen	Student	Student
Dr. Kwonchan Jeon	Assistant Professor, Public Health	Faculty
Dr. Vitus Ozoke	Associate Professor, Conflict Analysis & Dispute Resolution	Faculty
Dr. Tina Reid	Professor, Nursing	Faculty
Dr. Ellen Schaefer-Salins	Assistant Professor, Social Work	Faculty

**Indicates member of the Self-Study Steering Committee*

Working Group 2 Charge

Working Group 2 is responsible for evaluating how effectively SU is achieving Middle States Standards: I*, II*, III, IV, VI*, and VI*. Through a comprehensive review of SU policies, procedures, and practices related to Inspiring a Campus Culture of Inclusive Excellence, Support, and Collaboration, the Working Group will respond to the following research questions related to these Middle States Standards. Working Group 2 will provide evidence, documents, and data necessary to demonstrate compliance with their assigned Standards. Upon completion of their work, Working Group 2 will provide the Self-Study Steering Committee with their written responses to all of their research questions. In addition, Working Group 2 will submit a 10–15-page written report identifying the strengths and opportunities related to Inspiring a Campus Culture of Inclusive Excellence, Support, and Collaboration and any recommendations they have for Campus Culture, Support, and Collaboration can best be supported. A report template has been provided.

- *Indicates emphasis
- https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/strategic-planning/goal-two.aspx

Working Group 2 Research Questions

Standard I: Mission and Goals

1. Describe the process through which the University's Mission statement and goals, Strategic Plan, and other planning documents are constructed, reviewed, executed, prioritized, and publicized. Describe who (internal and external constituents and governing bodies) is involved in this process.
2. To what extent do the goals of the Strategic Plan focus on institutional improvement with respect to creating and promoting a welcoming and inclusive campus?
3. How does the institution periodically review the effectiveness and efficiency of its Mission, goals, and Strategic Plan and to what extent is this review is a transparent and inclusive? Have improvements to the Mission and Strategic Plan goals been made based on this review?
4. How did COVID impact the University's ability to enhance goals of diversity, equity, and inclusion?
5. What effect did COVID have on maintaining a welcoming and inclusive campus?
6. Which diversity, equity, and inclusion initiatives implemented during COVID have been maintained because they were successful?
7. How was this Strategic Plan goal modified after COVID?

Standard II: Ethics and Integrity

8. How does the University protect intellectual property rights and academic freedom? How are these policies disseminated across campus?
9. How has the University strived to recruit a diverse faculty and staff, and what steps can be taken to attract and retain top faculty and staff with diverse backgrounds?
10. How are University faculty and student grievances and concerns heard and addressed? Are policies in place to adequately address faculty concerns related to academic freedom, fair practices, promotion and tenure decisions, budgetary support, and outcomes of appeals of student academic integrity violations? How are faculty familiarized with these policies?
11. What policies and procedures does the University have in place to ensure that any potential conflicts of interests affecting remuneration, contractual relationships, employment, family, financial, or other interests are disclosed? Where they exist, what policies and procedures ensure the integrity of the academic and fiscal enterprise?
12. What policies and procedures exist to avoid conflicts of interest in teaching, scholarship, and administration?
13. What steps has the University taken to ensure that all faculty, staff, and students are in a workplace and academic environment free from discrimination or unfair treatment?
14. How does the institution periodically review and assess institutional policies, processes, and practices to ensure their integrity? Have improvements to policies, processes, and practices been made based on this review?

Standard III: Design and Delivery of the Student Learning Experience

15. To what extent does the University provide appropriate orientation, training, and support for faculty?
16. How are curricula designed, maintained, and updated by faculty to ensure inclusivity?

Standard IV: Support of the Student Experience

17. When considering the transition and success of a diverse group of first-year and transfer students, what programs exist to ensure their integration into the University? What planning and assessment tools/measures are used to determine success for these students?

Standard VI: Planning, Resources, and Institutional Improvement

18. How effectively is the University assessing and systematically collecting evidence (i.e., qualitative and quantitative data) that it is achieving Strategic Plan goals? Provide evidence that this process is sustainable and ongoing and that results have been used for planning and resource allocation.
19. Describe the strategic planning process. What process is used to create and disseminate the Strategic Plan and how are results evaluated?
20. How effective is the University's model for resource allocation? How does the process reflect the priorities of the Strategic Plan and University Mission?
21. What criteria does the University use to determine that adequate faculty, staff, and administration are available to support the institution's mission? What guidelines and practices ensure that adequate resources are available to support necessary personnel?
22. Describe the people and groups responsible for planning and budgeting and what process is used to develop these.
23. To what extent are new capital projects, infrastructure, and technology linked to the planning and budget process? Describe the planning process for facilities and technology.

24. Describe the strategies used to assess and measure how efficiently the University utilizes its resources in support of institutional goals.
25. Analyze the process for establishing annual and multi-year budgets for all units (including any relevant subsidiary, affiliated, or contractual relationships) and institution-wide? How does the process reflect the principles of equity and efficiency?
26. How does the institution periodically review the effectiveness and efficiency of its Strategic Plan and budgeting process and to what extent is this review a transparent and inclusive? Have improvements to the process been made based on this review?

Working Group 3: Access, Affordability, and Academic Excellence

Name	Job Title	Faculty, Staff, Student, Community Member
Dr. Robert Joyner*	Alumni Board Member	Community Member
Ken Kundell*	Chief Information Officer	Staff
Ellen Anderson	Clinical Assistant Professor, Social Work	Faculty
Amy Benjamin	Director, Regional & Affiliate Operations	Staff
Katie Delezenski	RIS Librarian	Faculty
Candace Henry	Director, Disability Resource Center	Staff
Liz Kressin	Associate Registrar	Staff
Phillip Nguyen	Student	Student
Svetlana Sadakbaeva	Student	Student
Beth Skoglund	Director of Admissions	Staff
Karen Treber	General Counsel	Staff
Dr. Joerg Tuske	Professor, Philosophy	Faculty
Dr. Kristen Walton	Director, Nationally Competitive Fellowships Office & Professor, History	Faculty
Bella Woolen	Student	Student

**Indicates member of the Self-Study Steering Committee*

Working Group 3 Charge

Working Group 3 is responsible for evaluating how effectively SU is achieving Middle States Standards: I, II, IV, and VI. Through a comprehensive review of SU policies, procedures, and practices related to Supporting Access, Affordability, and Academic Excellence, the Working Group will respond to the following research questions related to these Middle States Standards. Working Group 3 will provide evidence, documents, and data necessary to demonstrate compliance with their assigned Standards. Upon completion of their work, Working Group 3 will provide the Self-Study Steering Committee with their written responses to all of their research questions. In addition, Working Group 3 will submit a 10–15-page written report identifying the strengths and opportunities related to Supporting Access, Affordability, and Academic Excellence and any recommendations they have for how Supporting Access, Affordability, and Academic Excellence can best be supported. A report template has been provided.

- https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/strategic-planning/goal-three.aspx

Working Group 3 Research Questions

Standard I: Mission and Goals

1. What factors does the University consider in determining its desired student mix (resident/non-resident, majors, graduate/undergraduate, demographics, on-/off-campus, online/face-to-face) and how does this mix align with its mission?
2. How does the University's Mission guide efforts to attract a diverse, academically capable student body? What assessments are used to determine if the institution has met these enrollment goals?
3. How did COVID impact the University's enrollment and affordability goals?
4. What effect did COVID have on the development of the University's brand?
5. Which enrollment initiatives implemented during COVID have been successfully maintained?
6. How was this Strategic Plan goal modified during and after COVID?

Standard II: Ethics and Integrity

7. Does the University promote a diverse and inclusive student community? How is this assessed?
8. What information does the University provide the public, including prospective students and their parents? Is this information transparent and easily accessible?
9. Describe how the University has promoted access and affordability to continue to enroll a diverse student body.
10. How is information on financial aid (including merit- and need-based scholarships) determined, implemented, and disseminated?
11. Does the University provide all required public disclosures, including information on assessments, graduation/retention/licensure rates, and other student-right-to know information and where can this information be found?

Standard IV: Support of the Student Experience

12. Is information on expenses, financial aid (including merit and need-based scholarships), grants, loans, repayment, and refunds accurate and how is it disseminated?
13. Describe policies and procedures used to evaluate and apply transfer credits and credits awarded through experiential learning, prior non-academic learning, competency-based assessments, and other alternative learning approaches. How well are these policies and procedures created and disseminated to the University community and prospective students?
14. How do the transfer credit policy and process take into consideration the University's learning outcomes and program-specific requirements? How has this changed over time?
15. What policies and procedures exist to assure the safe maintenance of all student records? How are the policies related to the release of student information shared, disseminated, and implemented?
16. Describe how the University assesses its admissions and orientation processes and programs. How have the results of these assessments been used to improve enrollment and retention?

Standard VI: Planning, Resources, and Institutional Improvement

17. In what ways has the University been intentional in its enrollment planning for the next decade and beyond. How has the University ensured its affordability?
18. Describe the enrollment management process and associated enrollment goals. What process is used to create and disseminate the plan and how are results used?
19. Are the facilities that have been constructed since the last MSCHE review consistent with the University mission?
20. How does the institution periodically review the effectiveness and efficiency of its enrollment management plan and strategy and financial aid model? To what extent is this review transparent and inclusive? Have improvements to the process been made based on this review?

Working Group 4: Community Engagement

Name	Job Title	Faculty, Staff, Student, Community Member
Joe Benyish*	Chair of Staff Senate-Director, Orientation, Transition & Family Programs	Staff
Michele Garigliano*	SU Foundation Board Member & SU Alumna	Community Member
Dr. Clifton Griffin*	Dean, Graduate Studies & Research	Staff
Dr. Laurie Henry*	Dean, Seidel School of Education	Staff
Dr. Leonard Arvi	Professor, Economics & Finance	Faculty
Eric Berkheimer	Associate Vice President, Facilities & Capital Management	Staff
Jayme Block	Associate Vice President, Alumni Engagement & Development	Staff
Colleen Clark	Associate Professor, Music & Co-Chair, Music, Theater & Dance	Faculty
Jason Curtin	Vice President, Advancement & Executive Director, SU Foundation	Staff
Dr. Yvonne Hanley	M.B.A. Director, Perdue School of Business	Staff
Dr. Beatriz Hardy	Dean, Libraries & Instructional Resources	Faculty
William Lowery	Horticulturist	Staff
Dr. Andrew Martino	Dean, Clarke Honors College	Staff
Dr. Brian Polkinghorn	Professor, Conflict Analysis & Dispute Resolution	Faculty
Dr. Sandy Pope	Associate Professor, Secondary & Physical Education & Director, Institute for Public Affairs & Civic Engagement	Faculty
Lesley Staffeldt	Director, Conference Services	Staff

**Indicates member of the Self-Study Steering Committee*

Working Group 4 Charge

Working Group 4 is responsible for evaluating how effectively SU is achieving Middle States Standards: I*, VI*, and VII*. Through a comprehensive review of SU policies, procedures, and practices related to Deepening Engagement with Our Community, the Working Group will respond to the following research questions related to these Middle States Standards. Working Group 4 will provide evidence, documents, and data necessary to demonstrate compliance with their assigned Standards. Upon completion of their work, Working Group 4 will provide the Self-Study Steering Committee with their written responses to all of their research questions. In addition, Working Group 4 will submit a 10–15-page written report identifying the strengths and opportunities related to Deepening Engagement with Our Community and any recommendations they have for how Deepening Engagement with Our Community can best be supported. A report template has been provided.

- *Indicates emphasis
- https://www.salisbury.edu/administration/university-analysis-reporting-and-assessment/strategic-planning/goal-four.aspx

Working Group 4 Research Questions

Standard I: Mission and Goals

1. How does the University engage with alumni, families, and friends, and does this advance the institution's mission and goals? What are the best practices and strategies for this type of programing at other institutions?
2. Describe Strategic Plan goals as they relate to deepening engagement with our community and are realistic and related to the University's Mission. How does the University engage internal and external constituents in promoting social, environmental, and economic sustainability through educational opportunities?
3. How does the University assess and periodically evaluate its mission and goals related to community engagement, sustainability, and partnership development to ensure they are relevant and achievable? How does it use this information to improve institutional outcomes?
4. How did COVID impact the University's ability to engage with our community?
5. What effect did COVID have on the University's ability to serve as a leader in social, environmental, and economic sustainability?
6. Which community engagement initiatives implemented during COVID have been maintained because they were successful?
7. How was this Strategic Plan goal modified after COVID?

Standard VI: Planning, Resources, and Institutional Improvement

8. What goals does the University have that are related to community engagement? How are these goals assessed, what are the results of these assessments, and how have the results been used?
9. What are the economic and workforce development needs of the regional community and businesses? How do initiatives like the Rommel Entrepreneurship Center, BEACON, PACE, ESRGC, or the Small Business Development Center meet those needs?
10. How does the University assess the impact of its community-based learning and community-engaged scholarship efforts to ensure that those efforts are aligned with SU's Mission and goals?
11. How is environmental sustainability considered as a part of the University's planning process?

Standard VII: Governance, Leadership, and Administration

12. How does the Salisbury University Foundation support the overall University Mission? How is the SU Foundation's allocation of resources aligned with the University Mission?

Working Group 5: Requirements of Affiliation

Name	Job Title	Faculty, Staff, Student
Lynn Adkins*	Associate Vice President, Administration & Finance	Staff
Allen Koehler*	Associate Vice President, Enrollment Management	Staff
Dr. Karen Olmstead*	Provost and Senior Vice President, Academic Affairs	Staff
Andrew Smarick*	University System of Maryland, Board of Regents Representative	Board of Regents
Joel Davies	Captain/Associate Chief, University Police	Staff
Dr. Vince Genareo	Assistant Dean, Seidel School of Education & Associate Professor, Early & Elementary Education	Faculty
Lisa Lepore	Associate Vice President, Human Resources	Staff
Rashid Robinson	Library Acquisition Specialist	Staff
Shane Ryan	Admissions Counselor	Staff
Tara Smith	Director, Academic Affairs Administrative Operations	Staff
Dr. Brian Stiegler	Assistant Provost, International Education & Associate Professor, Modern Languages & Intercultural Studies	Staff

**Indicates member of the Self-Study Steering Committee*

Working Group 5 Charge

Working Group 5 is responsible for evaluating how effectively SU is achieving the Middle States Requirements of Affiliation and Standards VI and VII. Through a comprehensive review of SU policies, procedures, and practices, the Working Group will respond to the following research questions related to these Middle States Requirements of Affiliation and their associated standards. Working Group 5 will provide evidence, documents, and data necessary to demonstrate compliance with the Requirements of Affiliation and Standards VI and VII. Upon completion of their work, Working Group 5 will provide the Self-Study Steering Committee with their written responses to all of their research questions. In addition, Working Group 5 will submit a 10–15-page written report identifying the strengths and opportunities related to the various areas in the Requirements of Affiliation and Standards VI and VII and any recommendations they have for how additional policies, procedures, or evidence are needed to demonstrate compliance with the Requirements of Affiliation. A report template has been provided.

Working Group 5 Research Questions

Standard VI: Planning, Resources, and Institutional Improvement

1. Who is responsible for maintaining and updating policies and procedures to ensure the University is in compliance with all applicable federal regulatory requirements?
2. Provide a copy of annual independent audits and management letters.
3. How does the University demonstrate ongoing compliance with all federal, state, and other regulations in its operations including Financial Aid, Athletics, Research and Sponsored Programs, ADA, State of Maryland, and USM?
4. How does the University effectively 'close the loop' on academic and institutional effectiveness? Give examples of how practices, curricula have changed because of assessments.

Standard VII: Governance, Leadership, and Administration

5. Demonstrate how the University's shared governance model contributes to a strong sense of campus community.
6. How effective is the University in engaging with outside agencies such as the Board of Regents, USM, and the Maryland Higher Education Commission (MHEC)? What evidence exists that these organizations understand and support the University's Mission and goals?
7. Describe the oversight provided to the institution through the USM Board of Regents and MHEC. How do the Board of Regents policies and state-level requirements and policies ensure that the University fulfills its Mission and is fiscally responsible?
8. What policies are in place to ensure that integrity of the BOR and their compliance with all applicable conflict of interest policies?
9. Describe the policies and procedures used to select individuals for leadership positions in the governance bodies.
10. Describe the process for hiring administrative leaders at the University. Does the hiring process allow for widespread input from across the campus community?
11. How is the USM involved in the selection and review of the University's President?
12. In what ways does the University's administrative structure facilitate a strong sense of campus community at the local, national, and international levels? In what ways is there room for improvement?
13. How are the skills and training of administrative leaders matched with their required responsibilities?
14. What are the systematic procedures for evaluating administrative units and for using these evaluations to improve operations?
15. Analyze the process for assessing the effectiveness of administrative units and staff.

Requirements of Affiliation

For each of the Requirements of Affiliation, provide documents and/or evidence demonstrating compliance and describe the process used to ensure continued compliance. Identify the personnel and offices responsible for maintaining our compliance.

Guidelines for Reporting

Working groups began their work in spring 2023, and before July 1, 2023, they will review their charges and request documents needed to begin addressing their charges in fall 2023. Each working group includes one to two SSSC members who serve as liaisons between their working group and the SSSC. The SSSC members will attend the biweekly working group meetings, and then communicate progress, challenges, and needs back to the SSSC. Final working group reports will be due to the SSSC by March 1, 2024.

Each working group report should be approximately 10-15 pages in length and include each of the sections identified below. In addition, the report should respond to each of the priorities-based research questions provided to the working group. The report should also include an appendix of any data and/or reports used to demonstrate compliance with the MSCHE Standards. The template and format for each working group report is included below. Upon receiving the working groups' reports, the recommendations will be discussed with the SSSC, and a final version will be vetted by the co-chairs.

1. Executive Summary
2. Introduction: Provide a brief description of the institutional priority evaluated by the working group and a summary of the findings.
3. Method: Describe the process used by the working group to evaluate compliance with the MSCHE standards and the evidence used to support the working group's conclusions.
4. Analysis: Does SU meet the MSCHE standards associated with this priority?
5. Strengths: What are the strengths of the institution as they relate to this priority? Which MSCHE standard(s) and criteria do these strengths relate to most?
6. Opportunities for Improvement: Where does the institution have opportunities to better support this priority? What are the institutional weaknesses? Which MSCHE standard(s) and criteria do these weaknesses relate to most?
7. Recommendations: What are the major recommendations from the working group as they relate to best supporting this institutional priority?
8. Appendix: Provide data and documents used to support the working group's recommendations and to demonstrate compliance with each criterion of the MSCHE standards associated with supporting this institutional priority

Organization of Final Self-Study Report

The Self-Study will follow a priorities-based approach with four institutional priorities. A chapter will be devoted to each of the four priorities as well as the Requirements of Affiliation. The final Self-Study will have these sections:

1. Table of Contents
2. Executive Summary
3. Introduction
4. Institutional Profile
5. Impacts of COVID on Institutional Priorities
6. Priority 1: Academic Success and Student Development
    a. Standard I: Mission and Goals
    b. Standard II: Ethics and Integrity
    c. Standard III: Design and Delivery of the Student Learning Experience
    d. Standard IV: Support of the Student Experience
    e. Standard V: Educational Effectiveness Assessment
    f. Additional evidence of compliance aligned with Standards VI and VII may also be included.
7. Priority 2: Inspire a Campus Culture of Inclusive Excellence, Support, and Collaboration
    a. Standard I: Mission and Goals
    b. Standard II: Ethics and Integrity
    c. Standard IV: Support of the Student Experience
    d. Additional evidence of compliance aligned with Standards III, VI, and VII may also be included.
8. Priority 3: Support Access, Affordability, and Academic Excellence
    a. Standard I: Mission and Goals
    b. Standard II: Ethics and Integrity
    c. Standard IV: Support of the Student Experience
    d. Standard V: Educational Effectiveness Assessment
    e. Standard VI: Planning, Resources, and Institutional Improvement
9. Priority 4: Deepen Engagement with Our Community
    a. Standard I: Mission and Goals
    b. Standard VI: Planning, Resources, and Institutional Improvement
    c. Additional evidence of compliance aligned with Standard VII may also be included.
10. Requirements of Affiliation
    a. Planning, Resources, and Institutional Improvement
    b. Standard VII: Governance, Leadership, and Administration
    c. Verification of Compliance with Applicable Federal Regulatory Requirements
11. Summary of Major Findings and Recommendations
12. Conclusions
13. Appendices

Strategy for Verification of Compliance

While SU has created four working groups aligned with our Self-Study institutional priorities, a fifth working group will address the Requirements of Affiliation and verification of compliance with all applicable federal regulatory requirements. The Requirements of Affiliation working group is led by SU's Provost and Senior Vice President of Academic Affairs, Dr. Karen Olmstead. Dr. Olmstead will have a special assignment beginning July 2023 through December 2023 to lead and coordinate the efforts of the Requirements of Affiliation working group. In addition to Dr. Olmstead, the Requirements of Affiliation Working Group Five includes: the Associate Vice President, Enrollment Management; USM Regent; Associate Vice President, Administration and Finance; Captain/Associate Chief, University Police; Assistant Dean, Seidel School of Education, and Associate Professor, Early and Elementary Education; Associate Vice President, Human Resources; Library Acquisition Specialist; Admissions Counselor; Director, Academic Affairs Administrative Operations; and Assistant Provost, International Education. The specific names of the working group's five members can be found in the working groups section above. As needed, additional faculty and staff members will be added to the working group to ensure adequate coverage.

Self-Study Timetable

Maroon text indicates dates of importance to the entire campus community.

Fall 2022	Fall 2023	Fall 2024
October-November 2022: Attend Self-Study Institute **November-December 2022:** Identify Steering Committee members and appoint Working Group Leaders	**August-September 2023:** Self-Study design reviewed by University community. **Mid-September 2023:** Steering Committee open meeting with entire community to receive feedback. **October 2023:** Steering Committee meets with working groups. **November 2023-March 2024:** Working groups conduct analysis and create reports.	**September 2024:** Self-Study Draft sent to campus for comments. Steering Committee open meeting with community for feedback to revise draft. **October 2024:** Self-Study draft sent to Visiting Team Chair two weeks before Team Chair preliminary visit. **November 2024:** Preliminary visit by MSCHE Team Chair 3-4 months prior Team visit. **December 2024:** Steering Committee finalizes draft based on Team Chair visit.
Spring 2023	**Spring 2024**	**Spring 2025**
January 2023: Appoint Working Group Leaders and send campus email requesting working group volunteers. **February 2023:** Steering Committee writes and submits Self-Study Design draft **March 28, 2023:** Host Self-Study Preparation 1-day visit with MSCHE VP liaison. Self-Study Design accepted or revisions suggested. **April-June 2023:** Working groups begin to review their charge and share questions and/or concerns with the Steering Committee. **June 16, 2023** Working groups provide the Steering Committee with a list of any documents, data, or additional resources that they will need to complete their work.	**March 1, 2024:** Working groups submit reports. **April-July 2024:** Self-Study draft written and shared with President's Cabinet. MSCHE assembles the Self-Study Chair and Evaluation Team and MSCHE selects visit date.	**January 2025:** Submit/Upload Final Self-Study and data six weeks before visit. **February 2025:** Develop an agenda for Visiting Team and provide travel and logistical information. **March 2025:** Self-Study visit. Sunday night – Wednesday morning. Chair presents oral report to campus. **April 2025:** Visiting Team drafts Report and sends it to campus within 14 days of the conclusion of the team visit. SU reviews team report and provides corrections to the draft. Final Team Report sent within 5 days of receipt of the corrected draft. Formal Institutional Response to the final Team Report within 7 days of the final report **May-June 2025:** Visiting Team Chair submits brief to MSCHE. 1-2 months after brief is submitted to MSCHE. The Team chair attends the meeting of the Commission's Committee on Evaluation Reports. Committee recommends action to MSCHE. The Commission takes accreditation action and notifies campus.

Communication Plan

The SSPT and the SSSC worked collaboratively to create a Self-Study communication plan that would provide regular updates to campus stakeholders, allow for input and feedback, and ensure a collaborative and inclusive Self-Study process. The detailed Communication Plan can be found in the appendix on page 42. The SSSC and Co-Chairs will provide regular updates to the campus community through the various shared governance bodies and through the website. In addition, multiple campuswide emails have been sent providing details for the upcoming Self-Study and requesting participation in the working groups. Additionally, at President Lepre's State of the University presentation on February 7, 2023, information regarding the Self-Study was shared with attendees.

Evaluation Team Profile

SU is a public, comprehensive university with a student body of approximately 7,100 undergraduate and graduate students. While the University is largely composed of undergraduate students, roughly 90% of overall student enrollment, there are 15 applied master's and two doctoral programs, as well as several certificate programs. Included in SU's Strategic Plan goals are planned growth to an overall student enrollment of approximately 8,500 students, including growing the graduate student population to 12% of our overall enrollment. SU is focused on continuing to improve student retention and building additional opportunities for students to participate in high-impact practices and experiential learning. With a basic Carnegie classification of Master's Larger programs, SU hopes that its Team Chair and Team Members are from public, comprehensive institutions of similar size and programmatic blend. To assist with the selection of the Team Chair and Team Members from peer institutions, a table of the most popular programs based on enrollment can be found below.

Most Popular Undergraduate and Graduate Programs: 2018-2022

Most Popular Undergraduate Programs	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5-Year Average
Nursing	539	557	510	500	462	*514*
Exercise Science	529	533	522	493	437	*503*
Psychology	428	465	475	417	383	*434*
Biology	488	457	407	382	362	*419*
Communication	489	478	445	398	344	*431*
Management	368	365	353	374	339	*360*
Marketing	344	374	363	300	307	*338*
Elementary Education	348	320	327	327	291	*323*
Social Work	366	338	336	304	290	*327*
Finance	262	248	250	250	240	*250*
Most Popular Graduate Programs	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**5-Year Average**
Master of Social Work	370	409	454	406	361	*400*
M.Ed. Curriculum & Instruction	94	80	68	56	56	*71*
Master of Business Administration	69	53	55	59	51	*57*
Ed.D. Contemporary Curriculum Theory & Instruction: Literacy	43	47	47	37	41	*43*
M.Ed. Education Leadership	38	41	33	35	39	*37*
M.S. Health & Human Performance	27	28	25	28	26	*27*
M.Ed. Reading Specialist	23	33	31	25	24	*27*
M.A. English	21	21	26	37	20	*25*

Additionally, to assist with the selection of a Team Chair and Team Members, it may be helpful to examine SU's performance and aspirational peers. During the 2017 legislative session, the state determined that a funding model that used the same 10 states (i.e., California, Massachusetts, Washington, North Carolina, New York, New Jersey, Pennsylvania, Ohio, Virginia, and Minnesota) with which Maryland competes against most heavily in the national economy would be used for funding decisions and performance comparisons. Moreover, the 2017 model required a cluster analysis of all public four-year institutions in those 10 states, and within an institution's Carnegie group classification, be applied to select a group of funding peers based on a variety of institutional characteristics. As a result, 36 funding peers were selected as closest to SU based on five statistical models. Currently, there is a subgroup of our funding peers designated as our performance peers. Our performance peers include:

1. Buffalo State College
2. SUNY, Framingham State University
3. Radford University*
4. Rowan University*
5. SUNY Oswego
6. The College at Brockport, SUNY
7. University of North Carolina Wilmington*
8. Western Carolina University*
9. West Chester University of Pennsylvania*
10. William Patterson University of New Jersey

While some of these institutions, indicated with an asterisk, are no longer classified within the same Master's Large Carnegie classification as SU, they continue to be included in our performance peer group for University System of Maryland and the Maryland Higher Education Commission performance and funding comparisons. As these institutions have now moved into a Doctoral Carnegie classification, they can be considered aspirational peers.

In addition to these USM/MHEC performance peers, there are additional institutions within the MSCHE accreditation region that could be considered SU's competitors:

1. Commonwealth University of Pennsylvania
2. East Stroudsburg University of Pennsylvania
3. Millersville University of Pennsylvania
4. Shippensburg University of Pennsylvania
5. Slippery Rock University of Pennsylvania

Evidence Inventory Strategy

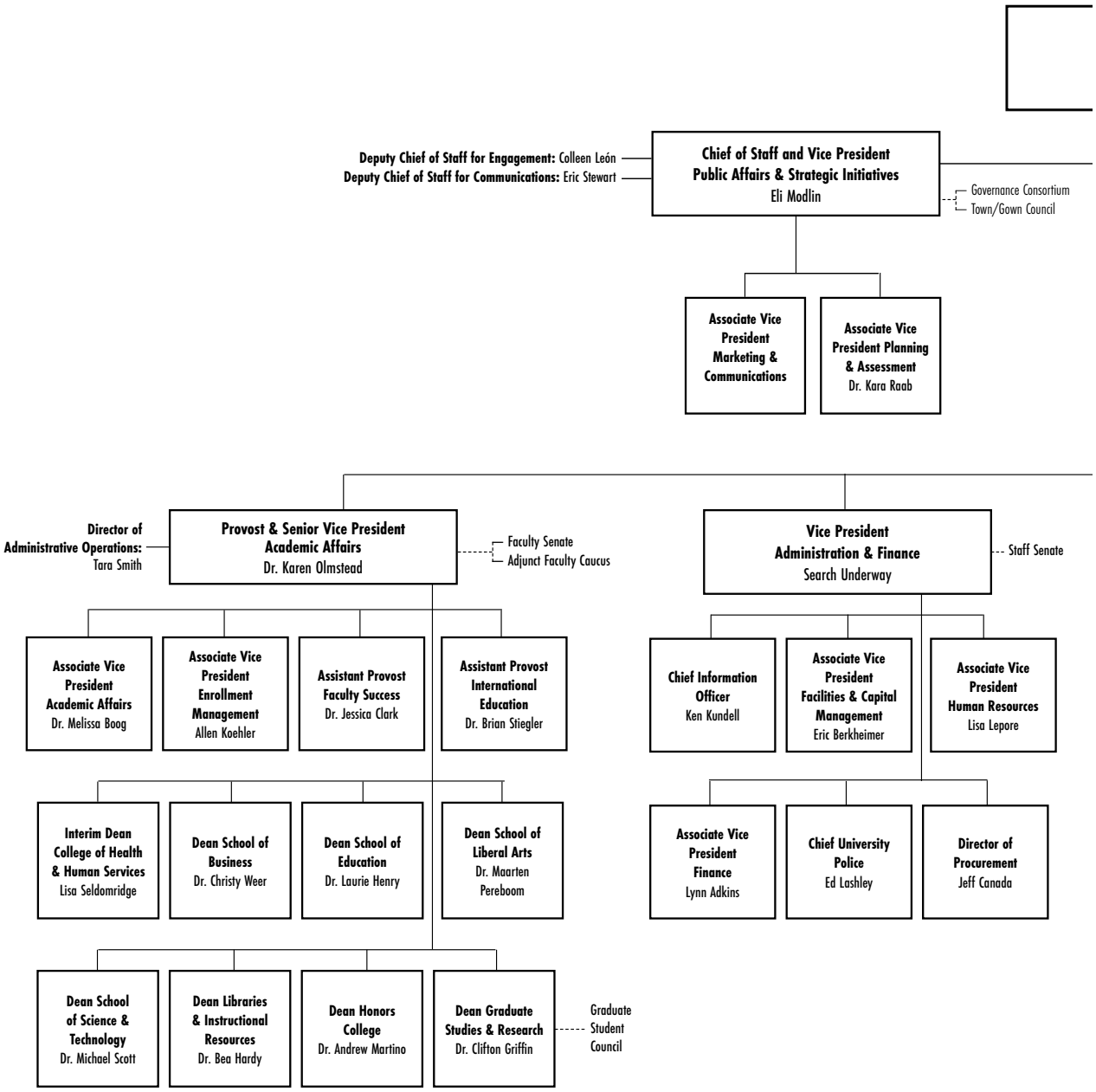
The Self-Study Co-Chairs have developed a Microsoft Team's site (MSCHE 2025 Teams) for the reaccreditation effort. Within MSCHE 2025 Teams, there is a channel for the SSSC and channels for each of the five working groups. Each channel is unlocked to allow for transparency and communication. Within each channel are a meeting agenda and minutes template that all groups have been asked to use to allow for uniformity in minute taking. We are encouraging that communication occur primarily within these channels. In the General channel, an Evidence Inventory folder exists and has a separate subfolder for each of the seven MSCHE Standards for Accreditation and one for Requirements of Affiliation. Each of these folders includes an Evidence Inventory Self-Evaluation Rubric for that standard, as well as a relevant Evidence Inventory Template. These are currently being populated for each working group with our initial inventory materials. All working groups will be able to add documents to these folders, and having a centralized location for these materials will limit duplication of effort between groups.

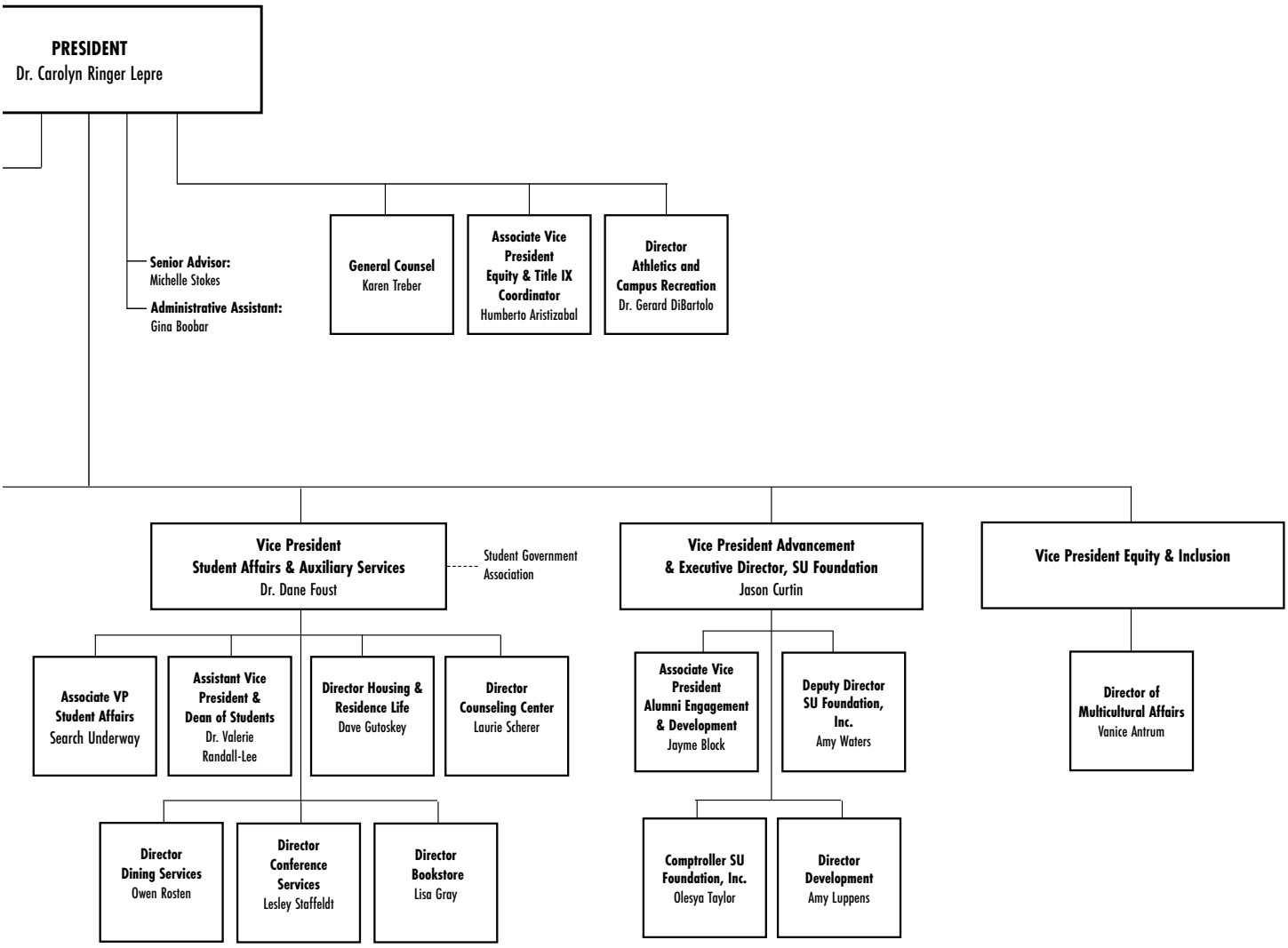
Once the working groups have completed their work, the SSSC Co-Chairs will review the lists and determine if there are gaps in the evidence inventory. The Co-Chairs will work with the SSSC to fill the gaps and/or provide recommendations as a part of the Self-Study process to address the gaps. For the final version of the Self-Study report, an acronym list will be created for the external reviewers to facilitate their reading of the report. Additionally, abbreviated evidence inventory lists for each chapter of the Self-Study will be created to allow the external reviewers to easily identify the evidence relevant to each chapter. The final evidence inventory will be uploaded to the MSCHE institutional portal by the SSSC Co-Chairs.

Appendix

Organizational Chart

Effective: 7/1/2023




PRESIDENT
Dr. Carolyn Ringer Lepre
Senior Advisor:
Michelle Stokes
Administrative Assistant:
Gina Boobar
General Counsel
Karen Treber
Associate Vice President Equity & Title IX Coordinator
Humberto Aristizabal
Director Athletics and Campus Recreation
Dr. Gerard DiBartolo
Vice President Student Affairs & Auxiliary Services
Dr. Dane Foust
Student Government Association
Vice President Advancement & Executive Director, SU Foundation
Jason Curtin
Vice President Equity & Inclusion
Associate VP Student Affairs
Search Underway
Assistant Vice President & Dean of Students
Dr. Valerie Randall-Lee
Director Housing & Residence Life
Dave Gutoskey
Director Counseling Center
Laurie Scherer
Associate Vice President Alumni Engagement & Development
Jayme Block
Deputy Director SU Foundation, Inc.
Amy Waters
Director of Multicultural Affairs
Vanice Antrum
Director Dining Services
Owen Rosten
Director Conference Services
Lesley Staffeldt
Director Bookstore
Lisa Gray
Comptroller SU Foundation, Inc.
Olesya Taylor
Director Development
Amy Luppens

Alignment of Working Group Research Questions to MSCHE Standards and Criteria

Working Group 1: Research Questions

STANDARD I: Mission and Goals

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

Standard I Criteria	WG1
Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement b. address external as well as internal contexts and constituencies c. are approved and supported by the governing body d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution f. are publicized and widely known by the institution's internal stakeholders g. are periodically evaluated	To what extent does the University have a clearly defined Mission and goals that guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and institutional and educational outcomes?
Institutional goals are realistic, appropriate to higher education and consistent with mission.	To what extent are the University's student learning goals consistent with the established best practices and learning outcomes for General Education?
Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	How do the University's goals and Strategic Plan focus on academic programs and educational offerings to improve student learning and development?
Periodic assessment of mission and goals to ensure that they are relevant and achievable.	How effective is the University in assessing its Mission and Strategic Plan as it relates to academic success and student development? How did COVID impact the University's ability to support academic success, retention, and student development? What effect did COVID have on supporting faculty development? Which academic success, student development and support, and faculty support changes implemented during COVID have been maintained because they were successful? How was this Strategic Plan goal modified after COVID?

STANDARD II: Ethics and Integrity

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

Standard II Criteria	WG1
A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	How are academic integrity expectations communicated to students? How are faculty and students familiarized with the academic integrity grievance process?
The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	What supports exist to prevent academic misconduct?
As appropriate to mission, services or programs in place: to promote affordability and accessibility, and; to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	What initiatives are in place to assure continued affordability throughout students' educational experience?

STANDARD III: Design and Delivery of the Student Learning Experience

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

Standard III Criteria	WG1
Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning..	Describe how the University provides students with a coherent learning experience across all certificate and degree levels and how these learning opportunities promote a synthesis of learning.
Student learning experiences that are: a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures	How does the University identify whether faculty and other professionals are appropriately prepared and qualified to design, deliver, and assess given the positions they hold. Please describe this for undergraduate and graduate faculty. What is the process for evaluating faculty performance, including the rigor and effectiveness of teaching? Does this process happen regularly and equitably? Are tenure and promotion processes clear and well understood? Are there similar processes for evaluation of FT-NTT faculty? How are efforts for continuing professional growth and innovation for faculty and other professionals, including graduate assistants, encouraged, financially supported, facilitated, and verified? Are there enough faculty and other professionals to design, deliver, and assess student learning experiences and how is this determined?
Academic programs of study that are 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.	How are the goals, degree, and program requirements of the General Education program and all academic programs communicated to students?
Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress..	How does the University ensure there are sufficient learning opportunities and resources to support academic programs and students' academic progress?
At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that: offers a sufficient 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; offers 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 mission, the general education program also includes the study of values, ethics, and diverse perspectives; In non-U.S. institutions that do not include general education, provides evidence that students can demonstrate general education skills.	Describe how the new General Education model was developed and how it has been financially supported. What evidence is there that our General Education program provides students with learning opportunities that will help them develop cultural and global awareness and cultural sensitivity, as well as prepare them to make well-reasoned judgments? Describe how the General Education program allows students to develop oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy skills. Illustrate how the General Education program includes the study of values, ethics, and diverse perspectives.
In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.	How do graduate program faculty provide graduate students with opportunities for research, scholarship, and independent thinking?
Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	How are the learning opportunities for undergraduate and graduate academic programs designed, administered, and assessed by a third party (e.g., regional centers) reviewed and approved?
Periodic assessment of the programs providing student learning opportunities.	Describe the academic program review process for undergraduate and graduate programs and describe how it has been used to improve teaching and learning?

STANDARD IV: Support of the Student Experience

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

Standard IV Criteria	WG1
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, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.	What process is used to identify if students are adequately prepared for their program of study and which strategies are used to support them in achieving their educational goals. What processes and support programs (e.g., orientation, advisement, counseling programs, tutoring, etc.) does the University have to enhance retention and the successful and timely completion of their degree program?
If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.	Describe how extracurricular activities (e.g., athletics, student life, student organizations, etc.) are regulated and governed? Are the same academic and fiscal principles and procedures used for these programs?
If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	What student support services programs are designed, delivered and or assessed by a third-party provider? How are these revised and approved by the institution?
Periodic assessment of the effectiveness of programs supporting the student experience.	Describe how the University assesses its student support services and programs. How have the results of these assessments been used to improve student satisfaction, success, and retention?

STANDARD V: Educational Effectiveness Assessment

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

Standard V Criteria	WG1
Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	Demonstrate that the institution has clearly stated student learning outcomes for all undergraduate and graduate degree programs. Describe how the academic program review process ensures the regular review of these outcomes.
Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.	What methods does the University employ to assess the achievement of degree and program goals and how does it ensure that the evaluation of student achievement of these goals is defensible? How adequately are students being prepared, and what kind of data is collected to provide evidence of this?
Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, 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; *and,** h. implementing other processes and procedures designed to improve educational programs and services. * Required	How are assessment results communicated and used to improve student achievement, curriculum, teaching, retention, graduation, transfer, or placement rates? What types of professional development activities were created based on assessment results? What type of impact have assessment results had on planning and budgeting? How effectively is the University assessing and systematically collecting evidence (i.e., qualitative and quantitative data) that students are achieving the identified General Education and academic program student learning goals and outcomes? Provide evidence that this process is sustainable and ongoing.
If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.	What evidence does the University have to demonstrate that teaching at regional centers or through remote delivery is comparable to teaching at the main campus?
Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	How often is the process that is used to assess our educational effectiveness evaluated? How have results been used for institutional planning, improvement and/or resource allocation?

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Standard VI Criteria	WG1
Institutional 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.	*May use what was written for Standard V as evidence here.
Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	*May use what was written for Standard V as evidence here.
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.	*May use what was written for Standard V as evidence here.
Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	*May use what was written for Standard V as evidence here.

Working Group 2: Research Questions

STANDARD I: Mission and Goals

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

Standard I Criteria	WG2
Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement b. address external as well as internal contexts and constituencies c. are approved and supported by the governing body d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution f. are publicized and widely known by the institution's internal stakeholders g. are periodically evaluated.	Describe the process through which the University's Mission statement and goals, Strategic Plan, and other planning documents are constructed, reviewed, executed, prioritized, and publicized. Describe who (internal and external constituents and governing bodies) is involved in this process.
Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	To what extent do the goals of the Strategic Plan focus on institutional improvement with respect to creating and promoting a welcoming and inclusive campus?
Periodic assessment of mission and goals to ensure that they are relevant and achievable.	How does the institution periodically review the effectiveness and efficiency of its Mission, goals, and Strategic Plan and to what extent is this review is a transparent and inclusive? Have improvements to the Mission and Strategic Plan goals been made based on this review? How did COVID impact the University's ability to enhance goals of diversity, equity, and inclusion? What effect did COVID have on maintaining a welcoming and inclusive campus? Which diversity, equity, and inclusion initiatives implemented during COVID have been maintained because they were successful? How was this Strategic Plan goal modified after COVID?

STANDARD II: Ethics and Integrity

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

Standard II Criteria	WG2
Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	How does the University protect intellectual property rights and academic freedom? How are these policies disseminated across campus?
A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	How has the University strived to recruit a diverse faculty and staff, and what steps can be taken to attract and retain top faculty and staff with diverse backgrounds?
A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	How are University faculty and student grievances and concerns heard and addressed? Are policies in place to adequately address faculty concerns related to academic freedom, fair practices, promotion and tenure decisions, budgetary support, and outcomes of appeals of student academic integrity violations? How are faculty familiarized with these policies?
The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	What policies and procedures does the University have in place to ensure that any potential conflicts of interests affecting remuneration, contractual relationships, employment, family, financial, or other interests are disclosed? Where they exist, what policies and procedures ensure the integrity of the academic and fiscal enterprise?
What policies and procedures exist to avoid conflicts of interest in teaching, scholarship, and administration?	What steps has the University taken to ensure that all faculty, staff, and students are in a workplace and academic environment free from discrimination or unfair treatment?
Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.	What steps has the University taken to ensure that all faculty, staff, and students are in a workplace and academic environment free from discrimination or unfair treatment?
Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the way these are implemented.	How does the institution periodically review and assess institutional policies, processes, and practices to ensure their integrity? Have improvements to policies, processes, and practices been made based on this review?

STANDARD III: Design and Delivery of the Student Learning Experience

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

Standard III Criteria	WG2
Student learning experiences that are: a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies b. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do c. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number d. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation e. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures	To what extent does the University provide appropriate orientation, training, and support for faculty?
Periodic assessment of the programs providing student learning opportunities.	How are curricula designed, maintained, and updated by faculty to ensure inclusivity?

STANDARD IV: Support of the Student Experience

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

Standard IV Criteria	WG2
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, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.	When considering the transition and success of a diverse group of freshman and transfer students, what programs exist to ensure their integration into the University? What planning and assessment tools/ measures are used to determine success for these students?

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Standard VI Criteria	WG2
Institutional 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.	How effectively is the University assessing and systematically collecting evidence (i.e., qualitative and quantitative data) that it is achieving Strategic Plan goals? Provide evidence that this process is sustainable and ongoing and that results have been used for planning and resource allocation.
Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	Describe the strategic planning process. What process is used to create and disseminate the Strategic Plan and how are results evaluated?
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.	How effective is the University's model for resource allocation? How does the process reflect the priorities of the Strategic Plan and University Mission?
Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	What criteria does the University use to determine that adequate faculty, staff, and administration are available to support the institution's mission? What guidelines and practices ensure that adequate resources are available to support necessary personnel?
Clear assignment of responsibility and accountability.	Describe the people and groups responsible for planning and budgeting and what process is used to develop these.
Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.	To what extent are new capital projects, infrastructure, and technology linked to the planning and budget process? Describe the planning process for facilities and technology.
Strategies to measure/assess the adequacy and efficient use of institutional resources required to support its mission and goals.	Describe the strategies used to assess and measure how efficiently the University utilizes its resources in support of institutional goals.
Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Analyze the process for establishing annual and multi-year budgets for all units (including any relevant subsidiary, affiliated, or contractual relationships) and institution-wide? How does the process reflect the principles of equity and efficiency? How does the institution periodically review the effectiveness and efficiency of its Strategic Plan and budgeting process and to what extent is this review a transparent and inclusive? Have improvements to the process been made based on this review?

Working Group 3: Research Questions

STANDARD I: Mission and Goals

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

Standard I Criteria	WG3
Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement b. address external as well as internal contexts and constituencies c. are approved and supported by the governing body d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution f. are publicized and widely known by the institution's internal stakeholders g. are periodically evaluated.	What factors does the University consider in determining its desired student mix (resident/non-resident, majors, graduate/undergraduate, demographics, on-/off-campus, online/face-to-face) and how does this mix align with its mission?
Institutional goals are realistic, appropriate to higher education, and consistent with mission.	How does the University's Mission guide efforts to attract a diverse, academically capable student body? What assessments are used to determine if the institution has met these enrollment goals?
Periodic assessment of mission and goals to ensure that they are relevant and achievable.	How did COVID impact the University's enrollment and affordability goals? What effect did COVID have on the development of the University's brand? Which enrollment initiatives implemented during COVID have been successfully maintained? How was this Strategic Plan goal modified during and after COVID?

STANDARD II: Ethics and Integrity

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

Standard II Criteria	WG3
A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Does the University promote a diverse and inclusive student community? How is this assessed?
Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	What information does the University provide the public, including prospective students and their parents? Is this information transparent and easily accessible?
As appropriate to mission, services or programs in place to promote affordability and accessibility; and to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	Describe how the University has promoted access and affordability to continue to enroll a diverse student body. How is information on financial aid (including merit- and need-based scholarships) determined, implemented, and disseminated?
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.	Does the University provide all required public disclosures, including information on assessments, graduation/retention/licensure rates, and other student-right-to know information and where can this information be found?

STANDARD IV: Support of the Student Experience

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

Standard IV Criteria	WG3
Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide reasonable expectation for success and are compatible with institutional mission, including: a. accurate and comprehensive information on expenses, financial aid, scholarships, grants, loans, repayment, and refunds b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals c. orientation, advisement, and counseling programs to enhance retention and guide students through the educational process d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.	Is information on expenses, financial aid (including merit and need-based scholarships), grants, loans, repayment, and refunds accurate and how is it disseminated?
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.	Describe policies and procedures used to evaluate and apply transfer credits and credits awarded through experiential learning, prior non-academic learning, competency-based assessments, and other alternative learning approaches. How well are these policies and procedures created and disseminated to the University community and prospective students? How do the transfer credit policy and process take into consideration the University's learning outcomes and program-specific requirements? How has this changed over time?
Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	What policies and procedures exist to assure the safe maintenance of all student records? How are the policies related to the release of student information shared, disseminated, and implemented?
Periodic assessment of the effectiveness of programs supporting the student experience.	Describe how the University assesses its admissions and orientation processes and programs. How have the results of these assessments been used to improve enrollment and retention?

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Standard VI Criteria	WG3
Institutional 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.	In what ways has the University been intentional in its enrollment planning for the next decade and beyond – How has the University ensured its affordability?
Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	Describe the enrollment management process and associated enrollment goals. What process is used to create and disseminate the plan and how are results used?
Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	Are the facilities that have been constructed since the last MSCHE review consistent with the University mission?
Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	How does the institution periodically review the effectiveness and efficiency of its enrollment management plan and strategy and financial aid model? To what extent is this review transparent and inclusive? Have improvements to the process been made based on this review?

Working Group 4: Research Questions

STANDARD I: Mission and Goals

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

Standard I Criteria	WG4
Clearly defined mission and goals that: a. are developed through appropriate collaborative participation by all who facilitate or are responsible for institutional development and improvement b. address all contexts and constituencies c. approved and supported by the governing body d. guide faculty, administration, staff, and governing structures to make decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution f. are publicized and widely known by the institution's internal stakeholders g. are periodically evaluated.	How does the University engage with alumni, families, and friends and does this advance the institution's mission and goals? What are the best practices and strategies for this type of programing at other institutions?
Institutional goals are realistic, appropriate to higher education and consistent with mission.	Describe Strategic Plan goals as they relate to deepening engagement with our community, are realistic and related to the University's Mission.
Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	How does the University engage internal and external constituents in promoting social, environmental, and economic sustainability through educational opportunities?
Periodic assessment of mission and goals to ensure that they are relevant and achievable.	How does the University assess and periodically evaluate its Mission and goals related to community engagement, sustainability, and partnership development to ensure they are relevant and achievable? How does it use this information to improve institutional outcomes? How did COVID impact the University's ability to engage with our community? What effect did COVID have on the University's ability to serve as a leader in social, environmental, and economic sustainability? Which community engagement initiatives implemented during COVID have been maintained because they were successful? How was this Strategic Plan goal modified after COVID?

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Standard VI Criteria	WG4
Institutional 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.	What goals does the University have that are related to community engagement? How are these goals assessed, what are the results of these assessments, and how have the results been used?
Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	What are the economic and workforce development needs of the regional community and businesses? How do initiatives like the Rommel Entrepreneurship Center, BEACON, PACE, ESRGC, or the Small Business Development Center meet those needs?
A financial planning and budgeting process aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's strategic plans/objectives.	How does the University assess the impact of its community-based learning and community-engaged scholarship efforts to ensure that those efforts are aligned with SU's Missions and goals?
Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.	How is environmental sustainability considered as a part of the University's planning process?

STANDARD VII: Governance, Leadership, and Administration

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

Standard VII Criteria	WG4
Articulated and transparent governance structure that outlines its roles, responsibilities, and accountability for decision making by each constituency (governing body, administration, faculty, staff, and students).	How does the Salisbury University Foundation support the overall University Mission? How is the SU Foundation allocation of resources aligned with the university Mission?

Working Group 5: Research Questions

For each of the items below, provide documents and/or evidence demonstrating compliance and describe the process used to ensure continued compliance. Identify the personnel and offices responsible for maintaining our compliance.

Requirement of Affiliation	Documents, Processes, and Procedures
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.	Describe in Introduction or Institutional Profile of Self-Study.
The institution is operational, with students actively pursuing its degree programs.	Describe in Introduction.
For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	N/A – Note in Introduction or Institutional Profile that Salisbury University was initially accredited by Middle States in 1956. The University's most recent reaffirmation was in 2016.
The institution's representatives communicate with the Commission in English, both orally and in writing.	N/A – The official langauge in Maryland is English.
The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	How does the University demonstrate ongoing compliance with all federal, state, and other regulations in its operations, including Financial Aid, Athletics, Research and Sponsored Programs, ADA, State of Maryland, and USM?
The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.	How does Salisbury University demonstrate ongoing compliance with MSCHE, interregional, and inter-institutional policies?
	Easily demonstrated, comment on how mission and goals are reviewed and updated relative to MHEC State Plan for Post-Secondary Education.
The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	Reference research questions and outcomes for Standards III and V. Also note regular publications, testimony, and other dissemination by the University.
The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	How does the University effectively 'close the loop' on academic and institutional effectiveness? Give examples of how practices, curricula have changed because of assessments.
The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.	How do Salisbury University's strategic planning and budgeting processes support academic and institutional effectiveness and improvement?
Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.	Easily demonstrated, but may need to discuss how we plan/adjust for the future given enrollment challenges.
The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.	Describe in Introduction or Institutional Profile of Self-Study.
The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.	Easily demonstrated through ethics training and reporting by many university leaders. Note USM Conflict of Interest and other BOR policies.

Requirement of Affiliation	Documents, Processes, and Procedures
The institution and its governing body/bodies 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 comparable and consistent 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.	Demonstrate through previous reports to MSCHE, MHEC, and USM and, if appropriate, attestation by USM Office as well as USM BOR and SU policies.
The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.	Easily demonstrated through list of faculty and credentials and IPEDS data.

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Standard VI Criteria	WG5
Institutional 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.	How does the University effectively 'close the loop' on academic and institutional effectiveness? Give examples of how practices, curricula have changed because of assessments.
Clear assignment of responsibility and accountability.	Who is responsible for maintaining and updating policies and procedures to ensure the University is in compliance with all applicable federal regulatory requirements? How does the University demonstrate ongoing compliance with all federal, state, and other regulations in its operations including Financial Aid, Athletics, Research and Sponsored Programs, ADA, State of Maryland, and USM?
An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Provide a copy of annual independent audits and management letters.

STANDARD VII: Governance, Leadership, and Administration

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

Standard VII Criteria	WG5
A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	Demonstrate how the University's shared governance model contributes to a strong sense of campus community. How effective is the University in engaging with outside agencies such as the Board of Regents, USM, and the Maryland Higher Education Commission? What evidence exists that these organizations understand and support the University's Mission and goals?
A legally constituted governing body that: serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; ensures that neither the governing body nor individual members interfere in the day-to-day operations of the institution; oversees 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; plays 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; appoints and regularly evaluates the performance of the Chief Executive Officer; is informed in all its operations by principles of good practice in board governance; establishes and complies with a written conflict of interest policy designed to ensure that 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; and, supports the Chief Executive Officer in maintaining the autonomy of the institution.	Describe the oversight provided to the institution through the USM Board of Regents and MHEC. How do the Board of Regents policies and state-level requirements and policies ensure that the University fulfills its mission and is fiscally responsible? What policies are in place to ensure that integrity of the BOR and their compliance with all applicable conflict of interest policies? Describe the policies and procedures used to select individuals for leadership positions in the governance bodies.
A Chief Executive Officer who: is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; has appropriate credentials and professional experience consistent with the mission of the organization; has 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; has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.	Describe the process for hiring administrative leaders at the University. Does the hiring process allow for widespread input from across the campus community? How is the USM involved in the selection and review of the University's President?
An administration possessing or demonstrating: a. an organizational structure that is clearly defined and that clearly defines reporting relationships b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her 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 student in advancing the institution's goals and objectives f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.	In what ways does the University's administrative structure facilitate a strong sense of campus community at the local, national, and international levels? In what ways is there room for improvement? How are the skills and training of administrative leaders matched with their required responsibilities? What are the systematic procedures for evaluating administrative units and for using these evaluations
Periodic assessment of the effectiveness of governance, leadership, and administration.	Analyze the process for assessing the effectiveness of administrative units and staff.

Self-Study Communication Plan

Purpose	Audiences	Methods	Timing
To inform campus and related constituents of the upcoming Middle States Self-Study. To provide information about the Self-Study process and timeline. Share with campus who the Steering Committee Members and Chairs are. Solicit Working Group Volunteers. Collect feedback about the selected Institutional Priorities to be included in the Self-Study Design.	Faculty	Email	January 2023
	Students	Email	January 2023
	Staff	Email	January 2023
	President's Advisory Team and Strategic Planning and Budget Committee	Regular meetings, State of the University event	December 2022 January 2023 February 2023
	All Campus	Website	February 2023
To share the Self-Study Design document with campus constituencies. Provide any updates to the Self-Study timeline. Solicit feedback about the Self-Study Design and upcoming Middle States Liaison visit. Share the working group membership.	All Campus	Website & Email	March 2023
Self-Study Design shared with University community and updates on the Self-Study timeline provided.	All Campus	Website & Email	August-September 2023
Update campus community on the Self-Study timeline. Provide an estimated date for the final Self-Study draft to be released to campus. Inform campus of who the selected Self-Study Chair is and the Self-Study visit date, if available.	All Campus	Website & Email	April 2024
Share Self-Study draft with Executive Staff.	Executive Staff	Email and Meeting	July 2024
Share Self-Study draft to campus and solicit feedback. Inform campus of the upcoming date for the Self-Study Chair visit.	All Campus	Provost and Steering Committee Co-chairs meetings with Governance groups. Steering Committee Open Meeting. Self-Study website and email will be used to collect feedback as well.	September 2024
Share the final version of the Self-Study with campus. Share feedback from the Self-Study Chair visit. Provide a preliminary agenda for upcoming spring visit.	All Campus	Provost and Steering Committee Co-Chairs meetings with Governance groups, Strategic Planning and Budget Committee, President's Advisory Team. Website and email distribution.	December 2024
Provide final Self-Study visit agenda/itinerary.	All Campus	Provost and Steering Committee Co-Chairs meetings with Governance groups, Strategic Planning and Budget Committee, President's Advisory Team. Website and email distribution.	February-March 2025
Provide feedback from the visiting team.	All Campus	Host all campus meeting during final morning of the Self-Study visit so Self-Study Chair can share oral report with campus.	April 2025

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