

Self-Study Design
for the
Middle States Commission on Higher Education
of the
Middle States Association of Colleges and Schools

Prepared by

State University of New York
College at Cortland

April 2010

Chief Executive Officer: Erik J. Bitterbaum

Table of Contents

	<u>Page</u>
<u>Introduction, Overview and Context</u>	1
*History of SUNY Cortland	1
*Evolution of Strategic Planning at SUNY Cortland	3
*Important Developments since the Last Decennial Self-Study	8
*Preparing for the Self-Study	8
<u>Nature and Scope of the Self-Study</u>	11
*Establishment of the Self-Study Steering Committee Steering Committee Membership	11
*Establishment of Five Subcommittees Charge to the Subcommittees Preliminary Research Questions	12
<u>Intended Outcomes</u>	17
<u>Supporting Documents (Inventory)</u>	18
<u>Tentative Organization of the Self-Study</u>	23
<u>Editorial Style Sheet</u>	24
<u>Tentative Timeline</u>	26
<u>Useful Information to Assist in the Selection of the Middle States Site Team</u>	28

Introduction, Overview and Context

Introduction and Overview of the Institution—History of SUNY Cortland

The State University of New York College at Cortland is one of thirteen comprehensive institutions in the State University of New York (SUNY) System. Founded in 1868 as the Cortland Normal School, SUNY Cortland became a State Teachers' College with four-year programs in 1941 and officially joined the SUNY System in 1948. In 1961, Cortland became the SUNY College at Cortland, providing arts and sciences programs as well as professional studies.

Enrolling almost 7,000 full-time and part-time undergraduate and graduate students, the College is primarily an undergraduate, residential institution with a traditional college-age population. Academic programs are provided through the Schools of Arts and Sciences, Education, and Professional Studies, and all three schools are involved in teacher preparation. With almost one-half of the student body enrolled in teacher preparation programs, SUNY Cortland ranks first in New York State and tenth in the nation for graduating new teachers. The School of Arts and Sciences has experienced advances in the past several years through a Title III grant which has infused new pedagogies throughout the College, including learning communities and the integration of technology. The Assistant Provost for Teacher Education coordinates the teacher preparation programs across campus through the Teacher Education Council, the Field Placement Office, and the Certification Office. The School of Professional Studies offers nationally recognized majors in physical education and recreation, parks and leisure studies.

Consistent with the Mission Statement, SUNY Cortland has well established study abroad opportunities, and there are ongoing efforts to form relationships with international universities in the context of SUNY-wide initiatives. In addition to international education is the commitment to and reputation in outdoor and environmental education as enhanced by three field campuses, including the Huntington Outdoor Education Center which is registered as a national historic landmark. Another important aspect of SUNY Cortland student learning is the increasing emphasis on civic engagement through the incorporation of service-learning within the curriculum and through participation in the American Democracy Project. In addition, the College was recently named to the President's Higher Education Community Service Honor Roll for the fourth straight year and achieved Carnegie Community Engagement Classification.

Co-curricular activities, along with academic programs, have expanded in order to serve students outside as well as inside the classroom. The Division of Student Affairs provides health and counseling services (ranked #1 by students within the SUNY System), schedules many presentations in the residence halls, offers leadership opportunities and supports dozens of clubs and organizations. Nationally prominent in NCAA Division III athletics, the

College counts over 700 student-athletes participating on twenty-five intercollegiate teams.

The high quality of SUNY Cortland's curricular and co-curricular experiences is not only acknowledged by programmatic and regional accreditation but also by public recognition. The College was recently named among the "top 50 best value" public institutions by *Consumer's Digest* and in Kiplinger's "Top 100 Best Value Public Institutions" in the country. A charter signatory of the American College and University Presidents' Climate Commitment, SUNY Cortland is a strong advocate for campus-wide sustainability.

Mission of the College

As recommended by the SUNY Cortland Faculty Senate on April 7, 1998, and approved by the president of the College on April 9, 1998, the mission of SUNY Cortland can be summed up in "Making a Difference. " Students who graduate from SUNY Cortland learn to make a difference in the lives of others by contributing through career preparation, hands-on learning and community service.

Over the past two years, the Strategic Planning Steering Committee (SPSC), a presidentially appointed committee, reviewed the College's mission statement. While the content of the 1998 Mission Statement was found to accurately reflect the mission of the College, the statement itself was considered to be unwieldy and in need of rephrasing. The previous mission statement read:

"Making a Difference: Educating for the Common Good"

State University of New York College at Cortland is one of 13 four-year colleges in the SUNY system. We share important academic goals with our sister institutions and are especially proud of our distinctive strengths, strong majors, and a history of more than 125 years of teacher education. Today, SUNY Cortland is a comprehensive college of arts and sciences offering undergraduate and graduate programs in the liberal arts and a variety of professional fields. We are committed to excellence in teaching, scholarship, research and service to the community. Quality teaching has been the highest priority since our founding in 1868. We are committed to a comprehensive curriculum, building on our traditional strengths in teacher education and physical education and enhancing our high-quality programs in the arts, humanities and sciences.

Our students gain skills, knowledge and conceptual understanding in their discipline; furthermore, they grow intellectually and acquire fundamental life skills and values. Among these are a desire to learn, an ability to think critically, an awareness of the excitement of discovery, an appreciation of diversity, and a respect for physical and emotional well-being. Our students are immersed in a broad-based general education program, develop oral and written communication skills and acquire an aesthetic sensibility. All students have opportunities to develop and utilize technology in their studies while also assessing the impact of technology on individuals and society.

SUNY Cortland fosters personal excellence and seeks to develop students who are independent learners living enriched lives. Additionally, we focus on helping students become good citizens with a strong social conscience and an appreciation of the environment and diverse intellectual and cultural heritages. We strive to instill within students a sense of responsibility, an eagerness to make a difference in their community and an awareness of the important positive role they must play in an increasingly global society. The SUNY Cortland faculty, staff and administration, together with dedicated alumni, all work toward preparing our graduates to make a difference in the lives of others.” (SUNY Cortland, 2009-2010 Undergraduate Catalog)

The revised, more succinct SUNY Cortland mission statement encapsulates and echoes the commitments of the previous, lengthier version:

SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship and service.

The revised mission statement was reviewed by the campus community, and after incorporating the input received, was approved by the Strategic Planning Steering Committee (SPSC) on September 29, 2009, and by Faculty Senate on March 2, 2010.

Evolution of Strategic Planning at SUNY Cortland

The strategic planning process at SUNY Cortland has evolved since the last decennial Self-Study. Locally the Long Range Planning Committee (LRPC), a Faculty Senate group with campus-wide representation, had developed 2-3 year plans for the institution in conjunction with the President’s Cabinet and members of the campus community. In 1995, when self-assessment of the institution was made System-wide via Mission Review I (MR I,) the role of LRPC began to evolve, as the Long Range Planning process was absorbed into the MR I initiative. LRPC members assisted in the MR I process by focusing on assessment issues primarily in Academic Affairs. The LRPC continued to play this important role in the Mission Review II (MR II) process. MRI resulted in a Memorandum of Understanding (MOU I), an agreement between SUNY Cortland and SUNY System Administration to work on several focus areas for a five-year period.

The second round of Mission Review (MR II) was initiated by SUNY System Administration in 2000. Unlike the first Mission Review (MR I), which aggregated common findings across the 64 SUNY campuses, MR II focused on the individual campuses, calling for significant self-reflection and assessment. Like MR I, the completion of MR II resulted in a second five-year Memorandum of Understanding (MOU) between SUNY Cortland and SUNY System Administration.

With MOU II approaching completion in 2010, it was time to engage in a new round of institutional strategic planning that would effectively carry the institution through 2015 or longer. New factors to be included in our planning would be preparing for the NCATE reaccreditation visit in 2011 and the Middle States reaccreditation visit in 2012. In addition, elements of the recent SUNY Cortland marketing initiative were incorporated into the strategic plan, including strengthening our mission and further developing our vision.

To address the need for a new institutional strategic plan, in 2008, President Bitterbaum appointed the Strategic Planning Steering Committee (SPSC), a campus-wide group. The committee was charged with reviewing the 1998 Mission Statement and institutional goals. The Strategic Planning Steering Committee (SPSC) worked in concert with the Long-Range Planning Committee in this effort. The LRPC was charged with addressing long-range planning for Academic Affairs and plans to continue to collect data and ideas from the academic departments to address issues important to the next Strategic Planning cycle for SUNY Cortland.

Following their work on the mission statement, the Strategic Planning Steering Committee proceeded to seek campus-wide input regarding revision of the College vision, values and priorities/goals. Surveys were administered and numerous campus-wide focus groups and open forums were held. Extensive commentary was received and reviewed. The data and drafts were presented at the 2009 President's Summer Administrative Retreat, and additional feedback was received. (SPSC website is accessible at: <http://www2.cortland.edu/committees/strategic-planning-steering-committee/index.dot>.)

An SPSC update with final revisions was presented to the campus at the President's 2009 Fall Opening. In spring 2010, the SUNY Cortland Faculty Senate endorsed the "SUNY Cortland 2010-2020: A Commitment to Excellence Document." It is this document that lays the foundation for the 2012 Middle States Self-Study.

Having completed their work, the SPSC was discharged by the Provost in March 2010. Several former SPSC members now serve on the Middle States Self-Study Steering Committee.

Foundation for the Self-Study

The following is the SPSC document that was approved by the President's Cabinet and endorsed by Faculty Senate:

SUNY Cortland 2010-2020

A Commitment to Excellence

Our Mission

SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service.

Our Vision

SUNY Cortland will be a college of opportunity, from which students graduate with the knowledge, integrity, skills, and compassion to excel as leaders, citizens, scholars, teachers, and champions of excellence. Prospective students and employees will choose the College in response to its nationally recognized academic programs, innovation and experiential learning and the rich intellectual, social, and athletic life on the campus. SUNY Cortland will be a center for intellectual, cultural, and economic growth, distinguished by successful partnerships with organizations, schools, agencies, and businesses throughout the region, the nation, and the world.

Our Values

Focus on the Students

All decisions, plans, and actions revolve around students' academic, personal, social, and cultural development and wellness.

Integrity

Dedication to honesty, hard work, high personal and professional standards, and respect for people, perspectives, and the environment.

Intellectual Life

Commitment to inquiry, academic rigor, creativity, lifelong learning, and contribution to discipline, profession, and the greater good.

Our Priorities

Academic Excellence

Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline.

Transformational Education

Ensure every student will have engaging and transformational educational experiences.

Well-being

Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.

Maximize Resources

Maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability.

More Information

For more information on the work of the Strategic Planning Steering Committee, use the Strategic Planning link on the President's website:

<http://www2.cortland.edu/offices/presidents-office/>

SUNY Cortland 2010-2020 Campus Priorities

Academic Excellence

Cultivate programs of academic excellence that are recognized for integrity of curriculum, outstanding student learning outcomes, and contributions to the discipline.

- Recognize students, faculty, and programs for achievement and contribution to their disciplines and community.
- Create a comprehensive model to describe and articulate programmatic excellence and efficiency.
- Expand interdisciplinary work and scholarly collaboration among departments, faculty, students, and alumni.

Transformational Education

Ensure every student will have engaging and transformational educational experiences.

- Students participate in experiential learning in and beyond the classroom.
- Develop students' global competence through internationalization initiatives.
- Increase student engagement with faculty, campus life, and community.

Well-being

Become a national leader in the promotion of the physical, emotional, cultural, and social well-being of all community members.

- Implement a comprehensive plan for increasing participation in the life of the campus.
- Appreciate and advocate for diversity, equity, and social justice.
- Provide outstanding opportunities and support for healthy living.

Maximize Resources

Maximize resources so that structures, decision-making, and processes all work toward institutional vision, responsiveness, and sustainability.

- Enhance the effectiveness of administrative and governance structures and processes and align assessments with planning.
- Significantly increase the endowment and revenue.
- More fully integrate alumni into the life of the college.
- Align facilities, curriculum, and campus with commitment to environmental sustainability.

Important Developments since the Last Decennial Self-Study

Upon the retirement of then President Judson Taylor in 2003, SUNY Cortland initiated the search for a new president. Dr. Erik J. Bitterbaum was hired and has held the position for the past seven years.

During the past five years there has been a fluctuation in faculty and administration. There has been a faculty turnover of approximately 50% in the past 5-7 years, primarily due to retirements. There have been three provosts since the last Self-Study, with one having returned to the classroom and one having retired. The current Provost was hired through a national search 1 ½ years ago. There has also been a succession of deans in the School of Education. Three accepted positions elsewhere, and one retired and returned to the classroom. A new administrative position, Assistant Provost for Teacher Education, was created and filled to address the needs of the exceptionally large teacher education unit, which spans all three schools on campus. Despite these changes in personnel, SUNY Cortland has succeeded in continuing to deliver high quality academic programs to its students.

State-wide, the SUNY System has experienced an exceptional turnover of chancellors and provosts. Several interim chancellors were appointed, and our most recent permanent Chancellor, who was appointed in summer 2009, is Dr. Nancy L. Zimpher. A national search is underway for the position of Provost for the SUNY System.

SUNY Cortland is preparing for the upcoming NCATE reaccreditation visit, which will take place in spring 2011. At this time, the Assistant Provost for Teacher Education serves on the Middle States Self-Study Steering Committee, and a number of teacher education faculty serve on subcommittees. Assessment data obtained from the NCATE reaccreditation process will be incorporated into the Middle States Self-Study.

Concurrently SUNY, through the State University Construction Fund, is developing a Facilities Master Plan for each campus in the System. SUNY Cortland initiated work on its master plan in fall 2009 and expects to complete the plan in spring 2011. The Facilities Master Plans reflect the College's strategic goals and will provide the basis growth and renovation for the next five-to-ten year capital plan.

Like many institutions, SUNY Cortland is being significantly impacted by the uncertainty of the New York State budget process. Last year there were four state budget cuts to SUNY Cortland totaling in excess of \$5 million, and we are awaiting word regarding the next cut.

Preparing for the Self-Study

In December 2009, the President identified members for the Middle States Self-Study Steering Committee. Twenty-eight individuals from across the campus received invitations, providing full representation of faculty, staff, administrators and students. Two

co-chairs were appointed, one faculty co-chair and one administrator co-chair, representing the President's Office.

The first Middle States Self-Study Steering Committee meeting took place in mid-January 2010. Members were charged by the President at that meeting. The Committee has met weekly since that time. Accomplishments to date include:

- Reviewed the 14 Middle States Standards in *Characteristics of Excellence*
- Reviewed the Strategic Planning Steering Committee's Mission/Goals/4 Campus Priorities, developed over the past year and a half, with campus-wide input and endorsed by Faculty Senate
- Reached consensus on the use of the Strategic Planning Steering Committee document as the foundation for the Self-Study
- Based upon the Mission/Goals and Four Campus Priorities, established five key subcommittees and identified a convener for each
- Agreed upon the Self-Study model to be used—Comprehensive Report Reordering Standards to Reflect an Institution (p. 23, Figure 10, *Self Study: Creating a Useful Process and Report*)
- Subcommittees met and reviewed pertinent standards for their respective group; developed draft research questions
- Established a tentative timeline.
- Developed an organizing technology tool for committee communication—Middle States Group, on myRedDragon. Subcommittees will each have access to an individual area in addition to the full group area. Training on myRedDragon took place on March 31, 2009.

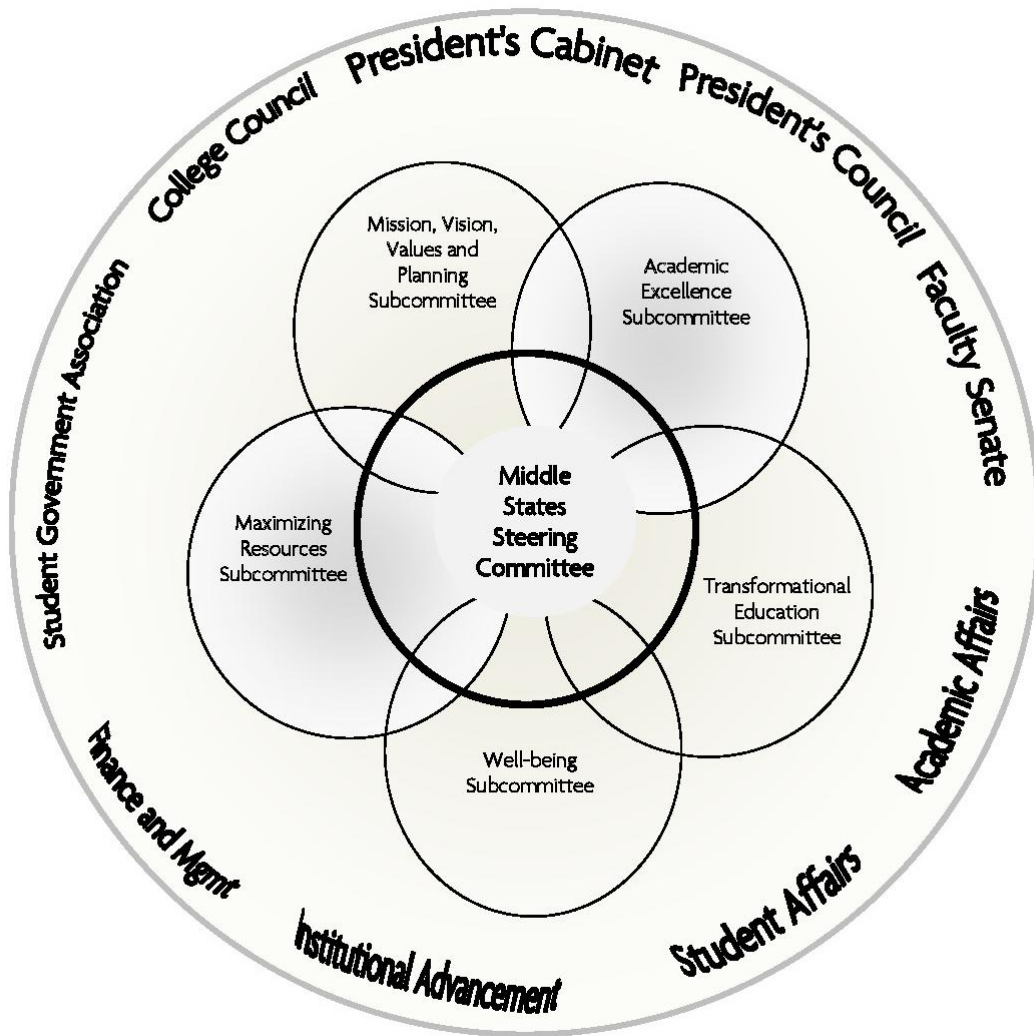


Figure 1
 MIDDLE STATES SELF-STUDY STEERING COMMITTEE
 MEMBERSHIP AND SUBCOMMITTEES

Nature/Scope of the Self-Study

Establishment of the Self-Study Steering Committee

President Bitterbaum established the Middle States Self-Study Steering Committee in December 2009. The first meeting took place in mid-January 2010. Members were charged by the President at that time. In keeping with the spirit of inclusion that permeates the SUNY Cortland campus, the group represents participants from across the campus and includes all four divisions: Academic Affairs, Student Affairs, Finance and Management, and Institutional Advancement, as well as Student Government Association. Faculty, staff, students and administrators serve on the Self-Study Steering Committee.

Middle States 2012 Self-Study Committee Participants

Steering Committee Members

Dr. Lynn Anderson, Recreation, Parks & Leisure Studies/Middle States
Faculty Co-Chair

Mr. Gradin Avery, Associate Provost, Enrollment Management

Dr. Marley Barduhn, Assistant Provost for Teacher Education, Academic Affairs

Ms. Amy Berg, Associate Provost, Information Resources

Mr. Jesse Campanaro, Student Government Association

Dr. Merle Canfield, Director, Institutional Research and Assessment

Dr. John Cottone, Interim Dean, Schools of Education and Professional Studies

Dr. Jamie Dangler, Sociology/Anthropology and Chair of UUP, Cortland Chapter

Mrs. Dorothea Fowler, Former Chair, Cortland College Council

Dr. Joy L. Hendrick, Kinesiology, School of Professional Studies & Chair, General Education

Ms. Jennifer Janes, Director, The Cortland Fund, Institutional Advancement

Dr. Richard Kendrick, Sociology/Anthropology and Director, Institute for Civic
Engagement

Dr. Virginia B. Levine, Executive Assistant to the President/Middle States Co-Chair

Dr. R. Bruce Mattingly, Dean, School of Arts and Sciences

Ms. Mary K. Murphy, Associate Vice President, Finance and Management

Ms. Nasrin Parvizi, Associate Vice President, Facilities Management

Dr. Mark Prus, Provost and Vice President, Academic Affairs

Mr. C. Gregory Sharer, Vice President, Student Affairs

Mr. John R. Shirley, Director, Career Services

Ms. Sherry Snell, CSEA Representative

Dr. Sharon Steadman, International Studies

Mr. John Suarez, Coordinator, Service Learning, Institute for Civic Engagement

Mr. Mike Urtz, Director, Athletics

Dr. Carol A. Van Der Karr, Associate Provost for Academic Affairs

Dr. Vicki Wilkins, Recreation, Parks & Leisure Studies/Center for Gender and Intercultural Studies

Ms. Gail Wood, Director, Memorial Library

Faculty Senate Representative—Appointment Pending

Establishment of Five Subcommittees

After having determined that the Self-Study would be a Comprehensive Report reordering the standards to reflect SUNY Cortland, the Middle States Steering Committee discussed using the SPSC's strategic planning document as the framework for the Self-Study. The Committee determined that this could be best accomplished by forming subcommittees to study the Mission and the four campus priorities (Academic Excellence, Transformational Education, Well-being, and Maximize Resources.) Subcommittee members were identified with the understanding that more members would be added when an open invitation to participate would be extended to the campus.

The initial charge to each subcommittee was the following:

- Begin to discuss and analyze standards for your group. Pay particular attention to: 1) meaning, 2) institutional context for SUNY Cortland (including its meaning and context to the institutional priority you are addressing); and 3) ways to demonstrate compliance.
- Generate initial research questions for subcommittee
- Identify preliminary data resources needed to complete subcommittee's task.
- Report out regularly to full steering committee for discussion
- Collaborate on chapter outline, chapter draft and resources needed for your chapter of the Self-Study.

Individual group research questions are listed under each subcommittee, as follows:

MIDDLE STATES SELF-STUDY SUBCOMMITTEES

Mission/Vision/Values/Planning Process (Standards 1, 2, 6)

- 1) Why and through what process was the mission statement revised? How well does it now articulate our institutional purpose?
- 2) How are plans developed and articulated across campus in relation to the mission and the academic priorities? To what extent is the mission infused in unit goals, assessment and outcomes?
- 3) How effectively do the institution's organizational structures and operations reflect and support the mission?
- 4) What efforts are being made to link mission, planning and resource allocation?
- 5) How does the institution demonstrate its commitment to integrity, intellectual life and student-centeredness? How do we monitor and evaluate our adherence to our values?

- Bruce Mattingly--Convener
- Carol Van Der Karr
- Dorothea Fowler
- Marley Barduhn
- Joseph Governali

Academic Excellence (Standards 8, 10, 11, 12, 13, 14)

We aspire to academic excellence at SUNY Cortland. For the purpose of the Self-Study, "academic excellence" is defined as "asking about, and assessing, how well our students are learning and how effective our faculty are as teachers and scholars. It involves questioning how effective our curricula and related educational offerings are in helping us reach our goal of academic excellence. It embeds assessment of student learning outcomes and how well they demonstrate the achievement of academic excellence."

Students

- 1) How effectively do admissions policies and practices contribute to the ability of the College to achieve its mission/vision/values/priorities?
- 2) How effectively does knowledge about incoming students influence and inform the teaching and learning process and the services provided?
- 3) What do demographic trends suggest regarding the future of the institution's student enrollment base, and is the College positioning itself to manage anticipated demographic changes?
- 4) What are faculty, departments, academic programs and support programs doing to retain students, including pre-majors, and how effective are their practices?

Faculty

- 1) To what extent do the institution's faculty engage in creative curriculum development, interdisciplinary collaboration and the use of new technology in the pursuit of outstanding teaching and learning? What resources support this engagement, and how is it recognized?
- 2) How successful are the faculty in pursuing teaching, research and service? By what criteria and process are faculty members evaluated, and how does feedback from the process improve performance?

Curricula/Educational Offerings

- 1) How effectively does the curriculum reflect the mission of the College?
- 2) How effectively does the General Education program achieve its student learning outcomes? How are learning outcomes assessed?
- 3) What evidence demonstrates that students are meeting the College's goals for expected learning outcomes at the program/major level? To what extent is this evidence used in program improvement?
- 4) How does the College maintain academic quality in courses taught through distance learning? At off-site locations?
- 5) How effectively are learning resources used by students and faculty (e.g., e-Learning, library databases, Academic Support and Achievement Program (ASAP), computer labs, etc.)
- 6) How does the institution support underprepared students, adult learners, accelerated students and/or international students academically?

- Joy Hendrick—Convener
- Sharon Steadman
- Jamie Dangler
- Jesse Campanaro
- (Faculty Senate Representative)
- Mark Prus

Transformational Education (Standards 9, 11, 13, 14)

For the purpose of the Self-Study, "transformational education" is defined as "providing opportunity, structure and support to help students acquire the knowledge and skills necessary to lead a more informed and productive life."

- 1) At SUNY Cortland, we aspire to ensure that every student will have engaging and transformational educational experiences. What evidence is there that we are meeting that goal?
- 2) What impact does the teaching and learning that takes place outside of the classroom have on students as they interact with faculty, staff and the community?

- 3) How are experiential learning activities developed, designed, delivered and coordinated with learning objectives? What evidence demonstrates that students who participate in off-campus experiential learning activities are provided with the same quality experiences as those obtained in the traditional classroom?
- 4) How is global competence impacted by participation in international programs, campus programming and curricular initiatives? What evidence demonstrates that SUNY Cortland is maintaining educational effectiveness and academic rigor when students are engaged in international programs and other programs aimed at global competence?

- John Shirley—Convener
- Gail Wood
- John Cottone
- John Suarez
- Sherry Snell

Well-being (Standards 3, 8, 9, 13)

For the purpose of the Self-Study, “well-being” may be characterized as “a comprehensive plan for increasing participation in the life of the campus; an appreciation and advocacy for diversity, equity, and social justice; and providing outstanding opportunities and support for healthy living.” Well-being spans the physical, emotional, cultural and social needs of all community members.

- 1) SUNY Cortland aspires to become a national leader in the promotion of the physical, emotional, cultural and social well-being of all community members. How effectively is the College currently promoting well-being? What is the level of well-being on our campus?
- 2) What services and facilities support the physical, emotional, cultural and social well-being of *all* community members? How do these services and facilities compare with external benchmarks such as those identified by the Council for the Advancement of Standards in Higher Education (CAS)? Are any services lacking that might prevent meeting student learning goals?
- 3) How do the SUNY Cortland recreational, athletic and intramural programs contribute to academic success and student engagement?
- 4) How do student support services and related educational opportunities support and/or contribute to the mission, vision, values and priorities of the College? How well do the support services contribute to student retention?
- 5) What steps are being taken to increase diversity in the curriculum? What steps are being taken to increase diversity in the student body, faculty, staff and administration? What steps are being taken in programming to advocate for diversity, equity and social justice? How are these being assessed?
- 6) How does SUNY Cortland provide support for its diverse student population? How effective are these services?

- 7) Are all campus programs inclusive and the facilities accessible? If not, what are plans to assure accessibility?
- 8) What steps has the campus taken to promote and enhance the environmental stewardship among the campus community in order to support goals for well-being?

- **Greg Sharer—Convener**
- **Gradin Avery**
- **Vicki Wilkins**
- **Nasrin Parvizi**
- **Mike Urtz**
- **Richard Kendrick**

Maximize Resources (Standards 2, 3, 4, 5, 7)

- 1) How do the College's review and distribution of its financial and other resources reflect support for its mission, goals and objectives?
- 2) How do the institution's resources and uses of resources compare with those of its peer institutions?
- 3) What are the most significant challenges facing the institution relative to human resources, technology resources and physical plant resources over the next five years? What is the process by which these challenges have been or will be identified?
- 4) What is the process by which specific and comprehensive plans for addressing these challenges are being formulated within the context of overall institutional planning?
- 5) To what extent have shared governance and existing structures for decision-making allowed our college to thrive? What improvements could be made?
- 6) To what extent are the distinct role and responsibilities of each constituent group within arenas of shared governance understood by those involved? To what extent are existing structures utilized for decision-making?
- 7) How effective are the administrative structures in maximizing resources? What, if any, changes in structure are needed?
- 8) How do our current leadership and governance processes provide for review and oversight of institutional resources?
- 9) How well does the assessment of institutional effectiveness incorporate results from student learning outcomes assessments as well as assessment of results in other areas, as noted in the standards? Are these related to areas of emphasis in the institutions plan(s) and the established priorities for resource allocation and budgeting?
- 10) How effectively does SUNY Cortland maximize resources so that structures, decision-making and processes all work toward institutional vision, responsiveness and sustainability?

- Amy Berg—Convener
- Merle Canfield
- Jennifer Janes
- Mary K. Murphy

In addition to the sub-committees outlined above, the Middle States Self-Study Steering Committee plans to utilize several Faculty Senate Standing Committees in a consultative capacity. These include Academic Faculty Affairs Committee, Educational Policy Committee, General Education Committee, Long Range Planning Committee, Course Teacher Evaluation Committee, and Professional Staff Affairs Committee.

Intended Outcomes

The Middle States Decennial Self-Study comes at an optimal time for SUNY Cortland. The sequential and concurrent efforts involved in the work of the Strategic Planning Steering Committee, NCATE Reaccreditation Steering Committee, and the SUNY Chancellor’s “The Power of SUNY Strategic Plan” will afford the College the opportunity to further align academic and student programming, department and institutional planning and SUNY-wide mandates. The ongoing assessment activities that are currently taking place throughout the campus coincide with the development of our next ten-year institutional strategic plan and allow us to evaluate our current operations as we move forward with that process. Of most immediate importance, SUNY Cortland hopes to once again achieve Middle States reaccreditation.

Supporting Documents

2007 Middle States Periodic Review Report

Middle States Periodic Review Report, (2007)

Middle States Self-Study Evaluation Report (2002)

Memorandum of Understanding II (October 2006)

SUNY Cortland Budget Decentralization Committee Final Report (2002)

Committee on the Status and Education of Women: Campus Gender Climate Survey (2006)

Report of the Provost's Ad Hoc Committee on Multicultural Initiatives: Infusing Diversity into the Curriculum (2002)

Summary of the Annual Reports from the Division of Student Affairs (2002-2009)

Multicultural Life Council Proposal

Academic Affairs Strategic Plan, 2005-2010

UUP Summary of Tenure-Track Faculty on the Payroll in October of the Stated Year

Salary Inequity 2006: Understanding Salary Inequity through Econometric Analysis; Updates

SUNY Cortland Foundations of Excellence: Recommendations from Cortland's Self-Study of the First Year Experience

Summary of the Annual Reports from the Division of Finance and Management, 2002-2006

International Programs at SUNY Cortland, 2005-2007

Enrollment Trends and Projections, 2001-2012

Finance Trends and Projections, 2001-2011

Graduate Survey and the Student Opinion Survey Assessment Instruments

State University of New York College at Cortland: 2005-2006 General Education Assessment Report; Updates

Institutional Advancement Strategic Plan, 2007-2012

Faculty Senate Long-Range Planning Committee Proposed Process for Input Regarding Divisional Strategic Plans

Long-Range Planning Committee Response to the Academic Affairs Strategic Plan

2006 Master Plan Update: Executive Summary of the Facilities Master Plan; 2010 Updated Plan

Student Affairs Strategic Plan

ACE International Laboratory Final Report

Materials Available Electronically

Current and Archived College Catalogs, www.cortland.edu/catalog

“Important Factors in Deciding about Your Career at SUNY Cortland, 2004-2005,” <http://libsurveys.cortland.edu/employeecareerissuesreport.pdf>

“NCATE Institutional Report (2004),” Teacher Certification and Accreditation at SUNY Cortland, www.cortland.edu/ncate

“Assessment Activities,” Office of Institutional Research and Assessment, www.cortland.edu/oir

“Pandemic Flu Preparedness,” www.cortland.edu/pandemic

Strategic Planning Steering Committee Documents

Data from the Open Forums and Campus Surveys

[Survey Summary of Core Values May 2009](#)

[Survey Summary of Challenges and Desired Changes May 2009](#)

[Mission Statement Summary of Themes May 2009](#)

[Summary of Core Values \(Open Forum\)](#)

[SUNY Cortland Functioning at its Best \(Open Forum\)](#)

[Middle States Self-Study \(2002\)](#)

[Memorandum of Understanding \(II--2006\)](#)

[Mission Review II](#)

[Brand Communication Manual](#)

[Marketing Guide](#)

[SUNY's Strategic Plan 2003 document](#)

[Academic Affairs Values 02-03 document](#)

[Enrollment History 10 Years](#)

Foundation of Excellence Reports

- [FOE Summary Flyer](#)
- [Faculty/Staff Survey by Demension](#)
- [Faculty/Staff Survey Open Ended Summary](#)
- [Faculty/Staff Survey All Questions Summary](#)
- [Faculty/Staff Survey Categorical Questions Summary](#)
- [Student Survey Open Ended Summary](#)

[National Survey of Student Engagement \(NSSE\) 2008](#)

[Racial Ethnic UG Enrollment 2002-2008](#)

[Retention Full Time Freshman 10 Years](#)

[Student Opinion Survey Appendix B&C 2003](#)

[Student Retention 10 Year Chart](#)

[SUNY 2008 Fast Facts](#)

Other Documents Available Upon Request

Cortland's Efforts/Commitment to ADA Compliance Projects

Examples of Assessment and Improvement in Degree Programs

Facilities Master Plan (2006), Updates and Most Recent Draft

Financial Documents (Annual)

- Capital Appropriations Report

- Dormitory Income Fund Reimbursable Budget

- Income Fund Reimbursable Budget

- State Operating Budget – Form 1 Financial Plan

- State Operating budget from SUNY System

- Summer Session Accounts

Provost's Sub-Group on Campus Climate: The Effect of SUNY Cortland's Campus Climate on the Ethnic Student Population (2005)

Provost's Task Force for Academic Affairs Restructuring Final Report (2005)

Provost's Updates on Academic Affairs (Annual)

Report of the Diversity Task Force for Curriculum

American Council on Education Internationalization Laboratory Final Report and Recommendations (2009)

NCATE Annual Reports

National Center for Education Statistics IPEDS Data Feedback Report (2009)

Annual Reports

- Academic Affairs

- Student Affairs

- Finance & Management

Institutional Advancement
Institution
Deans
Departments

MyRedDragon (Onboarding) Orientation and Mentoring for New Employees

(Note: This is a preliminary and incomplete listing of resources available. For the Self-Study, this list will be reorganized into table format with the following headings: Document—Standard(s)—Assessment Cycle Availability—Location/Link.)

TENTATIVE ORGANIZATION OF THE SELF-STUDY

MIDDLE STATES SELF-STUDY DRAFT OUTLINE

- I. Executive Summary
 - A. Signed Eligibility Certification Statements (President and Chair, SUNY Board of Trustees)
- II. Introduction/Overview/Context
- III. Meeting Middle States Standards
 - A. Mission/Vision/Values/Planning (Process)—Standards 1, 2, 6
 - B. Academic Excellence—Standards 8, 10, 11, 12, 13, 14
 - 1. Students—Standard 8
 - 2. Faculty—Standard 10
 - 3. Educational Offerings (Curriculum)—Standards 11, 12, 13, 14
 - 4. Assessment of Student Learning (Majors and General Education)—Standard 14
 - C. Transformational Education—Standards 9, 11, 13, 14
 - 1. Educational Offerings (Experiential) and Related Educational Activities—Standards 11, 13
 - 2. Student Support Services—Standard 9
 - 3. Assessment of Student Learning (Experiential Learning, Internationalization and Civic Engagement)—Standard 14
 - D. Well-being—Standards 3, 8, 9, 13
 - 1. Student Support Services—Standard 9
 - 2. Facilities/Infrastructure—Standard 3, 9
 - 3. Related Educational Opportunities—Standard 13
 - E. Maximize Resources—Standards 2, 3, 4, 5, 7
 - 1. Planning—Linking Resources—Standards 2, 3
 - 2. Leadership and Governance—Standard 4
 - 3. Administration—Standard 5
 - 4. Institutional Assessment—Standard 7
- IV. Conclusions
- V. Appendices (A-Standards Location Chart; B-Glossary)

EDITORIAL STYLE SHEET

SUNY CORTLAND
2012 MIDDLE STATES SELF-STUDY

EDITORIAL STYLE AND FORMAT OF ALL REPORTS

Word Processing Program

Microsoft Word for text; Microsoft Excel for spreadsheets and graphs (separate files)

Fonts

Agenda, 12 point

Margins

1 ½" left margin; all other margins will be 1"
Left-justified

Spacing

Single-spacing

Pages

Use page numbers, bottom right-hand side
Space between paragraphs, do not indent new paragraphs

Length

Maximum number of pages for subcommittee reports—10-20 pages (entire Self-Study is 100 pages, excluding any graphs)

Required Information

- List of the standard(s) covered (note portions or coverage by other working groups)
- Overview of charge and questions addressed
- Explanation of the process used to address the questions including connections and collaboration with other working groups
- Analysis of data and findings based on results
- Outcomes, including strengths, challenges and relationship to standards
- List of recommendations for improvement

Acronyms

Write out in full upon first usage, indicating the acronym in parentheses. Thereafter use the acronym

Documentation of Sources

Parenthetical (by author) citation in the text body with a section at the end entitled "List of References" where the full reference is noted

Editing Process

All reports will be combined to produce the Self-Study document, which will be approximately 100 pages in length. There will be some editing of content from the five individual subcommittee reports to produce the Self-Study. A single writer/editor will be used to give the document one voice, and some portions of subcommittee reports may appear in different chapters or sections of the Self-Study document, as appropriate. As the Self-Study document is being produced, there will be multiple opportunities for input into the editing process in an effort to accurately reflect the major themes and recommendations of the subcommittees and the greater SUNY Cortland campus community.

TENTATIVE TIMELINE

A Self-Study Timetable
Approximate and Flexible Dates for a Spring 2012 Visit
(Total - 2 years)

Summer Before Academic Year 1 (2009)

- MSCHE reminds institution of the pending evaluation and invites it to The Self-Study Institute

Fall Academic Year 1 (2009)

- Self-Study Institute held to orient institutions beginning self-study (*Nov 2009*)
- Steering Committee Chair(s) and members chosen (*Dec 2009/Jan 2010*)
- MSCHE staff liaison schedules self-study preparation visit to the institution (*Jan 2010*)

Spring Academic Year 1 (2010)

- Institution chooses its self-study model
- Institution determines types of working groups that will be needed
- Draft *Self-study Design* finalized, including charge questions for working groups

Spring Academic Year 1 (2010) Fall Academic Year 2 (2010)

- MSCHE staff liaison conducts self-study preparation visit (**APRIL 29, 2010**)
- Staff liaison approves institution's *Self-study Design*

Spring-Summer Academic Year 2 (2011)

- MSCHE selects evaluation team members, and the institution approves the selection
- Steering Committee receives drafts text from working groups and develops a draft self-study report

Fall Academic Year 3 (2011)

- Campus community reviews draft self-study report
- Evaluation team Chair reviews draft self-study report
- Institution's governing board reviews draft self-study report
- Institution sends draft self-study report to evaluation team Chair, prior to Chair's preliminary visit
- Team Chair makes preliminary visit at least four months prior to team visit
- Institution prepares final version of the self-study report
- President and Chair of SUNY Board of Trustees sign off on certification

Winter or Spring Academic Year 3 (2012)

- Institution sends final report to

Fall-Spring Academic Year 2 (2010-11)

- Steering Committee oversees research and reporting by working groups
- Working groups involve the community
- Working groups submit reports

Winter Academic Year 2 (2011)

- MSCHE selects the evaluation team Chair, and the institution approves the selection
- Chair and institution select dates for team visit and for the Chair's preliminary visit
- Institution sends a copy of the *Self-study Design* to the team Chair

evaluation team and to MSCHE at least six weeks prior to team visit

Spring Academic Year 3 (2012)

- **Team Visit!!**
- Team report
- Institutional response

Summer or Fall after Academic Year 3 (2012)

- Committee on Evaluation Reports meets
- Commission action



USEFUL INFORMATION TO ASSIST IN THE SELECTION OF THE MIDDLE STATES SITE TEAM

SUNY Cortland is strongly committed to international education, outdoor education and civic engagement. With 54 teacher education NCATE-accredited programs, the College has the largest teacher education program in New York State, ranking tenth in the nation. Our accredited Physical Education, Athletics Training and Recreation programs have achieved a strong reputation throughout the years and are widely acclaimed throughout the nation.

According to the 2009 IPEDS Data Report, SUNY Cortland's peer institutions include SUNY Brockport, SUNY New Paltz, SUNY Oswego, SUNY Plattsburgh, Salisbury University, Clarion University of Pennsylvania, East Stroudsburg University of Pennsylvania, Shippensburg University, and College of New Jersey. Statistics used to establish the comparison group include Carnegie Classification of Masters Colleges and Universities (larger programs), public, and enrollment of a similar size.

Aspirational peers as reported in the SUNY Memorandum of Understanding II (MOU II) are the University of Wisconsin-Eau Claire, the University of North Carolina-Asheville, and California State University-Stanislaus. Criteria used to identify these schools include enrollment, SAT scores, similarity in type of institution, IPEDS data, graduation rates, budget, quality of students, fundraising efforts, and research/sponsored programs.