

Syracuse University

Institutional Self-Study

2017-2018

For Submission To:

Middle States Commission on Higher Education

Syracuse University has been accredited by Middle States since 1921.

Most recent commission actions:

- **November 21, 2013:** To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2017-2018.
- **June 26, 2008:** To reaffirm accreditation and to commend the institution for the quality of the self-study process. The Periodic Review Report is due June 1, 2013.

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Chapter 1. Executive Summary and Certification Statement

In November 2013, the Middle States Commission on Higher Education (MSCHE) reaffirmed Syracuse University's regional accreditation following the University's submission of its Periodic Review Report. Shortly thereafter and in the midst of substantial leadership changes, the campus community began a process to appraise the University in light of emerging challenges, needs, and opportunities, and to identify the overarching goals and priorities that would continue to advance our progress as a pre-eminent and inclusive student-focused research university. In summer of 2014, shortly after his arrival at Syracuse, Kent Syverud, 12th Chancellor of the University, launched Syracuse University's "Fast Forward Syracuse" initiative. The centerpiece of Fast Forward Syracuse is the academic strategic plan, *Trajectory to Excellence*.

Following publication of the academic strategic plan in June 2015, working groups continued with the development and prioritization of initiatives associated with each of the six thematic areas of the plan. During the 2015-2016 academic year, an academic strategic plan Implementation Oversight Committee organized these proposed initiatives for presentation to newly arrived Vice Chancellor and Provost Michele G. Wheatly. From May 2016 to the present, Provost Wheatly has worked collaboratively with deans, faculty, staff, and students to implement priority initiatives in the six thematic areas around which the academic strategic plan is structured:

1. **THE STUDENT EXPERIENCE:** Provide all students with a world-class learning experience that prepares them for future success
2. **DISCOVERY:** Promote creativity and discovery attuned to important challenges and emerging needs
3. **INTERNATIONALIZATION:** Enter the Campus, Engage with the World
4. **COMMITMENT TO VETERANS & MILITARY-CONNECTED COMMUNITIES:** Distinguish Syracuse as the premier university for veterans, military-connected students, and families
5. **INNOVATION:** Nurture an entrepreneurial culture
6. **ONE UNIVERSITY**: Galvanize institution-wide excellence

Simultaneous with the implementation of the new academic strategic plan, Syracuse University conducted a comprehensive self-study process addressing the new MSCHE *Standards for Accreditation*, *Requirements of Affiliation*, and *Compliance with Accreditation-Relevant Federal Regulations*. With the arrival of a new provost and under the guidance of the academic strategic plan, this has been an opportune time to strengthen our institutional improvement efforts. Information acquired from the self-study process has provided the opportunity to recommit to areas of strength and identify opportunities for renewal and growth. In particular, the self-study process has provided the platform to engage a broad cross-section of the campus community in a critical self-evaluation of the University's educational programs, student services, and administrative units. The theme of the self-study review process has been "Syracuse University Middle States: Peer-review, Reflection and Momentum."

Eight self-study teams convened in 2016 to address the seven MSCHE standards plus requirements of affiliation and accreditation-relevant federal regulations. Each team included co-chairs: one faculty member and one administrator. The team rosters included faculty and staff with experience and/or current job duties that prepared them to address the standards and compliance criteria. Each team also included at least one undergraduate and graduate student. In December 2016, these teams submitted reports on their respective standards (or compliance area) along with pointers to evidence that supported their conclusions. Each team found the University compliant with the respective *Standard*:

- **Standard I (Mission and Goals):** Syracuse University has a clearly defined vision, mission, and goals that form a coherent whole as expressed in the University's 2015 academic strategic plan, titled *Trajectory to Excellence* (I.1.002.Trajectory to Excellence). The vision and mission of the University establish its purpose within the larger context of U.S. higher education. The stated goals of the academic strategic plan provide a roadmap for how the University fulfills its mission and how it will continue to do so over coming years.
- **Standard II (Ethics and Integrity):** Syracuse University has adopted policies and procedures designed to ensure that the University operates with ethics and integrity. The University also has organizational structures, such as the Office of Audit and Management Advisory Services, the Conflict of Interest Committee, and the Senate Committee on Academic Freedom, Tenure, and Professional Ethics, designed to execute, monitor, and maintain these policies and procedures.
- **Standard III (Student Learning):** Syracuse University ensures that learning experiences are rigorous and coherent across modalities and offerings, and that students can complete their programs of study over time periods consistent with higher education norms. In addition to our own standards and those of Middle States, the New York State Education Department (NYSED) imposes requirements and approval processes to which we adhere for our degree and certificate programs. Syracuse University, like other universities operating in New York State, must meet and does meet the standards of NYSED and New York State's Board of Regents.
- **Standard IV (Student Experience):** Syracuse University provides accurate and comprehensive information regarding the cost of attendance, financial aid, scholarships, grants and loans, and the repayment of loans and refund procedures. The University also provides academic support for students who are identified as struggling academically by advisors or professors. Each school and college provides advising services for students. The University offers a broad variety of services and supports to undergird student persistence, retention, and completion.
- **Standard V (Educational Assessment):** Syracuse University has educational goals in place for academic degree programs as well as co-curricular and functional units. There is a centrally organized assessment system in place to facilitate the assessment process, and numerous examples of how assessment results have been used for positive change.
- **Standard VI (Planning/Resources/Improvement):** Syracuse University has burgeoning planning processes, human resources, and other resources available to support our institutional mission. Existing strategies qualitatively and quantitatively measure the utilization of resources on a regular basis. Using a Responsibility Center Management (RCM) budgetary model, the University ensures that planning and improvement are guided by our institutional vision, mission, and goals as articulated in the academic strategic plan and the Campus Framework. Our annual planning processes consider current and long-term infrastructure, facilities, technology, and overall student experience goals.
- **Standard VII (Administration):** To realize our mission and achieve our vision of being a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society, Syracuse University maintains a clearly articulated and transparent governance and administrative structure that supports the work of the University community. Reporting to the Board of Trustees, which assesses and evaluates his performance, the Chancellor leads the University with an executive team uniquely structured to meet our strategic goals.

The self-study highlighted a number of strengths but also documented an important set of areas for continuous improvement. In a subset of these improvement areas, cross-cutting findings from the self-study process have suggested that a concerted, campus-wide effort would provide the necessary momentum to ensure sustainable improvements. Chapter 5 of this document contains formal recommendations for enactment by the University prior to the midpoint accreditation review in 2022.

Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in Characteristics of Excellence: *Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*]

Effective August 1, 2015

Syracuse University

(Name of Institution)

is seeking (Check one):

- ☐ Initial Accreditation
- ☒ Reaffirmation of Accreditation through Self Study
- ☐ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in Characteristics of Excellence: *Requirements of Affiliation and Standards for Accreditation (12th ed., 2006).*

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

☐ Exceptions are noted in the attached memorandum *(Check if applicable)*

Kent Syverud — (Chief Executive Officer)

1/4/18 — (Date)

Gordon Bauer — (Chair, Board of Trustees or Directors)

1/16/18 — (Date)

Chapter 2. Institutional Overview

When James Roscoe Day became Syracuse University's fourth Chancellor in 1893, he said, "I see in my mind's eye a great university on the Hill. Instead of three colleges, I see a dozen colleges. Instead of several buildings, I see a score of buildings." Spurred by Day's compelling vision, the University launched a building boom that substantially reshaped both the physical and the intellectual landscape of the institution. The developments that began during Chancellor Day's tenure marked the start of Syracuse University's transformation from a regional college into a major higher education institution whose defining vision today is to be "a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society."

From the 19th century to the present day, key strategic decisions have kept the University keenly attuned to the emerging needs of students, communities, the workplace, and the world—as well as to changing expectations about the role and mission of higher education. Syracuse University, like the region that it calls home, has a long legacy of innovation in response to the times. From founding the first degree-granting College of Fine Arts to establishing the first disability studies program in the nation, the University has evolved in ways that expand its reach and magnify its impact. The propensity for reinvention continues today, spurring development of cross-disciplinary collaborations that enhance and expand traditional teaching and scholarship.

In this historical context, the current mission statement of the University (as approved by the Board of Trustees in April 2015) reads as follows:

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

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

We are continuing our commitment to ensuring that all students receive a rigorous education that gives them the knowledge, skills, and attitudes needed to both adapt and succeed in a rapidly evolving marketplace and world. In pursuit of this mission, Syracuse University encompasses 11 academic schools and colleges spanning the liberal arts, sciences, engineering, and professional education. Several of the schools and colleges are nationally recognized as among the best in their field. The University has earned national distinction for a number of its programs, such as entrepreneurship, an area of burgeoning interest to students and employers. The broad spectrum of disciplines, programs, and fields of study across the schools and colleges energizes our teaching and creative work.

Access and opportunity for talented students from all walks of life have been hallmarks of the Syracuse University tradition since the University first opened its doors in 1870 to all people, regardless of gender, ethnicity, or culture. Chancellor Tolley resolved in 1944 to welcome any veteran who wanted a chance at a college education; in so doing, he nearly tripled the University's enrollment overnight. The "GI Bulge" after World War II underscored our commitment to military veterans, and we continue to build on that commitment today, with the Institute for Veterans and Military Families (IVMF) leading the way. Launched in 2011, the IVMF is

the first university-based institute in the U.S. focused on the social, economic, educational, and policy needs of veterans and their families. Syracuse's programmatic infrastructure targeting the needs of veterans presents great potential at a time when the number of returning servicemen and servicewomen continues to grow.

Syracuse University also became an early leader in advancing global education opportunities, with one of the oldest study abroad programs in the nation. Today the University maintains eight study abroad centers on three continents and sponsors a wide range of additional opportunities through its 60+ World Partner programs (from field-based experiences to direct enrollment in partner universities across the globe), its 35+ faculty-led programs, and its featured program in Central Europe. Nearly half of Syracuse University students participate in some type of international study experience. While we continue to expand our global footprint into new corners of the world, we are simultaneously committed to sustaining a thriving international campus community at home. The demographic makeup of students in recent years includes approximately 19 percent international undergraduate and graduate students from more than 120 countries. Our strong study abroad infrastructure and international profile present significant assets at a time when students increasingly view global experience as a critical part of the academic experience. We have the potential to distinguish ourselves even more by building upon these strengths in a way that not only expands opportunities for global scholarship but also promotes global engagement from the moment students arrive on campus.

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

Trajectory to Excellence: The Strategic Planning Process

Syracuse University's chancellors have guided the University for more than 145 years, developing it from a single building to a vibrant campus that today is the second largest employer in the Central New York region. The Board of Trustees of Syracuse University provides support and advises each Chancellor in administering the University's affairs.

The University Senate recognized the need to assess the University and to make recommendations to help maintain and enhance the University's quality and reputation; therefore, in 2013 the University hired Bain & Company to review its structure and approach to budget and planning, and identify areas for improvement (IV.6.001.Bain_Innovation_Opps_Slides). Bain's report, titled "Innovation and Opportunities Assessment Report," contained recommendations pertaining to academic, co-curricular, and functional units at the University. Many of these recommendations became embedded in subsequent planning steps as noted in Table 2.1. When the University's 11th Chancellor, Nancy Cantor, decided not to renew her contract, the Board of Trustees began its search for the next Chancellor, who would have the Bain report as a major strength assessment and strategic planning tool. Table 2.1 provides an overview of the timeline of these events.

Table 2.1: Timeline of Planning and Assessment

2012-2013	Periodic Review Report submitted to Middle States; accreditation reaffirmed by the Commission
2013	Innovation and Opportunities Assessment Report produced by Bain
2014	Chancellor Syverud appointed; Office of Institutional Effectiveness and Assessment established; academic strategic planning process launched with priorities from the Innovation and Opportunities Report
2015	New mission and vision approved by Board of Trustees; strategic planning working groups in progress
2016	Provost Wheatly appointed; academic strategic plan approved by Board of Trustees
2017	All academic schools and colleges develop strategic plans that align with the priorities of *Trajectory to Excellence*

In January 2014, Kent Syverud arrived as Syracuse University's 12th Chancellor. During the same time period, the campus community began a process to evaluate the University in light of emerging challenges, needs, and opportunities, and to identify the overarching goals and priorities that would continue to advance our progress as a pre-eminent and inclusive student-focused research university. In summer of 2014, Chancellor Syverud launched a broad, multi-pronged initiative to begin strategic planning.

The academic strategic plan, *Trajectory to Excellence*, was the centerpiece of the planning process and was designed to drive strategic priorities across the whole institution. The *Campus Framework* (facilities planning initiative) provided a blueprint for the future of the campus as a physical location and a set of facilities. Finally, an institutional effectiveness process undergirded these planning efforts by launching several projects to help power the academic strategic plan and the Campus Framework.

A 27-member academic strategic plan Steering Committee including faculty, staff, administrators, and students structured and guided the planning and fact-finding process, assessed preliminary findings, elicited campus input, formulated final recommendations and goals, and ultimately drafted the plan. New institution vision and mission statements, as referenced above, were developed through a collaborative campus effort guided by the Steering Committee. Hundreds of comments from the campus community were received during two open comment periods, and these were used to guide revisions. The Steering Committee arrived at the final version of the vision and mission in April 2015, and these were ratified by the Board of Trustees.

In addition to encompassing new vision and mission statements, the academic strategic plan reflected the findings of several working groups, comprising 93 faculty, staff, and student representatives. During 2014 and 2015, each working group focused on a single thematic area of progress for the institution, such as "undergraduate excellence," and elicited input from hundreds more students, faculty, staff, alumni, University trustees, and supporters. The working groups collected data through multiple channels—including open forums, surveys, focus groups, and interviews—and reported their findings.

Based on those reports, the Steering Committee analyzed findings, identified overarching themes, and prioritized a set of preliminary recommendations, which were shared with the Board of Trustees, the University Senate, and other campus constituencies. Findings were also shared with the entire campus community during a "Day of Conversation," during which participants were invited to offer suggestions and feedback. In all, more than 1,300 distinct pieces of feedback were received and processed during this public review.

Following publication of the academic strategic plan in June 2015, working groups continued with the development and prioritization of initiatives associated with each of the six thematic areas of the plan. During the 2015-2016 academic year, an academic strategic plan Implementation Oversight Committee organized these proposed initiatives for presentation to newly arrived Vice Chancellor and Provost Michele G. Wheatly. From May 2016 to the present, Provost Wheatly has worked collaboratively with the deans, faculty, and staff of the University's schools and colleges to implement priority initiatives in the six thematic areas around which the academic strategic plan is structured. These six areas are summarized below:

The Six Thematic Areas of the Academic Strategic Plan

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

Syracuse University is committed to providing all students with an excellent and highly distinctive educational experience that prepares them for academic, personal, and professional success in an increasingly complex, diverse, and interconnected world. We will do that by instilling in them a capacity to think deeply and analytically; to listen and learn from diverse life experiences, cultures, and points of view; to act with ethical and academic integrity; and to engage in ways that enrich scholarship and enhance our communities and world. Drawing on our strengths in the liberal arts, sciences, and professional schools, and building on our historic commitment to access, opportunity, and global engagement, we will cultivate in students those distinct skills, competencies, and experiences that exemplify Syracuse as a place of excellence in higher education.

We also recognize that true undergraduate excellence can only be achieved when attention is paid to the "whole student." We will do that by working collaboratively to address campus culture and nurture the personal, professional, and social development of all students, and to create the conditions that support excellent teaching, learning, retention, and success.

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

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

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

INTERNATIONALIZATION: Enter the Campus, Engage with the World

Syracuse University, grounded in a tradition of international scholarship and engagement, is dedicated to fostering and sustaining an internationalized community of scholars that prepares all students—domestic and international—to thrive in a globally connected world. We do that not only by advancing global study, research, and internship opportunities—a signature of the Syracuse academic experience—but also by developing and expanding internationalized curriculum, programming, and opportunities so that students engage with the world and its complex issues and challenges from the moment they arrive on campus until the day they graduate. We will leverage our substantive strengths in global regional studies, international institutional partnerships, internationalized curriculum, and growing multinational body (students/faculty/alumni) to truly internationalize Syracuse University.

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

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

Syracuse University has a distinguished legacy of leadership in addressing the needs of our nation's veterans and military-connected communities, and of responsiveness to the needs of the day. Data suggests that post-9/11 veterans and their families are taking advantage of the GI Bill program at an increasing rate. We anticipate that those needs and educational aspirations will continue to grow, and with that in mind, we are committed to being the premier university for veterans and military students. Building on our faculty and staff expertise, programmatic infrastructure, and institutional resources, we also are uniquely positioned to serve as a thought leader in areas relating to the social, economic, and wellness concerns of the nation's veterans and military-connected communities.

Syracuse today is already home to several ground-breaking veteran and military-connected initiatives, including the nationally recognized Institute for Veterans and Military Families, the Entrepreneurship Bootcamp for Veterans with Disabilities, the Defense Comptrollership Program, the Military Visual Journalism Program, and the V-WISE entrepreneurship program for women veterans. Building on this, we will ensure that veterans and individuals associated with the military are accommodated and integrated fully into the campus community, and that our recruitment, academic offerings, and support services are aligned with the needs and aspirations of this richly diverse population. In turn, we must leverage cross-University academic expertise to develop and enhance interdisciplinary research in critical areas related to veterans, military affairs, and national security.

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

INNOVATION: Nurture an entrepreneurial culture

Against the backdrop of significant external forces that will affect higher education over the next 25 years, at Syracuse University we will define our own path of change and institutional renewal, one distinguished by its unique past and guided by its virtues. We have a long record of trailblazing innovation and creativity, including veterans' programs, entrepreneurial activity, the arts, disability studies, campus-community engagement, and industry partnerships, to name a few. We will strive to ensure that our culture, structures, and mechanisms continue to fuel productive change and empower us to respond nimbly to emerging needs and opportunities. We will work to cultivate an enterprising mindset characterized by visionary thinking and creative problem-solving, and the capacity to channel ideas into actions. Such an environment will attract the best and brightest students, faculty, and staff and incite external partnerships with those on the cutting edge.

Respecting and retaining the culture and expertise that have defined Syracuse for more than a century, we will nurture an entrepreneurial mindset in a way that embraces new models of discovery in every corner of our campus. From pedagogy and student services to administrative processes and technology, we will establish a culture of boldness, empowering those closest to the core to make decisions that create new, more dynamic models for success. We will view multifaceted societal challenges as opportunities to coalesce disciplinary and interdisciplinary teams to seek creative and impactful solutions, energizing students, faculty, staff, and alumni around a mission that resonates with their desire to make a difference in the world.

ONE UNIVERSITY: Galvanize institution-wide excellence

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

Chapter 3. The Self-Study Process

Syracuse University conducted a comprehensive self-study process addressing the Middle States Commission on Higher Education (MSCHE) *Standards for Accreditation*, *Requirements of Affiliation*, and *Compliance with Accreditation-Relevant Federal Regulations*. With the arrival of a new provost and under the guidance of the academic strategic plan, this has been an opportune time to strengthen our institutional improvement efforts. Information acquired from the self-study process has provided us with the opportunity to recommit to areas of strength and identify opportunities for renewal and growth. In particular, the self-study process has provided the platform to engage a broad swath of the campus community in a critical self-evaluation of the University's educational programs, student services, and administrative units.

We established eight self-study teams to address the seven MSCHE standards plus accreditation-relevant federal regulations. Each team included co-chairs: one faculty member and one administrator. The team rosters included faculty and staff with experience and/or duties that prepared them to address the standards or compliance criteria. The teams also included at least one undergraduate and graduate student. All teams reported to a Steering Committee comprising faculty, staff, students, and administrators. At least one of the co-chairs from each of the self-study teams served on the Steering Committee.

- Steering Committee - Oversaw the self-study process and coordination of self-study teams; reviewed progress and intermediate work relating to the self-study
- Planning Committee - Organized logistics for all teams and the Steering Committee; supported development of the self-study document and its supporting document repository
- Self-Study Team 1 - Standard I
- Self-Study Team 2 - Standard II
- Self-Study Team 3 - Standard III
- Self-Study Team 4 - Standard IV
- Self-Study Team 5 - Standard V
- Self-Study Team 6 - Standard VI
- Self-Study Team 7 - Standard VII
- Self-Study Team 8 - Compliance



Each self-study team had a charge to examine relevant documents, processes, procedures and structures; analyze strengths and weaknesses with regard to the criteria of their assigned standard; and suggest improvements to be undertaken. Each team conducted its initial review between September and December of 2016 and provided a team report to the Steering Committee. Clarifications occurred during January and February of 2017, with preliminary drafting of the self-study document occurring in parallel. The membership of each of the self-study teams appears in Table 3.1 on the next page.

Table 3.1: Self-Study Team Membership

Standard I: Mission and Goals Shiu-Kai Chin (co-chair), James Duah-Agyeman (co-chair), Christopher Finkle, Bea Gonzalez, Maurice Harris, Nicole Hill, Claudia Klaver, John Petosa, Brian Sheehan, David Smith, Stuart Taub, Dominick Fantacone, Peter Choi	**Standard II: Ethics and Integrity** Grant Reeher (co-chair), Margaret Usdansky (co-chair), Susan Dean, Sharon Dotger, Rosemary Kelly, Ebonish Lamar, Steve O'Keefe, Mark Rupert, Jim Shahin, June Szymanski, Margaret Thompson, Lydia Wasylenko, Nathan Elequin, James Franco
Standard III: Student Learning Kira Reed (co-chair), Jenny Gluck (co-chair), Mark Braiman, Karen Bull, Jill Christian-Lynch, Aracely DeRose, Rachel Fox von Swearingen, Aileen Gallagher, Mary Graham, James Henderson, Eileen Lantier, Amy Sloane-Garris, Murali Venkatesh, Terra Peckskamp, Will Geoghegan, Gokce Greg Serdar, Joyce LaLonde	**Standard IV: Student Experience** Dan Cutler (co-chair), Amanda Eubanks Winkler (co-chair), Giovanna Albaroni, Tammy Bluewolf-Kennedy, Kim Brown, Jamie Cyr, Julie Walas Huynh, Melissa Luke, Sarah Mack, Karen McGee, Judith Mower, Paula Possenti-Perez, Dave Sargalski, Marsha Senior, Kal Srinivas, Mark Trumbo, Ryan Williams, Rodlyn Yafetto, Sudan Zhuang
Standard V: Assessment Kathy Hinchman (co-chair), Tommy Powell (co-chair), Terriruth (TC) Carrier, Gabby Chapman, Laura Harrington, John Kulak, Linda Milosky, Michael Morrison, Dawit Negussey, Megan Oakleaf, Anne Osborne, Patricia Roylance, Dan Moseson, Samantha Howard	**Standard VI: Planning/Resources** Bruce Carter (co-chair), Jean Gallipeau (co-chair), John Beecher, Nicci Brown, Cyn Carnahan, Andy Clark, Chris Cofer, Amy Criss, Ronald Denby, Keren Henderson, Gwenn Judge, Kathy Kinney, Roger Merrill, Jamie Mullin, Elin Riggs, Peter Sala, Maureen Thompson, Shanique Mothersill, Michael Ryan
Standard VII: Administration Lisa Dolak (co-chair), Ping Zhang (co-chair), Hub Brown, Tony Callisto, Kelly Chandler-Olcott, Cheryl Ficarra, Herman Frazier, Mary Lovely, Chris Wildrick, Aakriti Sharma, Abdulaziz Al-Sulaiti	**Requirements/Compliance** Abby Perer (co-chair), Michaele DeHart (co-chair), Joseph Behan, Jim Bellini, Steve Block, Sanjay Chhablani, Stephen Colicci, Catherine Cornwell, Aaron Hodukavich, Hua Jiang, Judith Kopp, Pam Peter, Shelly Sipley, Mark Wheeler, Diana Napolitano, Nicole Cooter, Eric Evangelista, Peta Long

The Steering Committee included a broadly representative cross-section of faculty, staff, and students. At least one co-chair from each self-study team was a member of the Steering Committee. The members of the Steering Committee appear alphabetically below along with each person's role or position at the University:

Abdulaziz Al-Sulaiti, Undergraduate Student Representative
David Bartell, Executive Director of Outreach Programs
Craig Boise, Dean and Professor
Carol Boll, Staff Writer and Researcher
Bruce Carter, Associate Professor
Shiu-Kai Chin, Professor, Provost's Faculty Fellow

Gabe Coleman, Project Manager
Dan Cutler, Director of Learning Communities, Associate Dir. Office of Residence Life
Michaele DeHart, Interim Dir., Office of Risk Management and Regulatory Compliance
Lisa Dolak, Professor, Senior Vice President and University Secretary
James Duah-Agyeman, Director, Office of Multicultural Affairs
Gerald Edmonds, Assistant Provost - Institutional Effectiveness and Assessment, Executive Director, Project Advance
Jerry Evensky, Professor
Jean Gallipeau, Comptroller
Jenny Gluck, Associate Chief Information Officer
Kathleen Hinchman, Associate Dean, Professor
Can Isik, Senior Associate Dean, Professor, Senate Agenda Committee Chair
Candace Campbell Jackson, Vice President, Chief of Staff
Rajesh Kumar, President, Graduate Student Organization
Melissa Lowry, Administrative Specialist, Office of Institutional Effectiveness and Assessment
Joan Nicholson, Trustee
Abby Perer, Associate General Counsel
Kira Reed, Associate Professor
Grant Reeher, Professor
Sam Scozzafava, Vice President, Chief Information Officer
Pamela Socker, Director of Compensation Strategy
Sonia Suchak, Undergraduate Student Representative
Tommy Powell, Assistant Provost, Stevenson Center for Academic Support
Margaret Usdansky, Director, Center for Learning and Student Success
Amanda Eubanks Winkler, Associate Professor
Ping Zhang, Professor, Provost's Faculty Fellow

Both the Steering Committee and the Planning Committee were led by "tri-chairs" that included a faculty leader, a staff leader, and the University's accreditation liaison officer:

- Rochelle L. Ford, Ph.D., Professor and Chair of the Public Relations Department at the S. I. Newhouse School of Public Communications
- Elizabeth A. ("Libby") Barlow, Ed.D., Assistant Vice President of Institutional Research and Assessment
- Jeffrey M. Stanton, Ph.D., Professor of Information Studies and Associate Provost for Academic Affairs, Accreditation Liaison Officer

With leadership by the tri-chairs, the Steering Committee fulfilled the following roles:

- Establishing and charging teams for each standard and coordinating their work on the various issues to be studied;
- Ensuring that the accreditation timetable was implemented as planned;
- Assuring communication within the institution about the self-study process, including periodic updates to the provost, Chancellor, and Board of Trustees;
- Approving distribution versions of the self-study document;
- Arranging for institution-wide review of and responses to a draft of the self-study;
- Overseeing the completion of the final self-study report and any other documents relevant to the self-study process and team visit.

Likewise, the Planning Committee undertook the following activities in support of the reaccreditation process:

- Providing administrative support (e.g., scheduling, venues, documentation) for the Steering Committee and each of the standards teams;
- Managing the document repository, including receiving and fulfilling documentation requests from the standards teams;
- Supporting the submission and editing of team reports; and supporting the creation of the final self-study report;
- Providing referrals to subject matter experts on campus;
- Creating the arrangements for site visits.

In transforming the team reports into the self-study, the tri-chairs undertook a writing process that focused on preserving all substantive points raised by the team reports. In general, these substantive points fell into one of four categories:

A. Documentary evidence and arguments for the University's satisfactory status on a standard or on an individual criterion within a standard;

B. Suggestions for facilitating improvement where evidence suggested that the University has ongoing processes or activities that are already addressing areas of improvement;

C. Recommendations for improvement where a body of evidence across multiple criteria and/or standards suggested that the University should undertake new improvement initiatives;

D. Promising projects and neat ideas that fall outside the scope of the *Standards for Accreditation*.

The narrative contained in the present document addresses items A, B, and C above, with items A and B discussed in Chapter 4 and item C in Chapter 5. Material pertaining to Item D on the list appears in a compendium of promising ideas that we have affectionately labeled the "parking lot." During the self-study writing process in 2017, the tri-chairs and the Steering Committee shared the parking lot ideas with a variety of constituencies across campus.

VISION

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

MISSION

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

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



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Chapter 4. Standard-by-Standard Reports

Syracuse University's status with respect to each of the seven *Standards for Accreditation* appears in the sections below. An eighth section of this chapter provides a summary with respect to the *Requirements of Affiliation* and *Compliance with Accreditation-Relevant Federal Regulations*. Each section below follows a common and consistent format:

- Reproduction of the brief description of the standard as described in *Standards for Accreditation and Requirements of Affiliation (Thirteenth Edition)*;
- Summary declaration of Syracuse University's standing with respect to the standard;
- Enumeration and overview of criteria for which Syracuse University has satisfactory or exemplary status, including references to key supporting documents available to reviewers in the electronic document repository (what Middle States sometimes refers to as the "document roadmap");
- Discussion of criteria (if any) for which Syracuse University has need for special improvement initiatives, including references to key supporting documents and to the formal recommendations elaborated on in Chapter 5 of this document.

Note that this self-study is packed with citations that refer to supporting documents. **We adopted a standard citation and referencing format to assist reviewers with their efforts. For example: the citation "I.1.002. Trajectory to Excellence," refers to Standard I, part 1, document 002, with the descriptive title, "Trajectory to Excellence."** In some versions of this self-study, automatic links can bring the reader directly to a view of the supporting document. In situations where the document roadmap/repository is stored separately, the naming convention ensures that reviewers can quickly locate the cited document from a list.

4.1 - Standard I: Mission and Goals

"Standard I: 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." (I.1.001.MSCHE_Standards_RoA)

Summary Declaration

Syracuse University has a clearly defined vision, mission, and goals that form a coherent whole as expressed in the University's 2015 academic strategic plan, titled *Trajectory to Excellence* (I.1.002.Trajectory to Excellence). Thus, based on our review of documentation collected by the review team, we conclude that Syracuse University is in compliance with Standard I. The vision and mission of the University establish its purpose within the larger context of U.S. higher education. The stated goals of the academic strategic plan provide a roadmap for how the University fulfills its mission and how it will continue to do so over coming years.

Overview of Satisfactory/Exemplary Criteria

Criterion 1.1 describes the ideal attributes of an institution's mission and goals. Ample evidence exists showing that the mission and goals of the University were developed through a collaborative, participatory process. Numerous working groups, including stakeholders from both within and outside of the University, contributed to the development of each component of the academic strategic plan, including the current mission and goals. A total of 132 faculty, students, and staff participated in the development of the academic strategic plan, and more than 200 additional campus community members participated in open forums.

Many examples exist showing the efforts of these working groups, but one particularly valuable example is reflected in the records of a community brainstorming event known as the Day of Conversation. The Day of Conversation, timed to coincide with draft publication of a preliminary, outline version of the academic strategic plan, comprised three working sessions to which all members of the University community were invited. More than 650 campus community members attended one or more of the working sessions. A presentation from that day shows that more than 1,000 unique perspectives emerged from that highly public process of evaluating an early draft of the academic strategic plan (I.1.003.Day_of_Conversation). In addition, slides from the Day of Conversation include further evidence of a collaborative, participatory process with leaders for each goal and their respective conclusions. Lastly, all parts of the administration who are charged with the responsibility of institutional development and improvement, including trustees, the Chancellor, deans, and other stakeholders, were integral to the overall planning process.

Together these groups helped to ensure the University's new mission and vision, as well as the academic strategic plan, address external and internal contexts and stakeholders. For instance, the academic strategic plan emphasizes external goals under the themes Internationalization, Discovery, Commitment to Veterans and Military-connected Communities, and Innovation. The academic strategic plan also addresses internal contexts and stakeholders through its One University, Student Experience, and Innovation themes. At the April 15, 2015, Board of Trustees meeting, the new University mission and vision statements were approved; the Board reviewed a draft of the academic strategic plan in June 2015 and supported its completion; a complete version of the academic strategic plan was approved by the Board of Trustees at its May 2016 meeting.

Since the plan's adoption, the Chancellor and the provost have led the University's leadership teams in aligning individual school, college, and functional units' strategic plans with the University's mission, vision, and academic strategic plan. For example, in its strategic plan, Syracuse Abroad recently re-articulated its vision: "As a leader in innovative study abroad, Syracuse Abroad aspires to provide transformative and affordable global academic experiences through study, research, and intern opportunities for all students, fostering a transnational spirit of inquiry and preparing students as responsible global citizens and professionals."

The Chancellor frequently begins his leadership meetings and retreats by reviewing the University's mission and vision. Furthermore, he has restructured his leadership team to reflect the strategic initiatives of the University.

Within academic affairs, Provost Michele G. Wheatly sent an email to the campus community on December 19, 2016, (I.1.004.Provost_Wheatly_ASP_Implementation) laying out her approach to implementing the plan. The approach included completing a listening tour, appointing personnel to her team, requiring academic deans to align their school and college strategic plans with the University efforts, and ensuring that her offices continue to collaborate with the other functional areas of the Chancellor's executive team to improve support for an outstanding student experience. Relatedly, academic deans have begun sharing their strategic plans and key performance indicators at Board of Trustee meetings to demonstrate the ongoing alignment. For example, at the November 2017 meeting of the Board of Trustees Academic Affairs Committee, Dean Michael Tick of the College of Visual and Performing Arts reviewed his college's recently completed strategic plan.

Criterion 1.2 relates to the University's goals being realistic, appropriate and consistent with its mission. The mission of the University centers around supporting student success while capitalizing on the size and scope of the University, thus stating: "As a university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success…" The mission then proceeds to identify six key elements that we believe are essential to student success. Four of those six elements in the University mission relate to scholarly inquiry and creativity:

- Encouraging global study, experiential learning, interdisciplinary scholarship, creativity, and entrepreneurial endeavors

- Promoting a culture of innovation and discovery
- Supporting faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs
- Maintaining pride in our location and history as a place of access, engagement, innovation, and impact

Likewise, the goals in the academic strategic plan emphasize scholarly inquiry and creativity. For instance, the first goal under the plan's Discovery theme specifically cites the intent to "Foster a University-wide culture that celebrates and advances creative work and research in ways that inspire discovery, enhance teaching and learning, and magnify our impact and interconnections with the world" (I.1.002.Trajectory to Excellence, p. 10).

Examples of this University-wide culture's existence are plentiful. Consider the story of Samantha Usman, who graduated in May 2016 with a BS in Mathematics and Physics. Samantha was a student researcher in the Syracuse University physics department when the Laser Interferometer Gravitational-Wave Observatory (LIGO) group made its historic first discovery of gravitational waves in 2016. Usman was interviewed in the December 2016 issue of *Classical and Quantum Gravity:*

"I'll admit I even got a bit teary-eyed when a giant 10-foot-tall projection of David Reitze, the LIGO lab director, proudly announced, "We did it!" I can't even imagine what it'd be like for my mentors, Prof. Brown and Prof. Peter Saulson, who'd been working on this for decades."

Samantha's research experience, alongside her faculty mentors, represented a heady moment for Syracuse University as it appeared on the world stage together with the many other distinguished universities that comprise the LIGO group. While this is perhaps the most visible example of Syracuse's commitment to discovery, hundreds of Syracuse faculty and students work on exciting projects every day.

Criterion 1.3 focuses on the alignment of University goals with student learning outcomes and institutional improvement. The mission also details two other components of the academic experience that are designed to support student success:

- Balancing professional studies with an intensive liberal arts education
- Fostering a richly diverse and inclusive community of learning and opportunity

These components of the mission are also emphasized in the academic strategic plan's themes and goals. For instance, the second goal under the first theme, The Student Experience, cites a commitment to "Sustain an inclusive, accessible campus of opportunity for a richly diverse student body, including international students, students with disabilities, underrepresented students, and veterans." (I.1.002.Trajectory to Excellence, pg. 8)

The student experience and learning outcomes as well as continual improvement were addressed at every level of the strategic planning process, including goal identification, development, and implementation. Indeed, according to its website, the Fast Forward Syracuse initiative identifies as its goal, "to strengthen Syracuse University by embracing change and prioritizing student needs as the primary focus of everything the University does. Fast Forward Syracuse will serve as the framework for these future improvements." (1.3.001_Fast Forward Syracuse _ FAQs). The Fast Forward initiative integrates the academic strategic plan, the Campus Framework, and Operational Excellence to better leverage curricular and co-curricular programs and services, facilities, and processes to optimize the student experience and institutional improvement. The Fast Forward initiative included a consideration of all of the Syracuse University campuses, including Syracuse Abroad centers and domestic campuses in New York, Los Angeles, and Washington DC.

The University continues to publicize and distribute information about our mission and goals through the University website; University news stories; campus emails; meetings with the University Senate; open forums featuring Chancellor Syverud and Provost Wheatly, such as the State of the University addresses; and the *Daily Orange*, the University's student-run newspaper.

The *Academic Strategic Plan: Trajectory to Excellence* frames the University's goals within the challenges facing higher education and the dynamic landscape in which Syracuse operates. Therefore, the goals outlined in the plan are realistic, appropriate to higher education, and consistent with Syracuse's mission. Furthermore, the academic strategic plan is grounded in the distinguishing strengths of Syracuse University, strategically enhancing the likelihood of success in achieving them.

Areas of Continuous Improvement and Recommendations

Criterion 1.4 focuses on the assessment of the University goals and mission. As the University continues to implement the elements of the academic strategic plan, the formal assessment of progress as cited in Criterion 1.4 and institutional improvements will become more clearly evident. Assessment at the programmatic, co-curricular and operation functional levels have been initiated based on the new structures and procedures developed in 2014. All units reporting up to the Chancellor are being held accountable by the Board of Trustees to continually improve based on concrete data and findings from assessment and key performance indicators demonstrating progress. Periodic assessment of the University's mission and goals will become increasingly important as the short-term goals of the academic strategic plan are realized. To ensure this element of continuous improvement, Chapter 5 contains a recommendation relevant to Criterion 1.4: Recommendation 1 pertains to systematic institutionalized assessment and contains actions designed to strengthen implementation and monitoring of assessment.

4.2 - Standard II: Ethics and Integrity

Standard II: 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 (I.1.001.MSCHE_Standards_RoA).

Summary Declaration

Syracuse University has adopted policies and procedures designed to ensure that the University operates with ethics and integrity. The University also has organizational structures, such as the Office of Audit and Management Advisory Services, the Conflict of Interest Committee, and the Senate Committee on Academic Freedom, Tenure, and Professional Ethics, designed to execute, monitor, and maintain these policies and procedures. We conclude from the evidence we have collected and reviewed that Syracuse is in compliance with Standard II.

Overview of Satisfactory/Exemplary Criteria

Criterion 2.1 discusses academic and intellectual freedom as well as intellectual property rights. Freedom of expression and intellectual freedom raise thorny issues, never fully resolved and always contestable, and like other institutions of higher learning, Syracuse University has wrestled with these issues through evolving historical contexts. The University holds academic freedom as a bedrock value and a necessary condition for the fulfillment of its mission. Members of the University community have frequently wrestled with these thorny issues in an open manner. The University provides an environment for critical self-examination of these issues.

Syracuse University's Faculty Manual embodies the University's commitment to academic and intellectual freedom (II.1.001.Faculty_Manual). The Statement of Principles on Academic Freedom and Tenure by the American Association of University Professors is incorporated into Section 5 of the Faculty Manual and is excerpted in Section 3.51:

"*Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*"

Section 4 of the manual describes the role of the Senate Committee on Academic Freedom, Tenure, and Professional Ethics, a standing committee of the University's primary shared governance body that adjudicates complaints related to academic and intellectual freedom. Section 3 of the manual describes the University's stance on intellectual property. This section includes a description of the roles and responsibilities of the standing Committee on Intellectual Property, a body that consults with and advises the vice president for research.

In addition to the policies themselves, evidence of our commitment to their content can be found in formal discussion of these issues by the University Senate (II.2.006.DiversityInclusion_senate-minutes_2016-03-23) and in messages to the community from the Chancellor (II.2.008.Chancellor_Syverud_Free_Speech) in which he clearly states, "free speech is and will remain one of our key values."

Criterion 2.2 pertains to establishing and maintaining a positive campus climate. The University fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives starting with its mission and vision (I.1.002.Trajectory_to_Excellence, pg.3). In messages such as an email to the community (II.2.007.Chancellor_Syverud_Inclusion), University leadership clearly states that Syracuse University values "open and respectful dialogue, dedication to academic freedom and the search for truth, and a promise to include all voices, to listen to all viewpoints, and to embrace all members irrespective of race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, citizenship, disability, veteran-military status, and political views."

The vision of an "inclusive, student-focused research university" manifests in the third goal of the University's mission statement: "fostering a richly diverse and inclusive community of learning and opportunity." The University supports a range of offices, committees, and initiatives to pursue this element of its mission and address other factors essential to sustaining a positive campus climate. For example, as attested by the annual reports (II.2.001.Div_of_Student_Affairs_ 2014-2015_Annual_Report) of the Division of Student Affairs (recently renamed the Division of Enrollment and the Student Experience), the division includes the LGBT Resource Center, the Office of Multicultural Affairs, the Office of Student Assistance, the Office of Student Rights and Responsibilities, the Slutzker Center for International Services, the Disability Cultural Center, and the Office of First-year and Transfer Programs. All of these offices and many others play important roles in supporting the University's commitment to diversity and inclusion, and to supporting and sustaining a welcoming campus climate for all. In a similar vein, the Office of Equal Opportunity, Inclusion and Resolution Services (II.2.002.Equal_Opp_Inclusion) helps to foster an environment of respect through its monitoring and investigation of concerns related to discrimination, harassment, ethics violations, and matters related to Title IX.

The strategies and actions of these offices have been informed by a variety of signature campus initiatives. For example, in 2015 the University's leadership commissioned the Workgroup on Diversity and Inclusion (II.2.003. Chancellor's_Working_Group_Diversity_Inclusion_News) to develop solutions on how to further create a more diverse, inclusive campus climate. A public status report from August 2016 shows progress and actions taken on the workgroup's 18 recommendations (II.2.004.Chancellor's_Working_Group_Diversity_Inclusion_Status). The University also conducted a campus climate survey by an independent firm to gauge attitudes on how welcoming and respectful the campus environment is from a diverse range of perspectives; and it developed human resources policies establishing processes and expectations for University employees—two initiatives that further illustrate institutional commitment to ethics and integrity.

Excerpt of Findings from the Campus-Wide Climate Assessment

Syracuse University Climate Strengths and Success	
72%	Faculty, staff and graduate student respondents are comfortable with department/work unit climate
79%	Faculty and student respondents are comfortable with the climate in their class
90%	Staff respondents feel Syracuse is a good place to work
75%	Student respondents feel valued by faculty in the classroom

Criterion 2.3 addresses grievance policies and procedures. The University has developed, documented, and implemented a wide range of policies and procedures that address grievances from students, faculty, and staff. With respect to grievance procedures for students, a unified compendium covering all the mechanisms by which students may register complaints and seek redress appears on the University's main website (II.3.001_Student_Grievance_Processes). Included in this policy is a clearly stated objective that "resolutions are reached in a fair and just manner." With respect to staff grievances, the University has a Staff Complaint Process Policy that Syracuse University Human Resources publishes, implements, and updates periodically (II.3.002_Staff_Complaint_Policy). Human Resources also serves as the interface to the labor unions whose members are involved in University operations. Each union provides a grievance process to members based on its bylaws and its contractual terms with the University. With respect to faculty, the University's Faculty Manual governs those grievances relevant to faculty activity and the mechanisms for handling them. See the discussion of Criterion 2.1 above for more information about the Faculty Manual and the Senate Committee on Academic Freedom, Tenure, and Professional Ethics.

Criterion 2.4 speaks to the regulation of conflicts of interest. The University has an overarching conflict-of-interest policy that applies to all employees (II.4.001.COI_Policy). Annually, each employee must complete a conflict-of-interest survey (II.4.002.COI_Survey) that documents potential conflicts of interest and any existing conflict mitigation plans. The Office of Audit and Management Advisory Services analyzes results of this survey and flags necessary actions based on reports of potential conflicts. Additionally, the Office of the Vice President for Research implements a "Conflict of Interest and Commitment for Principal Investigators and Senior Personnel on Sponsored Programs" policy that addresses financial conflicts of interest related to research engagements. An additional annual survey goes out to all individuals engaged in sponsored research (II.4.003.COI_Online_Reporting_System_Instructions). The vice president for research appoints a Conflict of Interest Committee (COIC), consisting of five full-time faculty members, that monitors principal investigators, annual survey results, and records related to externally funded projects.

Criterion 2.5 focuses on fair personnel practices. Syracuse University Human Resources implements a documented set of HR policies and procedures (II.5.001.HR_Policies_and Procedures). These include elements specifying that Syracuse will:

"*. . . conduct its personnel policies, practices, procedures, and programs in a bias-free manner. It is hereby reaffirmed that the policy of Syracuse University is to recruit, employ, renew, retain, tenure and promote employees on the basis of ability, potential, and valid qualifications without regard to race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, veteran status, or any other status protected by applicable law to the extent prohibited by law. Furthermore, Syracuse University shall not discriminate against any disabled employee or applicant in regard to any position for which the employee or applicant is otherwise qualified.*"

The Office of Equal Opportunity, Inclusion and Resolution Services offers a confidential reporting service

by which individuals may report harassment or discrimination related to creed, ethnicity, citizenship, sexual orientation, national origin, gender, pregnancy, disability, marital status, political or social affiliation, age, race, color, veteran or military status, religion, domestic violence status, genetic information, or gender identity, expression or perceived gender.

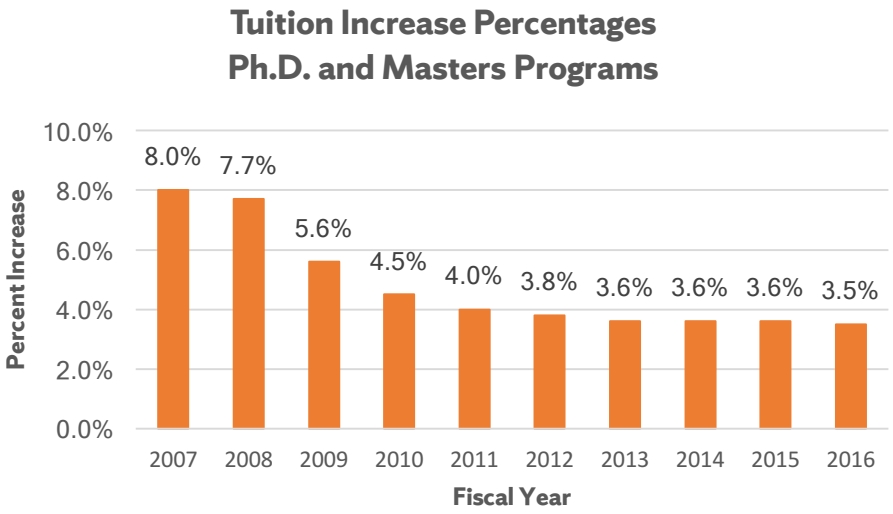
The Office of the Associate Vice President for Inclusion, Community, and Citizenship within the Division of Enrollment and the Student Experience implements a bias incident reporting form and associated procedures known as the "Stop Bias" program (II.5.002.STOP_Bias). The Faculty Manual governs all matters connected with the periodic evaluation of faculty performance, as well as criteria and procedures for promotion and tenure. The University Senate Committee on Appointment and Promotions periodically reviews and maintains those elements of the manual, while the associate provost for faculty affairs has day-to-day responsibility for ensuring that schools and colleges implement the manual's policies and procedures. The Senate Committee on Appointment and Promotions also hears procedural grievances related to appointments, promotion, and tenure.

Criterion 2.6 addresses honesty and truthfulness in internal and external communications. Both the Division of Public Affairs (which includes Syracuse University News Services) and the Office of Marketing and Communications follow a policy titled "Ethics and Integrity in University Communications" (II.6.001. Marketing_Communications_Policy). Syracuse University Information Technology Services also publishes and monitors an acceptable-use policy governing all information technology resources (II.6.002.Acceptable_ Use_Policy). While a policy alone cannot ensure honesty and truthfulness in communications, many checks and balances exist on statements and data released by the University. Examples include the University Senate, which plays an active role in shared governance and whose members have monthly opportunities to question the provost and Chancellor, as well as the *Daily Orange*, the University's student-run newspaper.

Criterion 2.7 pertains to affordability and access to the University's educational programs as appropriate to mission. As is true at other private, high-intensity research universities, the trustees and administration of Syracuse University follow the national dialog concerning the affordability and value of a college education. Many differing perspectives exist with respect to assessing the value of a college education; Syracuse appears from time to time on rankings and lists of high value institutions, such as the 2016 Forbes list of the top 300 "Best Value Colleges" (II.7.004.Forbes'_Best Value_2016). In the interest of promoting affordability, annual tuition increases are monitored closely, and the University provides substantial scholarships and other educational financing options to undergraduate and graduate students. For example, in the fiscal year ending on June 30, 2016, Syracuse provided a total of $307,663,000 in financial aid to its students (II.7.007.Financial_ Report_2016).

75% Student respondents feel valued by faculty in the classroom

4. **Page 24 - Replace graph**



The University also provides students and their families with transparency concerning the cost of attendance.

5. **Page 29 - replace**

The Office of the Bursar annually updates a tuition and fees booklet that provides comprehensive documentation of the University's charges for educational services (II.7.001.Tuition_Fees_Booklet). In compliance with federal law, the University provides access to the "Net Price Calculator" (II.7.002.Net_Price_Calculator) that allows students to project what their actual attendance cost and financial contribution would be based on family income. The University's HEOP Office provides access to federal grants for low-income students.

Using a self-service website (II.7.003.Financial_Aid_Office), and with the assistance of dedicated staff members from the Office of Financial Aid, the University also supports the financial literacy of students and families with information about FAFSA, scholarships, guaranteed loans, savings, credit card debt, and personal financial management. In 2017, the University's financial literacy program in the Office of Financial Aid was ranked #3 in the U.S. by LendEDU (II.7.005.Financial_Literacy).

Criterion 2.8 incorporates by reference the Middle States Commission's Requirements of Affiliation and the variety of federal, state, and commission regulations. Section 4.8 of this document addresses Syracuse University's compliance in all areas covered by Criterion 2.8.

Areas of Continuous Improvement and Recommendations

Criterion 2.2 stresses the importance of a "climate that fosters respect" among members of the University community. As noted above, with the assistance of Rankin and Associates the University conducted a comprehensive climate survey during spring semester 2016 that sought information on working, living, and learning conditions on campus. While the results of the climate survey, reported in September 2016, highlighted positive aspects of the Syracuse campus, the survey was also helpful in identifying areas in need of more attention and discussion (II.5.003.Climate_Survey). On October 25, 2016, the editorial board of the *Daily Orange* (student-run campus newspaper) commented that:

"*Heading into this next phase, the hope should be that apart from highlighting the necessity of the chancellor's workgroup, the report can guide the university as it moves forward with its recommendations through informed decisions. And with a strong resource like the survey underscoring the importance of the work left undone on the Hill, SU has the opportunity to do just that.*"

The results of the survey—all of which were made public based on an agreement with Rankin and Associates—revealed five opportunities for improvement:

- Members of certain constituent groups indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct from other members of the campus community based on gender identity, position status, or ethnicity
- Individuals who identified with certain non-majority groups (e.g., based on gender identity, racial identity, sexual identity, or disability status) indicated that they were less comfortable than members of the majority group with the overall campus climate, workplace climate, and classroom climate
- Some faculty and staff respondents reported challenges with work-life issues
- Some faculty respondents reported challenges with faculty work
- A small but meaningful percentage of respondents reported unwanted sexual experiences

A committee of faculty, staff, and students appointed by Chancellor Syverud held a number of open conversations (e.g., II.2.005.Conversation_Toolkit) with members of the campus community to review and discuss the survey results. Based on those conversations, the committee produced a set of action recommendations (II.2.009.CAPC_Recommendations). The recommendations have been accepted by the Chancellor and released to the community, and implementation is now underway. Recommendations include a coordinated education strategy for campus climate-related issues, forming an advisory group for staff climate

matters, adopting a communication strategy supporting educational efforts, establishing a first-year forum that introduces climate topics to students, and continuing to assess the climate in order to measure progress. The first reassessment is taking place in spring 2018.

Criterion 2.3 addresses grievance policies and procedures; as discussed above, the University has sufficient policies and procedures pertaining to students, staff, and faculty. Historically, however, the University has not developed a unified method of monitoring the timeliness and uniformity of executing its grievance policies and procedures. In February 2017, the University established a student grievance committee, with representatives of each relevant area meeting from time to time to develop and apply standards for quality metrics, record-keeping, trend analysis, and reporting. Likewise, both the University Senate and the Office of Human Resources have incorporated into their assessment plans methods for monitoring and improving the quality of their work related to grievance resolution (II.3.003.HR_Functional_AAP_Phase 1; II.3.004.University_Senate_AAP).

Criterion 2.6 addresses the veracity of communications in announcements, advertisements, recruiting materials, admissions materials, admissions practices, and internal communications. Over recent years, communications at Syracuse University emerged from two different divisions. The Division of Public Affairs reported directly to the Chancellor and had primary responsibility for internal communications, media communications through its oversight of News Services, interactions with the press, and crisis communications. The Office of Marketing and Communications reported to the Division of Enrollment Management and had primary responsibility for external, marketing-focused communications to prospective students, their families, and other constituencies to which the University markets its educational programs. In December 2016, Chancellor Syverud announced the creation of a new position, senior vice president of communications and marketing, and completed a search to fill that role. The Chancellor has tasked the new leader with unifying these two areas and aligning their diverse functions, including branding, web and social media, and internal and external communications. Having a single position that reports directly to the Chancellor also offers the opportunity to ensure consistent oversight of the veracity of all University communications.

Criterion 2.9 refers to periodic assessment of policies, processes, and practices related to ethics and integrity. Prior to 2014 the University lacked a dependable mechanism for triggering periodic assessment of co-curricular units and functional areas. Since 2014, the Office of Institutional Effectiveness and Assessment has pursued its mission, "to provide University leadership and coordination of institutional effectiveness and assessment," by supporting the development of strategic plans, assessment plans, systematic program review, evaluation criteria, and scoring rubrics (II.9.001.Office_Institutional_Effectiveness).

At this writing, at the end of 2017, 94% of functional units have filed Assessment and Action plans with the Office of Institutional Effectiveness and Assessment. Using a scoring rubric, staff members from the office provide feedback and coaching to each functional unit about improving their plans. Our periodic follow-up with these functional units shows that 83% of functional unis are actively implementing their assessment and action plans.

Meanwhile, some of the larger functional and co-curricular units have also engaged in strategic planning activities to ensure that their work is aligned with the overall academic strategic plan. For example, the Division of Enrollment and the Student Experience and the Department of Human Resources are both engaged in the development of strategic plans that will lead to recommendations for continuous improvement over coming years.

Assessment of University-wide policies and practices has occurred—as indicated by the work of the Chancellor's Workgroup on Diversity and Inclusion (II.9.002.Diversity_Inclusion_Status), the TruMann Report (II.9.003. TruMann_Report), the Hendricks Chapel Self-Study (II.9.004.Hendricks_Report), and other examples. Note that the methods of ensuring a regular rhythm of assessment and improvement only became ingrained with the establishment of the Office of Institutional Effectiveness and Assessment in 2014. Prior to that, there was no

central administrative mechanism to ensure that regular assessment occurred.

All four recommendations in Chapter 5 will foster improvements in Criterion 2.2, Criterion 2.3, Criterion 2.6, and Criterion 2.9. First, Recommendation 1 offers a range of actions to enhance and sustain assessment activities to address Criterion 2.9. Recommendations 2 and 3 both commit to improvement of the student experience at Syracuse and will address issues related to Criterion 2.2 and Criterion 2.3. Recommendation 4 strengthens the alignment of resources with the missions and strategic plans and contains actions related to transparency, thus addressing the veracity of communications as described above for Criterion 2.6. Note that the accreditation Steering Committee reviewed all of the relevant evidence and deemed that issues related to Criterion 2.5 did not rise to the level of a recommendation.

4.3 - Standard III: Design and Delivery of the Student Learning Experience

Standard III: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations (I.1.001.MSCHE_Standards_RoA).

Summary Declaration

Syracuse University ensures that learning experiences are rigorous and coherent across modalities and offerings, and that students can complete their programs of study over time periods consistent with higher education norms. One of our strengths lies in our comprehensive policies and procedures that control the development and approval of curriculum and academic programs. These policies and procedures include a persistent, central role for the University Senate's Committee on Curricula—a body that oversees all modifications, additions, and deletions from the academic curriculum. In addition to our own internal standards, the New York State Education Department (NYSED) imposes requirements and approval processes to which we adhere for all of our degree and certificate programs. Syracuse University, like other universities operating in New York State, must meet the regulatory standards of NYSED and New York State's Board of Regents. Therefore, we believe that based upon the evidence we reviewed that Syracuse University is in compliance with Standard III.

Overview of Satisfactory/Exemplary Criteria

Criterion 3.1 pertains to the structure of academic programs in terms of length and coherency of learning experiences. Syracuse University offers more than 400 academic programs that result in a certificate or a bachelor's, master's, or doctoral degree. (III.1.001_Degree_Inventory). Schools and colleges administer certificate, undergraduate, master's, doctoral, and professional degrees with oversight from the University Senate and coordination by the Office of the Provost. The University's Graduate School also plays a special role in the administration of post-baccalaureate degrees. As the Graduate School's website explains, "All Syracuse University graduate degree programs, with the exception of Law, are organized under the auspices of the Graduate School. Applications for admission are submitted to the Graduate School, which also confers degrees upon graduation."

The University's semester credit-hour requirements are within the conventional norms for higher education at each level and comply with credit-hour requirements of the New York State Education Department (III.1.002. Undergrad_Credit_Hours). In a minority of cases when the credit-hour requirements are higher, as in the five-year architecture program, this is communicated clearly to interested or prospective students beginning with recruiting materials and admissions processes. For example, the program description for architecture in the course catalog begins with the sentence, "The B.Arch is a 5-year professional degree in Architecture."

Likewise, the University's online programs operated in conjunction with 2U, an online program management provider, offer credit hours based on 10-week sessions. Note that the faculty of Syracuse University provides 100% of the academic content in these programs, while 2U provides services for marketing and video production as well as software tools for online content delivery. These online programs also meet the New York State Education Department requirements.

Ensuring coherence begins with a multistage process for introducing new courses, programs and/or certificates, as well as for changing the curricula within a program. This process applies to all Syracuse University courses offered on any Syracuse campus, including New York City, Los Angeles, Washington DC and the Syracuse Abroad centers. All schools and colleges within the University have committees on curricula that submit proposals for evaluation by the University Senate Committee on Curricula (SCC). The SCC imposes a required cross-college consultation process that ensures coordination. The SCC also uses a curriculum management tool, called Curriculog, that analyzes proposed changes with respect to their impact on existing curricula. Program additions, deletions, renaming, and substantive changes also undergo review with the NYSED Department of Higher Education and/or Office of the Professions. At all levels of review, consideration is given to the integrity of the program being proposed as well as its integration with associated programs and curricula. The SCC also helps the University to avoid duplication of courses and programs and helps to verify that new programs, curricula changes, and new courses meet the state credit-hour requirements. An academic assessment plan indicating how the curricula align with program learning outcomes is required along with the expertise, qualifications, and syllabi of the faculty involved in delivery of the curricula (III.1.003.SCC_CourseProposalForm).

Criterion 3.2 is concerned with the qualifications and development of the faculty who are charged with designing, delivering, and assessing the student learning experience. In keeping with our mission as a pre-eminent and inclusive student-focused research university, our faculty are productive scholars as well as rigorous teachers. In addition, faculty actively work to support student success through service on committees such as strategic planning, the Climate Assessment Planning Committee, the Student Success Council, and the Student Success Steering Committee.

With respect to **Criterion 3.2a**, evidence of rigor and effectiveness in teaching arises from a diverse range of evidence such as licensure pass rates, assessment data, summative course evaluations, and grade distributions. For example, in the July 2016 bar examination, Syracuse University College of Law graduates achieved an 89.5% pass rate (III.2.012.Law_FAQ). All departments ask students to complete evaluations at the end of each course. Questions are not standardized across the institution. Rather, each department and in some cases each course offers a set of uniquely appropriate questions targeting students' learning experiences and the effectiveness of the instructor (III.2.002.StudentRating_Manual). Results of these surveys are collected centrally and collated. They are then delivered back to departments and used in faculty performance reviews. Grade distributions show meaningful variation of final grades across academic units, departments, and individual courses (III.2.001.Grade_Statistics).

			Female			Male			Total		
School College	Academic Career	Academic Level	Student Count	Cum. GPA	Sem. GPA	Student Count	Cum. GPA	Sem. GPA	Student Count	Cum. GPA	Sem. GPA
Arts & Sciences	Undergrad	Freshman	628	3.2186	3.1642	379	2.8360	2.6966	1007	3.0823	2.9976
		Sophomore	689	3.3349	3.3155	508	3.0880	3.0175	1197	3.2369	3.1973
		Junior	531	3.2883	3.2249	387	3.0918	3.0485	918	3.2157	3.1598
		Senior	858	3.3661	3.4208	580	3.2177	3.2175	1438	3.3112	3.3456
		Total	2706	3.3352	3.3483	1854	3.1457	3.1161	4560	3.2646	3.2617
	Graduate	Graduate	436	3.7415	2.1117	333	3.7200	2.0285	769	3.7331	2.0789
		Total	436	3.7415	2.1117	333	3.7200	2.0285	769	3.7331	2.0789
Architecture	Undergrad	Freshman	26	2.8087	2.8323	28	2.8077	2.5806	54	2.8081	2.6996
		Sophomore	57	2.9326	3.0814	38	2.9621	3.0154	95	2.9434	3.0571
		Junior	43	3.1841	3.3295	40	2.9966	3.1383	83	3.0929	3.2365
		Senior	121	3.3370	3.4054	120	3.2067	3.2607	241	3.2773	3.3392
		Total	247	3.2540	3.3369	226	3.1419	3.1892	473	3.2030	3.2696
	Graduate	Graduate	40	3.3578	3.2276	54	3.3904	3.3146	94	3.3765	3.2775
		Total	40	3.3578	3.2276	54	3.3904	3.3146	94	3.3765	3.2775
Engineering & Computer Sciences	Undergrad	Freshman	36	3.0309	2.9059	165	3.0473	2.9515	201	3.0441	2.9427
		Sophomore	82	3.1694	2.9026	251	3.0345	2.8916	333	3.0680	2.8943
		Junior	64	3.1392	2.8777	247	3.0579	2.8857	311	3.0764	2.8839
		Senior	148	3.2500	3.4577	443	3.2342	3.2708	591	3.2386	3.3222
		Total	330	3.2099	3.2617	1106	3.1589	3.1214	1436	3.1720	3.1574
	Graduate	Graduate	241	3.5495	2.7449	821	3.4880	2.8906	1062	3.5025	2.8564
		Total	241	3.5495	2.7449	821	3.4880	2.8906	1062	3.5025	2.8564

Spring semester 2017: Excerpt from campuswide mean GPA report provided to Senate Committee on Instruction by the Office of the University Registrar. Represents the College of Arts and Sciences, the School of Architecture, and the College of Engineering and Computer Science.

Criterion 3.2b refers to the qualifications of faculty members. Detailed policies and procedures related to hiring, promotion, and tenure ensure that faculty are qualified at the point of hire, and that they demonstrate effectiveness over time in teaching, scholarly inquiry, and service. There are multiple layers of review at the institution level, and individual schools and colleges enforce their own policies as well (III.2.003.BoT_Decision_Promotion_Tenure; III.2.004.Office_Provost_Tenure_Promotion, III.2.005.Tenure_Promotion_Checklist, III.2.006.Faculty_Personnel_Policies _Procedures_iSchool, III.2.007.Promotion_Tenure_Review_Procedures_Arts_Sciences).

In reference to **Criterion 3.2c**, evidence of a sufficient number of faculty may be demonstrated by reference to the University's student-faculty ratio. At 16:1, our ratio is aligned with other U.S. universities as reported in the Common Data Set. The distribution of faculty at the unit level is evident in department profile data (III.2.008. Department_Profile_Data), which provides ratios of organized classes per faculty member and semester credit-hour productivity per faculty member. Variation across disciplines comports with norms at other universities and primarily reflects differing demands of scholarly activity across disciplines.

In the case of **Criterion 3.2d**, Syracuse has a generous research leave policy, which provides tenured and tenure-track faculty with opportunities for professional renewal. Research leave is available for one semester at full pay with benefits, or for an academic year leave at half pay with benefits (III.2.013.Leave_Policies). Tenure-track and tenured faculty may take administrative leave for personal business, government service, or family needs (III.2.009.Faculty_Manual_Research_Admin_Leave). Initiatives such as the future professoriate

program (a professional development program for doctoral students), faculty recognition programs, the University Lectures, and the Human Resources Department's "WorkLife and Organizational Development" program (III.2.010.HR_Professional_Development) add to faculty and staff growth opportunities. Each school also supports faculty through professional development funds and specific seminars/experiences that enrich, expand, and stimulate professional growth and innovation.

With respect to **Criterion 3.2e**, the Faculty Manual clearly describes both the criteria and processes for appointments, promotions, and tenure (II.1.001.Faculty_Manual). Deans report annually on pre-tenure faculty in a form that includes a performance appraisal of teaching, advising, research, and service. (III.2.011. NonTenured_Faculty_Annual_Report)

Criterion 3.3 refers to the efficacy of academic program publications. University materials for academic programs are abundant, clear, accurate, and accessible, and mechanisms for students to audit their own progress are under constant revision. The self-study working team developed a rubric to assess program publications (III.3.001.Prog_Pubs_Rubric) and used the rubric to evaluate a sample of undergraduate and graduate programs for clarity and accuracy in the materials students use to track their degree requirements.

Reviewed publications covered the length of a student's career, from prospective student to matriculation to graduation, and included program websites (III.3.001.Prog_Pubs_Rubric), school/college degree checklists (III.3.002.Newhouse_UG_Core_Checklist), major requirement checklists (III.3.003Check_Sheet_Sample_1), and the course catalog (III.3.004.Course Catalog). These sources were found to be complete and consistent. The course catalog serves as the primary reference, and the catalog is updated for each academic year. Many schools and colleges, however, provide additional resources, such as degree checklists and major requirements worksheets. (III.3.005.Check_Sheet_Sample_3, III.3.006.Newhouse_AdvisingToDo, III.3.007. Graduation_Processing_Process_Documentation_Student_Select; III.3.008.Graduation_Processing_Process_ Documentation_Pop_Select; III.3.009.Posting_Degrees_Process).

Many programs use recently implemented enterprise advising and degree audit systems. The Orange SUccess advising system (based on Hobson's "Starfish" product) gives students an electronic tool to request advising or other support related to course selections, intra-University transfer, disability accommodations, and on-campus residence conflicts. The system gives undergraduate advisors and faculty a shared platform for monitoring student progress and success. Faculty can track attendance, for example, or flag a student for poor performance. Once a concern is initiated, both the student and an advisor are notified. An enterprise degree audit system (Degree Works by Ellucian) makes real-time, accurate information about progress toward the degree available to students in a self-service mode. In Degree Works, students can view their degree program in terms of required courses that are outstanding or completed, and grades received for courses taken, as well as other information.

Criterion 3.4 is concerned with learning opportunities and resources being sufficient to support programs of study and students' academic progress. As an institution in New York State, Syracuse University is accountable to the New York State Education Department's regulations to measure learning opportunities and resources for our students. In concert with these regulations, the resources available at the University are managed by two main divisions: the Office of Academic Affairs (III.4.001.Provost_Org_Chart), and the Division of Enrollment and the Student Experience. Four University Senate committees provide oversight: Academic Affairs, Computing Services, the Library, and Student Life. These committees serve as liaisons to the University units responsible for learning resources, communicate with the Senate concerning the needs of those units, and make recommendations to the units as needs arise.

The University demonstrates sufficient supportive resources as evidenced by usage statistics for several of the services. The Libraries (DOC REF Libraries_annual_report2016) had 8,000 interactions with students in 2015-16 through 373 library instruction sessions, and students conducted more than 17 million database searches. In the Division of Enrollment and the Student Experience (III.4.002.Libraries_Annual_Report), 2,301 students (10.7

percent) utilized the Office of Student Assistance, 948 students (4.4 percent) lived in the learning communities, 1,986 students (9.2 percent) utilized the Counseling Center, and 5,470 students and alumni utilized career counseling sessions through Career Services. Syracuse University supports academic advising and program planning through advising offices in each college (III.4.004.Advising_Architecture, III.4.005.Advising_Arts_and_Sciences, III.4.006.Advising_Engineering_and_Computer_Science, III.4.007.Advising_Falk, III.4.008.Advising_iSchool, III.4.009.Advising_Newhouse, III.4.010.Advising_School of Ed, III.4.011.Advising_University_College, III.4.012.Advising_VPA, III.4.013.Advising_Whitman), which provide in-person support and guidance. The Degree Works (III.4.014.Degree_Works_Example) and Orange SUccess (III.4.015.OrangeSUccess_Example) systems mentioned above were implemented with advising support specifically in mind. In addition, there are a number of additional tutoring, health and wellness-related, career-related, and other support programs and offices listed and briefly summarized in this document. (III.4.016.Support_Programs_and_Offices)



Summer 2017 website excerpt: The Center for Learning and Student Success announces its free group tutoring program for courses that students find challenging.

Criterion 3.5 refers to a general education program of appropriate scope to support a broad-based intellectual experience. We confirm that through our Liberal Arts Core (LAC) and compliance with New York State standards, we offer a general education program that is consistent with our mission; includes the study of values, ethics, and diverse perspectives; and ensures that students acquire a range of essential skills. The Rules of the New York State Board of Regents, section 3.47(c), stipulate that "undergraduate degrees shall be distinguished ... by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specific occupational or professional objectives." The rule also details what proportion of each degree type (e.g. BA or BS), ranging from one-quarter to one-half, must be devoted to the liberal arts core. (III.5.001.NYSED_LiberalArts). Neither NYSED nor the Syracuse University Senate (III.5.002.Senate_Committee_Curricula) will approve academic programs that fail to meet this standard. Thus, all undergraduate programs, even those outside the College of Arts and Sciences, offer a core curriculum. NYSED supplies a list of content areas that do and do not qualify as liberal arts core. The list is a high-level guide, so the Liberal Arts Core (LAC; III.5.003.Liberal_Arts_Core_Course_Catalog; described below) in the College of Arts and Sciences serves as the general education reference for all undergraduate programs at Syracuse University.

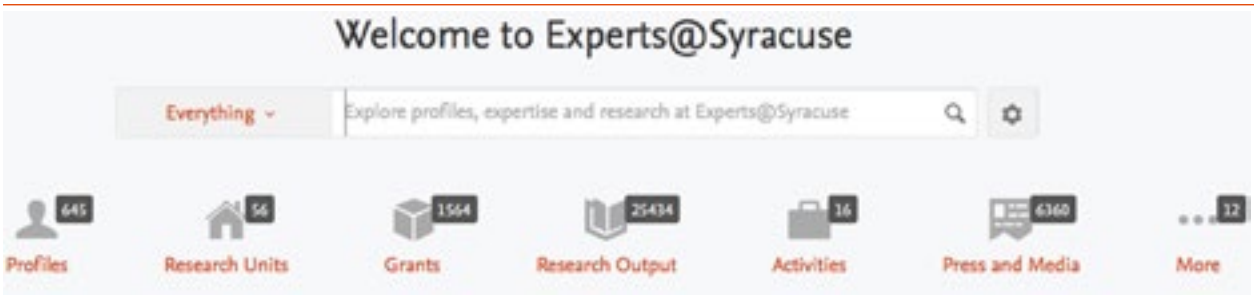
The LAC has three fundamental elements: (1) Liberal Skills, which focuses primarily on writing, language, and quantitative skills; (2) Divisional Perspective, which ensures disciplinary breadth; and (3) Critical Reflections, which prepares students to think critically, and to do so in the context of social and ethical issues. The Standard III working team developed a rubric to assess the University's LAC against the Middle States essential skills list. As evidenced in the completed rubric (III.5.004.Rubric_Liberal_Arts_Core_Review), the working team determined that the LAC addresses the Middle States essential skills list in all areas. Assessment of LAC skills takes place primarily within LAC courses, and learning outcomes in assessment plans of academic disciplines that teach LAC courses reflect LAC skills. In addition, the College of Arts and Sciences has written an assessment plan for LAC skills apart from particular courses or degree programs. Assessments at this level of aggregation are not yet fully executed.

While informed by the LAC, programs outside of Arts and Sciences also have specialized accrediting bodies that mandate school-wide general education outcomes. Architecture, Engineering, Law, Public Communications, and Management have common outcomes found in all undergraduate programs; in Education, Sports and Human Dynamics, and Visual and Performing Arts, the general requirements of the non-accredited programs share outcomes with the accredited programs. Evidence of this is found in the assessment plans. For example, in Public Communications, the first 12 outcomes of each bachelor's-level program are shared by all programs and reflect compliance with Accrediting Council on Education in Journalism and Mass Communications standards (III.5.005.Newhouse_Mass_Communications_PhD_AAPlan).

In order to verify the suitability of liberal arts requirements in programs outside of Arts and Sciences, the Standard III self-study working team reviewed a sample of programs, with a rubric developed for each to assess the integration of a general education program (III.5.004.Rubric_Liberal_Arts_Core_Review). The self-study team found that programs aligned with the standards of the LAC and with the Middle States skills list, although opportunities for strengthening appeared for technological competency and information literacy (see description in the next section of the University-wide shared competencies).

Criterion 3.6 relates to graduate and professional education. Recognizing that opportunities for development of research, scholarship, and independent thinking take different forms in different disciplines, we affirm that such opportunities are diverse and abundant, and guided by faculty who are well qualified. University resources and programs that support research and scholarship include sponsored research with sponsored expenditures of $76.2 million in 2015, (III.6.001.2015_Annual Report Final_OSP), research centers (with more than 30 centers currently on campus) (III.6.002.Research_Centers), faculty and professionals providing scholarly expertise and collaborative opportunities (searchable at, III.6.003.Experts_Office_of_Research_Site), and graduate and professional degree requirements designed to support involvement in research or scholarship appropriate to the field of study (III.6.004.Graduate_School_Policies_Requirements_Site).

The number of students successfully completing graduate and professional degrees that require discipline-specific participation in an appropriate research or scholarship experience provides concrete evidence of student participation in these opportunities. For example, PhD, EDD, DPS, and MS granting programs in the University produced an average of 160 PhD theses, 1.3 EDD theses, 3.3 DPS theses, and 71 MS theses in academic years 2012-2013 through 2015-2016 (III.6.005.Dissertations_and_Thesis). Many additional metrics of student participation, such as co-authorship of scholarly work and conference participation, are documented and assessed at the department or college/school level. University-wide metrics of scholarly productivity further substantiate research and scholarship opportunities and productivity across the University, with the total number of Web of Science documents from Syracuse University having risen from ~500 in 1980 to between 1,100 and 1,300 over the most recent five years, with normalized citation impact per year remaining high (III.6.006.NextGeneration_InCites_Report). Note that Web of Science is a large database of scholarly publications and citations published by Thomson Reuters.



Fall 2017 website excerpt: Welcome screen from the experts.syr.edu research portal showing more than 25,000 publications and more than 1,500 grants by the 645 Syracuse University faculty who are registered with the portal service.

The research productivity (III.6.006.NextGeneration_InCites_Report) generated from Syracuse University is evidence of the quality of our faculty as well as the availability of opportunities for students. Our transition in the Carnegie Basic classification from High Research Activity in the 2010 classification to Highest Research Activity (a.k.a. R1) in the 2015 ranking demonstrates that our research enterprise is strong and growing. All tenured and tenure-track faculty must have terminal degrees, and commensurate with our peers, the percentage of total instructional faculty with a terminal degree is high at 90 percent.

Criterion 3.7 is concerned with institutional oversight of learning opportunities designed, delivered, or assessed by third-party providers. In all partnerships with third parties, the University relies on institutional curriculum development and examination protocols and maintains ongoing oversight that covers all credit-bearing courses, including transfer credits from accredited institutions, courseware development by partner organizations, and study abroad courses provided by overseas partner institutions, including those universities we partner with at our eight overseas centers. Additionally, the responsibility to monitor and approve all academic credit given for internships and capstone courses relying on third parties is performed by faculty responsible for the course. We classify these learning opportunities into two categories: (a) substantial third-party involvement in credit-bearing coursework, and (b) internships and capstone courses for credit.

(a) *Substantial third-party involvement in credit-bearing coursework*. This category includes transfer credits earned at other academic institutions, study abroad courses provided by partner institutions and faculty, and the University's partnership with 2U, a firm specializing in working with universities on delivery of online education. Syracuse University has a robust system for ensuring adequate and appropriate institutional review and approval of transfer credits from other academic institutions. The University registrar sets and communicates the parameters of transfer credit acceptance, including compliance with NYSED rules and the stipulation that transfer credits come from accredited institutions and programs or from those for which articulation agreements exist (III.7.001.Course_Catalogue_Transfer_Credits).

Individual schools, colleges, and degree programs are charged with deciding which transfer credits will be accepted within these University parameters, with faculty having the primary responsibility for setting the guidelines for the acceptance of transfer credits. (III.7.002.Transfer_Student_Info_Arts_and_Sciences).

Study abroad course review and approval undergo a similarly rigorous process to ensure high-quality student learning opportunities. Syracuse University has more than 60 World Partners as well as partnerships with local universities in the cities where our overseas centers are located. These courses are vetted by appropriate departments on campus to determine that they are rigorous enough for Syracuse University credit. MOUs for these third-party providers are reviewed and approved at the provost level for curricular rigor, student safety, and cultural learning opportunities.

Several schools within Syracuse University (Whitman School of Management, Maxwell School of Citizenship and Public Affairs, the iSchool, and the Newhouse School of Public Communications) have partnered with 2U, a firm that assists academic institutions in delivering online courses and programs. In this arrangement, Syracuse University faculty retain responsibility for the content of the courses and instructional interactions, while 2U recruits students and provides an online learning management system and technical assistance. (III.7.003.2U_2016_Form_10-K) This division of responsibility ensures that Syracuse University faculty are responsible for the quality and rigor of courses and programs. Within schools, undergraduate and graduate program directors, department chairs, and deans ensure that program quality meets the standards expected of all academic programs.

(b) *Internships and capstone courses for credit*. These programs generally involve students learning through work and project-based experiences in a non-academic setting. All courses for academic credit, including internship and capstone courses, are approved by Syracuse University faculty curriculum committees, which ensure that credit-hour requirements are met and that learning objectives and outcomes are clearly and adequately described

(III.7.004_University_Senate_Curricula_Committee_Guidance_New_Courses_Course_Changes). When students complete internships and capstones at an external employer, responsibility for assessing student performance remains with the Syracuse University faculty member, with input from the students' supervisors.

For example, in the Sport Management Program in the Falk College, students complete a 12-credit capstone course where they work full time with a sport organization (III.7.005.Sport_Management_Senior_Capstone). Performance is evaluated on the submission of an extensive capstone portfolio by the student and an oral presentation; and this is supplemented with a performance evaluation provided by the supervisor to the Sport Management faculty member responsible for the course.

Criterion 3.8 is concerned with assessment of program effectiveness. Our current assessment planning process, which manages assessment planning for all academic programs, co-curricular programs, and functional units, is extensive and centrally coordinated. Please review section 5 of this chapter for full details of our assessment processes. The assessment reporting cycle is annual for all academic programs (biannual for most co-curricular and functional areas). Systematic academic program review occurs annually, with approximately one-quarter of the University's academic programs evaluated each year. Curriculum committees in schools and colleges have primary responsibility for collecting evidence and making recommendations to maintain, improve, merge, or close each academic program. Deans review these recommendations and may support or override the curriculum committees' decisions. Deans refer their evaluations to the provost in December of each year. The University registrar conducts another form of review through its reporting to schools and colleges of experimental courses that have been offered two or more times but are not yet regularized, as well as reporting courses in the catalog that have not been offered in a number of years.

On an annual cycle, the Office of Institutional Effectiveness and Assessment guides and tracks processes of curriculum mapping, gathering assessment evidence, program review, and stimulating program improvements. In addition, the office provides development resources, such as assessment workshops with national experts and assessment consulting for individual units.

In addition to the University assessment planning process, Syracuse University has 24 programs that are accredited by outside bodies (III.8.001.SU_Accreditation_Schedule_06-2016), and all have been successfully renewed at their most recent review. Each of these accrediting bodies requires program faculty to reflect regularly on their curriculum and program overall for purposes of assessment and improvement. For example, the American Association of Collegiate Schools of Business (AACSB) requires extensive program assessment for business, management, and accounting programs. Specifically, section 6B of the Whitman School of Management's December 2015 accreditation report (III.8.002.AACSB_Report_Whitman) reflects extensive, critical evaluation by Whitman faculty on the school's programs. Importantly, external accrediting bodies incorporate the review of expert external faculty in the field.

Areas of Continuous Improvement and Recommendations

With reference to **Criterion 3.2**, although our faculty count and student-faculty ratio are satisfactory and consistent with other research institutions, we are pursuing a question internally of the desired proportion of tenured and tenure-track faculty relative to non-tenure track faculty (most of whom serve in instructional roles).

Criterion 3.5 pertains to general education. As noted above, a review of the University's general education program confirmed that the Liberal Arts Core is well-conceived and its influence reaches beyond the College of Arts & Sciences. Ample evidence indicates, however, that this distributed model—in which other schools and colleges adapt the Liberal Arts Core to their own needs—creates challenges for ensuring that students develop the essential skills mandated by Middle States, particularly when they change majors midway through a program of study. When the academic strategic plan draft was finalized in June of 2015 (I.1.002. Trajectory_to_Excellence), one of the primary themes was the student experience, and the first goal under that

theme was to "Boldly instill in all undergraduate students those core competencies and values, and provide the dynamic learning experiences, that drive intellectual excellence, feed creativity, and cultivate the skills needed to excel." The following year, 2015-16, a committee of faculty, students, and other institutional representatives developed a preliminary list of shared competencies for undergraduate and graduate education that reflect our mission and values and fully articulate the goal of the strategic plan (III.5.009.Overview_of_Competencies). The competencies are framed in the context of Syracuse University's commitment to ethics and integrity as well as its mission and international best practices. Recommendation 2 in Chapter 5 promotes the completion of the current process to develop and implement campus-wide shared competencies. When complete, these competencies will transcend the curricula of specific schools, colleges, and programs to give all students the critical skills that inform academic, personal, and professional success. The actions in Recommendation 2 address the opportunity areas related to criterion 3.5.

The 2016-17 academic year was devoted to working with the University community on refinement and adoption of these campus-wide competencies, and on developing a pilot assessment plan. Based upon a pilot assessment project, we have begun to develop an ongoing, iterative process that examines authentic student work for evidence of student mastery of core competencies at the undergraduate and graduate levels, and then uses academic program and co-curricular curriculum maps to identify changes or interventions that will improve skills. For these efforts to succeed, a broad base of faculty and other community members will have to participate on a rotating basis by refining rubrics, scoring student work, interpreting assessment results, identifying changes needed, or implementing solutions. The schedule below guides our efforts:

- Spring 2017: Drafted rubrics for communication, critical thinking/reasoning, and information and technology competencies and collected student work for a pilot assessment
- Summer 2017: Mapped draft competencies to current undergraduate programs of study; scored student work for the pilot assessment
- Fall 2017: Processed results of pilot assessment; convened ad hoc committee of University Senate to develop final recommendations; committee met twice
- Spring 2018: Ad hoc committee completes its work and issues draft recommendations; University Senate will evaluate ad hoc committee recommendations
- Summer 2018: Score student work for second phase of pilot assessment
- Fall 2018: Draft remaining rubrics and evaluate second pilot assessment
- Ongoing: Full assessment of two competencies per year on a repeating cycle; report on results of assessment provided to school/college curriculum committees

Criterion 3.8 relates to periodic assessment of program effectiveness. Our systematic program review process began in January 2017 (III.8.003.Systematic_Program_Review_Advice), following a strategic planning recommendation that we examine the number of distinct degree programs we have in place. In coordination with the Office of Institutional Effectiveness and Assessment, the program review process was developed to ensure that we take a broad view of all programs. The program review process considers a variety of factors under the broad criteria of quality, centrality, demand, and cost-effectiveness and ensures that all academic programs are reviewed twice within each eight-year Middle States accreditation cycle. This process incorporates student learning data from assessment plans, and it considers a number of other kinds of evidence designed to provide a holistic assessment of each program in the context of other programs at the University, thereby ensuring our portfolio is both current and effective. This process is designed to encourage faculty buy-in by allowing programs choice in the data points to be considered, but it also establishes common data points that provide benchmarking across all programs (III.8.003.Systematic_Program_Review_Advice).

We have identified areas where our program review process could be easier to accomplish, more robust in content, and more transparently communicated. Program review will continue on an established schedule

(III.8.004.OIRA_Program_Review_2017), with improvements to the process introduced in each succeeding cycle. In Chapter 5, Recommendation 1 documents these planned improvements.

4.4 - Standard IV: Support of the Student Experience

Standard IV: 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 (I.1.001.MSCHE_Standards_RoA).

Summary Declaration

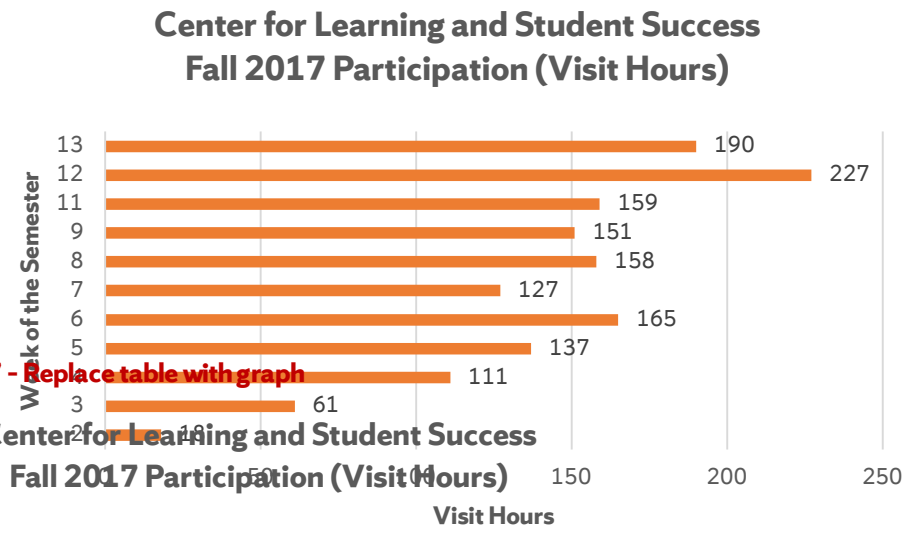
Based on our review and analysis of documentation, we believe that Syracuse University is in compliance with Standard IV. Syracuse University provides accurate and comprehensive information regarding the cost of attendance, financial aid, scholarships, grants and loans, and the repayment of loans and refund procedures. Syracuse has made improvements both domestically and abroad to provide enhanced academic support for students who are identified as struggling academically by advisors or professors. Engagement in these programs as well as school and college-provided advising services for students aim to help the University to increase persistence, retention and completion rates.

Overview of Satisfactory/Exemplary Criteria

Criterion 4.1a addresses the availability of financial information pertinent to the cost of attendance. Syracuse University is committed to transparency related to the dissemination of information regarding cost of attendance; financial aid, including scholarships, grants, and loans; the repayment of loans; and refund procedures. The University publishes and makes widely available multiple sources of information regarding these items with detailed websites and publications. Chief among these is the annual Tuition, Fees, and Related Policies Bulletin (IV.1.001.Tuition_Fees_Booklet2016-2017). From the moment that a prospective student reaches the University's website (IV.1.002.Admissions_Site), the admissions area provides information on the cost of attendance (including the net cost calculator). Finally, the Office of Financial Aid and Scholarship Programs and the Office of Student Debt Management offer both information and services to assist students with the financial aspects of their education. As noted in reference to Criterion 2.7, the University's financial literacy program in the Office of Financial Aid was ranked #3 in the U.S. by LendEDU in 2017 (II.7.005. Financial_Literacy).

Criterion 4.1b calls for processes to support students who are not sufficiently prepared for their selected field of study. Students who are identified as being inadequately prepared have access to a number of programs, services, and resources to assist them in attaining their educational goals, including the Writing Center, the Math Clinic, and the Tutoring and Study Center (recently relaunched with free tutoring services as the Center for Learning and Student Success; IV.1.003.CLASS_Site). Until this new center was launched, tutoring at Syracuse had been available to the general student population only on a fee-for-service basis—an unusual setup for a campus of Syracuse's size. A November 2017 report indicated that free group tutoring through CLASS between weeks 2 and 13 of the fall 2017 semester was 1,504 visit hours, with students reporting satisfaction with the sessions, which were made available free based on the successful model developed to support Syracuse student athletes.

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8. Page 37 - Replace table with graph

Center for Learning and Student Success
Fall 2017 Participation (Visit Hours)

Week of the Semester

Visit Hours

Note: Visit hours were calculated based on the number of hours students spent in a group tutoring session. Sessions last 1 hour each.

Note: Visit hours were calculated based on the number of hours students spent in a group tutoring session. Sessions last 1 hour each.

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Additional support offerings include the Office of Support Services, the Student Success Initiative, the Collegiate Science and Technology Entry Program, the LAUNCH Program, the Office of Multicultural Affairs, and the Stevenson Educational Center for Student-Athlete Development. As an example, the Office of Support Services introduces students to college expectations and provides tailored academic, social, and personal support that helps students enroll, persist, and successfully graduate. The students participate in a SummerStart Program, a six-week summer bridge program where students complete seven to eight credits of coursework prior to their freshman fall semester. For the 2012 Summer Start cohort, students who participated in the program had a four-year graduation rate of 74%. Additionally the persistence rate of the SummerStart cohort starting in 2014 was 85.89%. Note that for assessment purposes, each of the support units listed above is considered a co-curricular unit and as such participates in assessment and action planning on a two-year cycle. Some units—like the Stevenson Center, which is subject to NCAA rules—collect and data on effectiveness data on an annual cycle.

Maria Jimenez- SummerStart Student

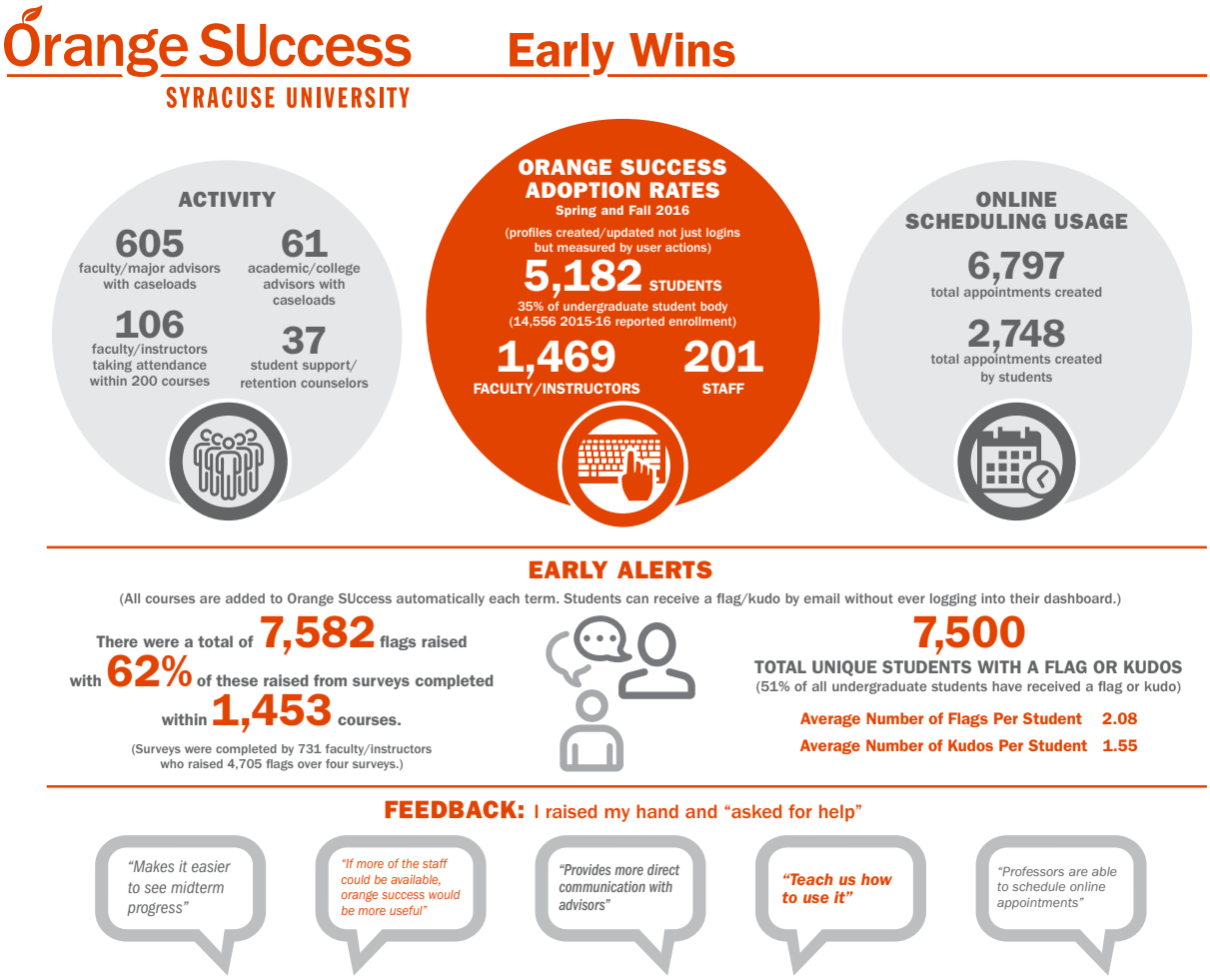
SummerStart changed my life. I've learned to take initiative and I've matured. The program gets you ready for college life in the fall. My classes have been different, dynamic and interactive."

Maria Jimenez- SummerStart Student

"SummerStart changed my life. I've learned to take initiative and I've matured. The program gets you ready for college life in the fall. My classes have been different, dynamic and interactive."

Criterion 4.1c addresses orientation, advisement, and counseling programs. All University students are assigned an academic advisor, although each school and college uses a different model for academic advising. The University provides multiple departments, offices, and services to help guide students successfully through their academic careers. The University employs multiple channels (websites, in-person, social media, etc.) and shared communication streams to deliver orientation, advisement, and counseling information to students. For example, each school and college at Syracuse University has an advising office where students can obtain advice about program choices, course selection, and careers (IV.1.004.Advising_Arts_and_Sciences). In 2016, the University began rolling out two systems pertinent to advising: Orange SUccess and Degree Works. Orange

SUccess is an implementation of Hobson's Starfish Early Alert product that assists with communication among students, advisors, instructors, and staff. From August 2017-November 2017, 32% of undergraduate students had adopted using Orange SUccess, about 20,692 online advising appointments were scheduled through it, and about 66% of all students received flags or kudos through the system.



Degree Works is a product for automated checking of degree requirements. As of November 2017, 10,752 students had logged onto Degree Works, and there were 53,000 system interactions among students, faculty and staff.

A voluntary, self-organized committee, known as the Advising Practitioners Forum (APF), meets monthly during the academic year to share beneficial practices and coordinate advising approaches and systems (IV.1.005. Advising_Practitioners_Forum_SU). The APF includes advising professionals from every school/college, and its meetings focus on information and discussions meant to improve students' advising outcomes. For example, a recent agenda (IV.1.006.APF_MeetingAgenda) from the December 2016 APF meeting indicates that the bulk of the meeting was spent discussing the Starfish campus-wide advising tool (branded as Orange SUccess; IV.1.007.OrangeSUccess_Sample). Feedback from APF participants has been positive saying that it has increased best-practice sharing.

The University also provides an extensive program of orientation emerging from the Office of First-Year and Transfer Programs (IV.1.012.Orientation_Site). Examples of orientation programming include "Ready-Set-SU," an online guide to making a smooth transition from high school to Syracuse University, as well as the "Syracuse Welcome," a weeklong program that mixes academic and social programming as students move to campus for the first time. The Office of First-Year and Transfer Programs also provides specialized programming for first-generation college students, transfer students, and members of living-learning communities. For example,

residence hall programs that supported academic success in 2014-15 included 180 students and 17 faculty members participating in the faculty meal program; in-hall tutoring for biology and astronomy averaged 10 students per session.

Finally, the University provides multiple pathways for counseling and social support outside of the classroom. About 2,301 students (10.7 percent) utilized the Office of Student Assistance, which (IV.1.013.Student_Assistance_Site) serves as a gateway for many of these services, although students can also find entry points at various offices around campus, such as the Counseling Center and Health Services (IV.1.013.Student_Assistance_Site). Examples of supports available through the Office of Student Assistance include bias-related support, sexual and relationship violence support, medical leave of absence, and emergency loans. Recognizing the positive impact the Office of Student Assistance made with main campus students, Syracuse Abroad in June 2013 created a new position—a case manager—whose role has been to support students and parents throughout all phases of the student experience with Syracuse Abroad. This support encompasses pre-departure preparation as well as during students' stay abroad, and also includes any necessary follow-up services after students have finished their semester. This case manager provides Syracuse Abroad students with referrals and connections to main campus resources for students and staff abroad. Such resources may include (but are not limited to) involvement with Health Services, Office of Disability Services, Office of Student Assistance, the Counseling Center, Risk Management, General Counsel, the Office of Student Rights & Responsibilities, and visiting student study abroad offices. The case manager provides 24/7 emergency support to directors and staff at the abroad centers in order to address health, disciplinary, safety, and security issues as they arise.

Criterion 4.1d pertains to processes designed to enhance student success like degree completion and post-completion placement. Syracuse University offers an amalgam of support structures, with some centralized services and processes, but with the majority of advising and career services across campus emerging from within the schools and colleges. For example, the Office of Academic Affairs employs a director of retention with campus-wide responsibilities for retention data and systems such as Orange SUccess (an implementation of the enterprise advising platform known as Starfish; IV.1.008.OrangeSUccess_Site). Most of the frontline work pertaining to advising and degree completion, however, occurs within the advising groups at each school and college. In 2017, all deans created a plan designed to increase graduation rates and have begun sharing best practices based on the retention and academic success work group co-chaired by the provost and the senior vice president for enrollment and the student experience. Similarly, while the Office of the University Registrar maintains and develops degree audit support with the Degree Works platform (IV.1.009.Degree_Works_Example), students review their audit information in consultation with advisors in each of the schools and colleges. Degree Works is a software program, created by Ellucian, to automate the degree audit process and enable student self-service for exploring degree requirements. As noted above, the rollout of Degree Works to all student groups will complete during the 2017-2018 academic year.



As a parallel example related to post-completion placement, the 2016 TruMann Report (II.9.003.TruMann_Report) characterized the University's approach to career services as a "combination model" (p. 7). The report provides recommendations that the University is using to make improvements to career services. A central Office of Career Services (IV.1.010.Career_Services_Site) provides some campus-wide services, but almost every school and college employs one or more career services professionals who primarily assist students in that college. About 5,740 students use the central Office of Career Services, and about 4,658 students participate in University career sponsored workshops.

Criterion 4.2 addresses transfer credit as well as credit offered through alternative mechanisms. Syracuse University has a robust set of policies and procedures regarding the evaluation and acceptance of transfer credits, both from external institutions as well as internal transfers between schools and colleges within Syracuse University. Coursework taken at two- and four-year institutions is reviewed by the advising and records offices of the admitting college at Syracuse University. Liberal arts courses are the most likely credit to be transferred, and college advising and records offices consult with individual departments regarding any questions of course equivalencies. In the case of dual majors that include two schools and colleges, the home college is responsible for determining course equivalencies. Guidelines for transfer credit appear on the admissions page (IV.2.001.Admissions_Site) with the Transfer Evaluation System (TES). Major courses almost always require a syllabus and departmental review, especially in the professional schools. A formal credit evaluation is completed after a final transcript is provided by admitted students and approved credits/courses are added to the student's transcript.

There are approximately 20 partner institutions with which Syracuse University has articulation agreements for transfer credit. Not all schools and colleges at the University participate in all of these partnering agreements. Schools and colleges not covered by articulation agreements rely on individual review of coursework for each student. The Office of Admissions publishes and maintains a list of partnering institutions along with details of each agreement (IV.2.002.Community_Colleges_Partnerships).

Each school and college uses field-of-study norms and New York State Department of Education (NYSED) regulations to determine credits awarded through experiential learning (e.g., internships). An internship office, located in the central Office of Career Services, provides an organized process for students to register an internship for credit (IV.1.010.Career_Services_Site). A subset of schools and colleges also employs professional advisors to assist with internship processes. Professionals in central Career Services and the schools and colleges also facilitate communication between site supervisors and faculty sponsors to determine a final grade and provide required documentation. Recommendations on how to improve internship processes were included in the TruMann Report as well. In concordance with NYSED guidance, the University standard is 45 hours of work completed for each credit hour of internship.

Syracuse University provides a standard for the acceptance of Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) credits (IV.2.003.AP_IB_CLEP_Credit_Transfer). Academic departments review tests from time to time and update minimum score requirements as warranted. All schools and colleges use these equivalents when reviewing AP, CLEP, and IB scores for incoming students, for both first-year and external transfers. This uniformity provides a consistent policy in support of first-year students who may choose to internally transfer within SU.

Syracuse University does not accept prior non-academic learning, such as professional experience, as an equivalent to college credit with the sole exception of the Bachelor of Professional Studies program (designed for adult, part-time learners) at University College. Using a portfolio-based evaluation process, University College occasionally awards credit for prior learning to upper division students who document a minimum of five years of relevant professional experience (IV.2.004.Prior_Learning_Assessment).

Criterion 4.3 addresses security of student information. Syracuse University follows applicable laws and has developed policies and procedures for protecting student information and records. HIPAA, FERPA, and general

information technology policies governing information protection appear on the University's policies website (IV.3.001.SU_Policies). In addition to the policies website, University policies and procedures regarding student records can be found in the course catalog under Academic Rules (IV.3.002.Course_Catalog). The Information Technology Services division (ITS) enforces policies granting access to sensitive systems and data and provides strong administrative procedures to control data and records of students.

The University enforces a strict policy regarding contracts with external parties, including contracts that may result in student records and data being shared (IV.3.003.Policies_Contracts_External_Parties, IV.3.004. Policies_ Information_Technology). The policy restricts the authorized signatories of University contracts to specific University officers that include the Chancellor, chief information officer, comptroller, senior vice president and chief financial officer, and treasurer. The Office of the Chief Information Officer provides a contract review process that includes assessment of the external party's security policy and provision of contractual terms for non-disclosure and data security controls, including agreement to perform all contractual services in compliance with industry and security standards and norms (i.e. CIS Critical Security Controls, NIST 800-53 rev4, ISO 27002- 2013) and to provide evidence of such compliance.

Criterion 4.4 pertains to the academic, fiscal, and administrative principles governing non-academic programs. At Syracuse, athletics, student life, and other co-curricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. All students, regardless of their classification (i.e., student athlete, students enrolled in the various schools and colleges, international student, etc.), are bound by the same foundational principles and procedures that govern all programs across the University. For example, the Student Code of Conduct (IV.4.003.Code_Ethical_Conduct) applies to all students (note that students of the College of Law are also subject to additional conduct requirements). Recently, the Academic Integrity Policy (IV.4.001.Academic_Integrity_Policy) was updated such that undergraduates and graduates are subject to the same set of rules and procedures. In this context, it is important to note that schools and colleges can and do supplement the essential body of regulations (e.g., regarding student conduct) to address accreditation-specific or industry-specific criteria (IV.4.002.Law_Academic_Handbook_Class_of_2017. pg 53-63).

Criterion 4.5 mandates institutional review and approval of student support services provided by third parties. Note that the contracting process mentioned previously in Criterion 4.3 includes institutional review and approval of all third-party providers but naturally is limited to understanding a vendor's capabilities prior to the provision of service. In 2016, the Office of Institutional Effectiveness and Assessment conducted a campus-wide survey to identify what proportion of students' experiences are affected by services provided by a third-party vendor. Results of this survey showed that no third-party vendor provided services affecting 25 percent or more of a student's academic and co-curricular experiences (IV.5.001.Third_Party_Survey_Data). For example, Syracuse University Athletics utilizes the advising platform known as GradesFirst, and though this involves a third-party vendor that affects students' academic experiences, the services do not impact more than 25% of a student's academic experience, thus not qualifying for institutional review.

Criterion 4.6 addresses periodic assessment processes for the student experience. As mentioned in the review of Standard IV Criterion 4.1d above, the University has assessed various aspects of the student experience, as evidenced by the TruMann Report of Career Services (II.9.003.TruMann_Report) and the Climate Survey (II.5.003.Climate_Survey). Please review the following section for more detailed information about Standard IV Criterion 4.6.

Areas of Continuous Improvement and Recommendations

As noted above, **Criterion 4.1c** focuses on orientation, advisement, and counseling programs for students, whereas **Criterion 4.1d** focuses on processes to support completion and placement. While Syracuse offers a wide range of relevant student support services, recent assessment evidence such as the 2016 TruMann Report, (II.9.003.TruMann_Report), an external report related to career advising, suggests that the decentralized nature

of the University's student support mechanisms causes "navigational hazards"—student difficulties in finding the right service at the right time—and inequities based on differences in service levels among schools and colleges. As a result, student support services across campus are varied, such that students may have different experiences depending on who their advisor is and the school or college in which they are enrolled. Similarly, graduate students and undergraduate students often have different experiences—even within a single school or college—depending upon the particular programs and staffing arrangements for that unit.

Efforts are underway to address these challenges. For example, the Division of Enrollment and the Student Experience has a new assistant provost and dean of student success, whose portfolio includes providing central coordination of career services and intra-university transfer advising in order to smooth the service inconsistencies students may be experiencing. In addition, the first ever Intra-University Transfer Fair in spring 2017 represented a step toward a better experience for students in the intra-university transfer process. The Campus Framework (IV.1.011.Campus_Framework_Overview) facilities planning process has led to design and preliminary construction for the "Arch," a retrofit of Archbold Gymnasium as a facility that will provide "one-stop" services to address students' health and wellness needs; funding has since been secured and construction has started. Additional steps have been taken to create "one-stop" shops around some administrative functions and offices used frequently by students, such as locating the registrar, housing, meal plan, and ID card services near the main quad (Steele Hall), as well as creating a Center for Learning and Student Success to serve as a centralized home for academic support services. Following recommendations of the TruMann report, a reorganization and refocusing of career services will put all of the University's career support professionals on a common data platform and establish campus-wide standards for reporting. One of the key goals emerging from the report lies in establishing a minimum standard of care in career services for students from all levels and all schools and colleges.

While these ongoing efforts will benefit students, the University recognizes the need to further improve the consistency of student support resources, based on indirect assessment feedback from students. With respect to advising, the decentralization of information leads to a scattering of resources, which in turn makes it difficult for students to find help where and when it is needed. Additionally, information currently posted on various advising-related websites is not comprehensive, and not all resources are accessible. These tasks are being shared with the Advising Practitioners Forum.

With respect to **Criterion 4.6**—the periodic assessment of the effectiveness of programs supporting the student experience—the University undertakes assessments, studies, and internal or external evaluations of various relevant programs. A list of recent evaluations includes:

- The Bain Report (2013), a broad overview of all campus administrative and financial functions (IV.6.001.Bain_Innovation_Opps_Slides)
- The TruMann report of the Office of Career Services (2016; II.9.003.TruMann_Report)
- An external evaluation of the Renée Crown Honors Program (2016; IV.6.003.Final_Syracuse_HP_Review)
- A self-study of Hendricks Chapel (II.9.004.Hendricks_Report) prepared in advance of a nationwide search for a new dean of the chapel (IV.6.002.Hendricks_Chapel_Dean_Search_Committee)

As the list above might suggest, these large-scale comprehensive reviews are typically undertaken following a prolonged period of regular operations. In addition to the large-scale reviews, more focused assessments are periodically conducted. Recent examples include:

- Analysis of the effect of study abroad on graduation rates (IV.6.004.SUA Grad_Rates_Propensity Score Analysis)
- Analysis of the effect of the Orange SUccess initiative in graduation rates (IV.6.005.Grad_Rates_SSUI_Participation)

Prior to the establishment of the Office of Institutional Effectiveness and Assessment in 2014, we lacked a central administrative mechanism to ensure regular and periodic assessment of effectiveness. Now all support units for the student experience are required to participate in either functional or co-curricular assessment depending on their unit type. Over time, this requirement will help to align the activities of each unit with the academic strategic plan and to ensure that we provide high value to our students.

The University's assessment system provides a consistent schedule by which staff collect information and evidence, interpret results, determine whether action is necessary, and if applicable, measure the impact of any actions taken. Assessment efforts are documented by each unit and provided to the Office of Institutional Effectiveness and Assessment during the annual progress reporting window from July 1 through mid-September. The University's expectations for sustaining assessment are clearly articulated. Units will sustain a well-designed and manageable assessment and action plan and process to inform decision-making, and a unit's entire set of outcomes/objectives will be assessed over a four-year cycle to determine if unit goals have been achieved. Staff members from 108 co-curricular and functional areas on campus have been highly engaged with the University's systematic assessment initiative, from plan development in 2014-15 to implementation over the last two years. As of this writing in December 2017, 100% of co-curricular and 94% of functional units have filed assessment and action plans that link unit goals and objectives to performance. Based on our regular tracking of assessment activity, 97% of co-curricular units and 83% of functional units are implementing the plans they filed. Each of these units has developed recommendations for improvement in their reports.

In addition, the dean's office in each school/college has developed an assessment and action plan that covers areas not otherwise assessed: business operations and financials, student services, advancement, communications, and recruiting. Implementation of these plans begins in 2018 and will advance the schools' and colleges' efforts to support the student experience and foster student success. In Chapter 5, Recommendation 1 addresses periodic assessment as described in Criterion 4.6. Additionally, Recommendation 3, which focuses on enhancing the student experience for all Syracuse University students, addresses improvement opportunities related to Criterion 4.1c and Criterion 4.1d.

4.5 - Standard V: Educational Effectiveness Assessment

Standard V: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education (I.1.001.MSCHE_Standards_RoA).

Summary Declaration

Syracuse University has educational goals in place for academic degree programs as well as for co-curricular and functional units. There is a centrally organized assessment system in place to facilitate the assessment process, and numerous examples exist of how assessment results have been used for positive change. Based on our review and analysis of documentation, we suggest that Syracuse University is in compliance with Standard V.

Overview of Satisfactory/Exemplary Criteria

Criterion 5.1 relates to educational goals. Syracuse University has clearly stated educational goals (student learning outcomes) for all academic plans (stand-alone minors, bachelor, master, certificates of advanced study, and doctoral) that are maintained through the annual assessment and action plan process. Each of Syracuse University's more than 400 programs, located in school and college departments, are required to submit an assessment and action plan and to report findings and improvement activities annually. The Office of Institutional Effectiveness and Assessment, reporting to the Provost's Office, coordinates these assessment and reporting processes, which are grounded in the educational goals or learning outcomes identified by each

program. Where appropriate, specialized accreditation requirements also inform the process and structure of learning outcomes.

Review across plans reveals goals that are tied to the University's mission, are interrelated, and that focus on relevant educational experiences. As described in Standard III, Criterion 3.5, both specialized accreditation and institutionally shared academic values such as those expressed in the Liberal Arts Core make significant contributions to the extent to which educational goals are interrelated. The University uses Taskstream-TK20 enterprise assessment and accreditation software to manage, summarize and report on assessment activities from across all areas of the University. Taskstream-TK20 allows individual academic plans to align with overall University goals and general education competencies. Reviewers may access the full set of assessment and action plans for all degree programs in our Tk20 online assessment management system. In the document roadmap, we offer two examples of assessment and action plans—one undergraduate and one graduate—from the Maxwell School (V.1.001.Maxwell_HIS_History_BA_AAPlan, V.1.002.Maxwell_PAIA_InternationalRelations_MA_AAPlan).

The Office of Institutional Effectiveness and Assessment uses a scoring rubric to identify strengths and weaknesses in assessment and action plans (V.1.005.Academic_Program_Assessment_Tracking_Rubric_F2017, V.1.006.Co-Curricular_Functional_Assessment_Tracking_Rubric_F2017). Scores from the rubric serve as feedback to the academic units to help faculty and staff improve the usefulness of the plans.

Meaningful curricular goals with defensible standards for evaluating whether students are achieving the desired outcomes are further promoted through a course development process that involves several stages of approval: All courses and academic programs are approved by departments, schools and colleges, and the University Senate (see Course Proposal Form, University Senate Committee on Curricula) as well as the New York State Education Department (V.1.003.College_University_Evaluation_NYS_Education) and U.S. Department of Education (V.1.004.USDepartment_Education_Accreditation_Details).

The 2015 academic strategic plan includes a goal to "boldly instill in all undergraduate students those core competencies and values, and provide dynamic learning experiences, that drive intellectual excellence, feed creativity, and cultivate the skills needed to excel." (I.1.002.Trajectory_to_Excellence). Described in our documentation of the shared competencies (III.5.009.Overview_of_Competencies) and above in our discussion of Standard III, Criterion 3.5, this strategic planning goal expresses educational goals at the institution level and applies to both graduate and undergraduate students. As implementation of the academic strategic plan has unfolded, we have taken care to consider what outcomes meet this goal and what each outcome means at the undergraduate and graduate levels.

Criterion 5.2 relates to organized and systematic assessments. With the leadership of the Office of Institutional Effectiveness and Assessment (established in 2014), Syracuse University has developed an organized and systematic assessment system. The office manages outcomes and associated plans in Taskstream-Tk20, a software tool that facilitates standardized reporting structures and document management and supports efficient review of plans. Staff members of the Office of Institutional Effectiveness and Assessment evaluate all documentation submitted to this assessment system using standard scoring rubrics. The office provides feedback to academic, co-curricular, and functional units based on these standard rubrics and also provides coaching for faculty and staff who need assistance with development and execution of their assessment plans.

During the 2014-15 academic year, the assessment working team met with individual faculty, small groups of faculty, and entire departments to communicate Syracuse University's general process for student learning outcomes assessment. The specific details for each assessment and action plan were left to the faculty to determine, and they were asked to provide Phase 1 components of the assessment and action plans (student learning outcomes, measures, criteria) by the end of the fall 2015 semester.

Throughout the fall and into the spring 2016 semester, the assessment working team reviewed and rated Phase 1 components for 346 academic programs based on specific criteria the team had identified. The ratings revealed that almost half of the programs (47%) had made sufficient progress in plan development to begin implementing during the 2015-16 academic year; even more would be able to implement after minor revisions to the plan components. The table below provides a historical snapshot from March 2016 describing our progress in systematically implementing campus-wide learning outcomes assessment:

Phase 1 Implementation Progress. March 2016		
Rating	**n**	**%**
Green | Meets expectations, department can implement	164	47%
Yellow | Minor revisions necessary before implementing	169	49%
Red | Major revisions necessary before implementing	13	4%

As ratings were assigned by the assessment working team, feedback was applied directly to the assessment and action plan and curriculum map documents. About half of the academic programs (52%) executed their assessment and action plans during that first full academic year. Across the schools/colleges, those with specialized accreditation had the highest percentage of programs implementing (Education, 95%; Engineering, 85%; and Falk, 93%). The team developed a rubric to assess the quality of the assessment and action plans and curriculum maps provided by the academic programs. The rubric detailed the University's expectations and levels of accomplishment for the various dimensions of the assessment and action plan using a four-point scale in which 3=proficient, 2=developing, 1=emerging, and 0=no evidence. The assessment working team provided scores and comments for strengthening each of the plan components. Of the 164 academic programs that documented assessment efforts, rubric scores were distributed as follows for results, interpretation, action, and follow-up:

Rubric Score	Results		Interpretation		Action & Follow-Up	
Rubric Score	**n**	**%**	**n**	**%**	**n**	**%**
3.0 | Proficient	45	27%	47	30%	2	1%
2.5	16	10%	5	3%	0	0%
2.0 | Developing	68	41%	67	42%	112	77%
1.5	6	4%	0	0%	2	1%
1.0 | Emerging	29	18%	39	25%	29	20%

The primary area for improvement in the "Developing" and "Emerging" categories was in the documentation of results, interpretation, and actions. Often, not enough detail was included. Programs were advised to ensure that faculty were giving consideration to and documenting both what students were doing well and where they were struggling—especially those students who did not meet the program's criteria for success. The two resources returned to faculty (the rubric and strategies for documenting student learning outcomes assessment) provided guidance for how to strengthen documentation.

During the spring 2016 semester and into the summer, the assessment working team met individually with program contacts or in small group settings depending on the preference of the department. The meetings allowed the

assessment working team to review the feedback, share best practices for assessment, and offer suggestions for next steps in plan implementation with faculty. Some meetings occurred too late for programs to be able to collect student work, and faculty were advised to provide plan revisions in the upcoming reporting window.

The fall 2016 annual progress reporting period saw an increase in the number of programs providing reports on time, and the assessment working team's outreach efforts resulted in updates from most of the remaining academic programs throughout fall 2016 and winter 2017. Faculty received rubric scores via campus mail in February and March 2017. Altogether, 314 assessment and action plans were scored, and the overall results for Phase 1 components, as well as curriculum maps, were positive as shown in the table below:

Rubric Score	Outcomes		Curriculum Map		Measures		Criteria	
Rubric Score	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
3.0 | Proficient	228	73%	168	54%	171	54%	135	43%
2.5	9	3%	1	0%	10	3%	6	2%
2.0 | Developing	68	22%	108	34%	89	28%	138	44%
1.5	0	0%	0	0%	7	2%	13	4%
1.0 | Emerging	9	3%	13	4%	31	10%	9	3%
0.0 | Not Evident	0	0%	24	8%	6	2%	13	4%

Strengths seen across academic programs included well-developed student learning outcomes written with active verbs, emphasis on direct measures of student work, and benchmarks for determining student achievement of the outcome.

Also during this annual progress reporting period, Data Driven Change Reports were provided by 35 teacher prep programs in the School of Education in place of updated assessment and action plan templates. These reports were prepared for CAEP assessment and demonstrated efforts to use relevant student data to inform decision-making. These reports were not scored on the rubric. Phase 1 of the assessment and action plans for teacher prep programs were reviewed in the prior year and consistently received top ratings.

A heat map was created based on the rubric scores to provide a snapshot of the quality of the plan and implementation efforts across the schools and colleges (V.1.005.Academic_Program_Assessment_Tracking_Rubric_F2017, V.1.006.Co-Curricular_Functional_Assessment_Tracking_Rubric_F2017. The assessment working team uses the heat map to determine at a glance where additional support should be offered.

The most recent annual progress reporting window was closed in October 2017. Overall, 359 academic programs (97%) completed an annual progress report and submitted an updated assessment and action plan and curriculum map, if revised. During the upcoming spring 2018 semester, the assessment working team will be reviewing the updated plans and curriculum maps and scoring them on the rubric, returning feedback to faculty.

Most of these academic programs (94%) documented implementation efforts. This is a large increase in the percentage of programs conducting and documenting program-level assessment over the previous year (from 52% to 94%). Implementation rates by school/college increased across the board, with most engagement rates ranging between 93% to 100%. Rates were lowest for the iSchool and College of Law; both have a small number of programs, and one non-implementing program resulted in lower rates.

Implemention Rates		
School/College	**n**	**%**
Architecture	2	100%
Arts & Sciences	109	93%
Education	56	97%
Engineering	27	93%
Falk	34	100%
iSchool	5	83%
Law	4	80%
Whitman	15	100%
Maxwell	42	100%
Newhouse	20	95%
VPA	52	98%
UC	5	100%

Several programs (n=41) are not included in these numbers; the programs did not provide an updated assessment and action plan as data collection was on hold for one of the following reasons: the program was new, under review, closing, or had very low/no enrollment during the 2016-17 academic year.

Faculty responses to questions on the annual progress report provide strong evidence that assessment processes have been helpful and will be sustained by academic programs. Three forced-choice items in particular offer insight into how assessment processes are working within academic programs:

- 46% of the respondents reported that all program faculty participated in discussions about assessment results; 29% identified a majority of the faculty.
- 52% strongly agreed and 32% somewhat agreed that collecting evidence of student learning outcomes and discussing results led to informed decision-making for the program.
- 68% strongly agreed and 21% somewhat agreed that assessment processes are a regular part of their program's functioning.
- 91% of respondents reported that results and possible actions have been communicated to faculty, 51% communicated results and possible actions to staff, and 33% communicated results and possible actions to students.

Faculty comments revealed how the assessment process has been helpful and included reflections on how efforts can be improved. Some programs, particularly those with specialized accreditation, noted that assessment has been and will continue to be a critical, core activity. Responses suggest that faculty newer to program-level assessment have found the process to be informative in different ways, including increased faculty engagement; helping faculty better articulate what they want students to learn in the program; exposing faculty to different teaching styles; and highlighting where things are working well, where there are gaps in the program, or where courses are not functioning as intended. Sample comments include:

- *As a program subject to specialty accreditation, we are (and have been) required to complete this type of assessment for many years.*
- *Following your assessment guidelines, particularly rubric development, helped us surface some issues with [a course] that we did not realize were issues. We had particularly fruitful discussions about*

the assessment results with the students who were in that class last year—who are now juniors. Our faculty advisory board is going to contemplate making some program changes on the basis of their suggestions. Having them help us interpret the assessment meta-data led to a discussion that we might not otherwise have had.

- *Formal assessment was already built into our graduate program, so this new assessment model mainly confirms what we already had seen and/or knew about our program.*
- *In that our faculty actively take part in the teaching of the [graduate program] curriculum and serve on their thesis committee, we find that learning outcomes directly translate. Further, we have taken time at the end of the thesis defense to reflect on how we can improve the process and support the students to achieve better thesis efforts.*
- *None of our programs have ever been assessed, and in some sense we are working from square one. The mandate to assess formally has provoked considerable reconsideration of our program goals, and this is a positive for our department (and our programs).*
- *Our first assessment led to changes in the program already. The process is working very well.*
- *Since we are an accredited program, curriculum assessment is ongoing for our program. We have an advisory board meeting held annually each fall where many alumni are in attendance. Our curriculum actions will be conveyed to them at that time.*
- *The [program] is going through a transition of hiring new faculty. These new faculty have already greatly contributed to the discussion on assessment, providing both an "outsider" and "insider" view at the same time. Level of dialogue has been increased by more frequent faculty meetings and strategy sessions.*
- *The assessment provided a good opportunity for faculty from different departments who contribute to this interdisciplinary program to collaborate on assessing its goals. We are now implementing this process as part of the program's regular functioning.*
- *The assessments have helped us think carefully about what we want the students to learn while in the program. We should involve the students more in our discussion of the assessments.*
- *We are getting more comfortable with this process. We recently moved responsibility for assessment at the undergraduate level from an ad-hoc departmental committee to the Undergraduate Committee. This will give the process more stability.*
- *We're making progress. There is interest in developing better processes and tools for doing assessment—developing better rubrics, for example.*
- *While the department and its programs have not had regular assessment practices in recent years, the faculty as a whole have embraced the task with a considerable level of buy-in and wide participation. Guidance from relevant University, college and department leaders and offices has been instrumental.*

Faculty also identified areas to address or challenges they have encountered, including engaging more faculty in the process, assessing programs with low enrollment, lack of administrative support, assessing programs across departments and/or the schools/colleges, making assessment efforts manageable and decision-making timely. Representative comments include:

- *Despite numerous requests for a higher authority to facilitate, there is still no means to convene faculty from across colleges to discuss assessment of jointly offered graduate programs.*
- *[Faculty] got involved in the assessment process only during the implementation phase. For the rubric design and data-processing faculty does not get involved with the exception of the Program Coordinator. It will require great amount of effort to continue the assessment process in the future if faculty does not get fully committed to the process.*
- *Our department has been doing a form of assessment on student work for a number of years now. This has led to a major overhaul of our curriculum this year. So we believe in the overall concept. Just wish the process wasn't as complicated as it is now.*

- *There are currently only three students enrolled in the [minor]. Those three students are meeting program expectations, but the sample size is too small to reach substantive conclusions about actions to be taken.*
- *There is no doubt that much of the information we've gathered is helpful. But at this point in time we have been too consumed with the process of gathering and reporting the data to have meaningful discussions about any significant changes we might make to our program. It should also be pointed out that in the [industry] in general, and [area of study] specifically, change is always coming at a fast and furious pace. We are forced to make many decisions on the fly based on feedback from professionals (including former students) and our own observations. These are the types of decisions that are a priority for us to make sure our students are employable, something we do very well and take great pride in.*
- *This is the first time our program did the assessment. We do not have any help from staff because the program does not have any budget. No faculty other than the director (me) is responsible for reporting their students' performance for assessment.*
- *We conduct a department "retreat" twice per year where we discuss problems with individual courses or with the curriculum overall, and then take steps to collect more data or to make changes. The meetings help us to maintain quality, although it is a challenge to get all the faculty to attend. We are attempting to build a "culture of assessment."*
- *We regularly discuss our programs, courses, and students based on observations and assessment data. These artifacts help us to make decisions about student progress, program updates, resources uses, etc. We note that our challenges are not related to our program courses, requirements, or assessment data, rather a lack of marketing support in a quickly growing, high-demand area. We are understaffed (administrative and faculty) to do more with our programs. We engage students in small efforts to prepare messaging, gather the more labor-intensive artifacts (e.g., publication records, etc.) from our students, but this type of a process is difficult to maintain as students graduate and move on; it would be helpful to have support to keep our data collection processes working consistently and keep up on data collection.*
- *We will only be collecting data on two learning outcomes for the next year. This year, we collected for all (8), which was a bit overwhelming.*
- *We've always done a kind of assessment each year, but it was informal and not guided by advice from experts in assessment. This first exercise was especially worthwhile. In the future, we probably ought to include a larger circle of faculty.*

To summarize the foregoing material, the Office of Institutional Effectiveness and Assessment has primary responsibility for developing, publishing, distributing, and promoting assessment guidelines as shown in these supporting documents:

- V.2.001.Assessment_Guide_Functional_Area -Co-Curricular Units
- V.2.002.Assessment_Guide_Academic_Degree_Program
- V.2.003.Assessment_Guide_Co-Curricular_Units
- VI.2.004.Institutional_Effectiveness_Assessment

Likewise, the office provides assessment and action plan templates for all degree and certificate programs:

- V.2.001.Assessment_Guide_Functional_Area
- V.2.002.Assessment_Guide_Academic_Degree_Program
- V.2.003.Assessment_Guide_Co-Curricular_Units

Finally, the office also provides templates for and promotes the development of curriculum maps for relating student outcomes to specific courses (V.2.004.Academic_APP_Curriculum_Map).

Three phases of activity govern the processes of documenting and reporting assessment and action plans (V.2.005.Academic_Programs_Rubric_AAP_Reviews):

- In Phase One, the desired learning outcomes are listed. These change from time to time as necessitated by assessment results. Courses in which learning outcomes are either introduced, practiced, or reinforced are mapped to each outcome. Measures of performance indicators are stated, and criteria for classifying levels of outcome achievements are provided.
- In Phase Two, the results of assessments identified in Phase One are reported and interpreted.
- In Phase Three, actions for follow-up and to improve outcome achievements in the next assessment cycle are described. This three-phase cycle of assessment and continuous improvement is repeated annually. While all assessment plans are available for reviewers in Tk20, the following documents provide examples of the three-phase process:
- V.2.006.Falk__HDFS_ChildandFamilyStudies_MA_AAPlan
- V.2.007.Newhouse_Mass_Communications_PhD_AAPlan
- V.2.008.SOE_RLA_LiteracyEducation_PhD_AAPlan
- V.2.009.VPA_CRS_CRS_MA_AAPlan

On a related note, the Office of Institutional Research and Assessment (OIRA) supports the course evaluation process, which contributes indirect measures to the assessment planning process. In addition to standard questions available for course evaluations, instructors and departments can arrange to include custom questions. Course surveys are administered online in the last week of the semester and also after key stages of the class upon request (note that individual instructors can and do build formative evaluations in Blackboard). The results of course evaluations are provided to the respective department and college as well as to the course instructor, in accordance with academic unit policies and practices (V.2.010.OIRA_Student Ratings) to plan future course improvements and professional development, and to guide instructional staffing considerations.

Consistent with the National Association of Colleges and Employers standards for collection of career outcomes surveys, academic programs collect and provide feedback data to articulate how they prepare students for successful careers, meaningful lives, and, where appropriate, further education (V.2.011.Career_Services_Outcomes_Report). Syracuse University supports and sustains assessment of student achievement both centrally and within schools and colleges, and we communicate the results to stakeholders on program websites and in program overview materials (e.g., V.2.015.Placement_iSchool; V.2.016.Placement_iSchool_MS). These assessment results are also shared with school/college advisory boards, student and alumni groups, and with accreditation entities and government agencies in appropriate formats. Assessment results are reviewed by undergraduate and graduate committees, student and alumni advisory boards, accrediting agencies, and department and college administrations. These groups also periodically review the condition of laboratories and information technology capabilities as well as internship and study abroad program outcomes. Employer surveys, job placements, graduate school admissions, program rankings, and performance of students on standardized tests such as Fundamentals of Engineering (FE), Graduate Record Examinations (GRE), Graduate Management Admission Test (GMAT), and others serve as indirect measures of program performance. These outcomes and assessments inform prospective students and are shared with stakeholders to elicit feedback for continuous improvement.

In the academic realm, these processes help to ensure that the University has defined meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals. In co-curricular and functional units, these processes help to establish and build a culture of continuous improvement.

Criterion 5.3 relates to the use of assessment results. Changes in the assessment infrastructure, curricular improvements, new professional development activities, adjustments to the budget system and other changes provide clear evidence that Syracuse University makes use of assessment results to improve the institution in various ways.

Syracuse University initiated a survey of academic programs in 2015 to clarify how student learning outcomes are assessed and how departments respond to the data generated from these assessments to enhance student learning (V.3.001.SLO_Survey; V.3.002.SLO_Survey_OE_Results). This effort revealed that the majority of programs engage in ongoing assessment activities via student academic performances, course evaluations, and faculty feedback. These results typically inform changes within the curriculum but may also include co-curricular responses (V.3.003.WGS_SLOs_2015-08-27). Findings from the SLO survey were reviewed by the University Assessment and Accreditation Committee (V.3.004.SLO_Survey_Explanation_UAAC_Meeting) and resulted in a concentrated effort to educate departments about a more structured process of delineating outcomes, outcomes assessment, and documentation of assessment-based change. This process is managed by the Office of Institutional Effectiveness and Assessment.

On the basis of the above-mentioned developments, Syracuse University's academic programs have consistently improved curricula and pedagogy using assessment data and other feedback. The academic program change process requires that both course and curricular changes be documented by the department requesting the change and appropriately justified to the department's curriculum committee as well as the Curriculum Committee of the University Senate. Documentation of this process (V.3.005.Academic_Programs_Annual Report_F2015_Change_Data) contains phrases such as "AAS 525 … was not enough for master's-level proficiency… " or "the curriculum was updated in relation to learning objectives … ," which demonstrate both the process by which assessment results are considered and that they lead to curricular change. This same document provides evidence that curricular and pedagogical changes have also been implemented in response to student feedback from surveys and from major advisors, faculty, and alumni with knowledge of changing fields and job market pressures, interviews with students and faculty, and work with outside consultants.

A number of changes have been instituted in the planning/budgeting process in response to feedback from academic programs. The parameters of the Responsibility Center Management (RCM) budgetary system have been adjusted to allow more money to be returned to the individual schools and colleges to give them more control over how resources are deployed for curriculum. In the new model, deans are permitted to negotiate cost sharing and revenue generation for programs/classes that are collaborations across academic units. This change enhances interdisciplinary efforts and addresses concerns related to limited ability to execute curricular changes indicated in the assessment processes and in student feedback.

Our RCM budgeting system also helps to ensure that professional development activities have been sponsored directly by the Office of the Provost as well as by other academic and support units in response to faculty requests and needs documented at the University and nationally. For example, based on faculty requests for pedagogical support, Syracuse University has, since 2012, funded a faculty summer "boot camp" for integrating technology into the classroom (V.3.006.SITETL), the Summer Institute for Technology-Enhanced Teaching and Learning (SITETL). SITETL is a weeklong activity that includes faculty with specific projects from all schools and colleges that results in ongoing engagements with instructional technologists. Syracuse University's ITS group offers orientation opportunities to all new faculty through the Office of Faculty Development. Syracuse University provides classroom and auditorium orientation upon request at the start of every semester. Syracuse University provides classes on making content accessible to all employees. Annually, the University hosts a two-day retreat for department chairs to generate discussion and to assist chairs in leadership initiatives that have been determined to be priorities for the University.

The Office of Institutional Effectiveness and Assessment offers the "Focus on Assessment" workshop series wherein assessment professionals from around the U.S. offer half-day and full-day workshops on campus each semester.

The Graduate School's Programs Office also has a strong focus on increasing the effectiveness of teaching and learning. Programs such as the Future Professoriate Program, teaching assistant orientations, and annual seminar

series for the Certificate in University Teaching (CUT) help current graduate students, fellows, and teaching assistants grow as instructors and members of the University community. The Programs Office performs an in-depth qualitative and quantitative assessment after each year's orientations for all teaching assistants. Assessment results are used to introduce new orientation approaches and topics. Assessment of international teaching assistants' classroom language skills is used to make specific recommendations and provide services to those who need further work on their English.

The Office of Institutional Research and Assessment provides retention and graduation rate data as well as analyses examining the impact of Syracuse University experiences on student success (V.3.007.Orange_Survey_Initial_Findings, V.3.008.Decrease_in_GPA_Predicts_Next_Semester_Departure_Report, V.3.009.Ungraduated_Seniors_Report, V.3.010.Transfer_Courses_and_Later_Grades_Report) (IV.6.005.Grad_Rates_SSUI_Participation,VI.8.002.SU_Abroad_AAPlan). Initiatives such as Orange SUccess and Degree Works stem directly from these data and the resulting interest in improving student experiences.

Criterion 5.4 is concerned with review of assessment services designed or delivered by third-party providers. Syracuse University does not outsource assessment. Any third-party partners who provide assessment of some kind are limited to accrediting bodies, licensing exam organizations, or optional certifications such as the Microsoft Excel certification required by the School of Management, with whom we choose to engage precisely because of the external assessment they provide.

Some faculty use TurningPoint Polling technology and Turnitin as tools to facilitate assessment. The University also provides inline grading for instructor assessment of digitally submitted papers through the use of a third-party application (Crocodocs; V.4.001.Inline_Grading) In each case, the tool provides information; faculty decide by what standard the information provided translates to an assessment. For example, Turnitin highlights elements of a paper that appear to arise from another source, but faculty members make the decisions on whether students have used their sources appropriately.

Criterion 5.5 discusses periodic assessment of our assessment processes. Using both internal assessment professionals and outside experts, Syracuse University has engaged in periodic assessment of the effectiveness of assessment processes utilized to improve educational effectiveness. Linda Suskie, a leading assessment expert and former MSCHE vice president, spent a day on campus in November 2016. She conducted a morning workshop for faculty and staff on understanding and using assessment results and met in the afternoon with the Office of Institutional Effectiveness and Assessment staff and a representative from the University's self-study Team 5 to review and assess the University's assessment efforts. Prior to her visit, Suskie examined a cross-section of assessment and action plans, as well as resources, including guides and templates.

Based on her review (V.5.001.Suskie_Report), Suskie noted that the University's assessment efforts were quite good, and she indicated that the guidelines are among the best she has seen. Suskie was impressed with the turnout for the workshop and attendees' level of engagement. She appreciated the provost's assessment message to the deans, as well as the University Senate's requirements that course objectives be identified for new courses, new courses be mapped to program-level student learning outcomes, and an assessment and action plan be developed for proposed programs.

The assessment system that Suskie reviewed was developed in recent years as the result of a determination that the existing process was insufficiently systematic prior to 2014. As described above, in fall 2014, an assessment working team was formed to develop processes and resources that would guide schools and colleges, as well as co-curricular programs/units and functional areas, in creating and implementing assessment and action plans. Shortly thereafter, this working team became the standing steering committee for the Office of Institutional Effectiveness and Assessment. This group thoroughly researched assessment best practices and assessed the University's past practices, current needs, and regional and specialized accreditation requirements. This group also determined that the University's earlier assessment documents were comprehensive but complicated to

complete; new templates, incorporating some of the previous content as well as new information learned about best practices, were created and piloted before being distributed widely. Requested documents for academic programs now include an assessment and action plan template and curriculum map. Separate templates were created for co-curricular and functional areas.

In spring 2015, Barbara Walvoord, professor emerita at the University of Notre Dame and a leading assessment expert, conducted four workshops on campus and spoke with faculty participants about student learning outcomes assessment. At the conclusion of her visit, she met with the assessment working team to provide feedback on the University's assessment efforts. Walvoord identified three priority areas but recommended one in particular—supporting faculty in the development of academic program assessment and action plans—as the highest priority because it serves as the foundation. She pointed out the need to specifically provide assistance with determining criteria as she surmised this was an area that might be challenging for academic programs. With that in mind, the assessment working team has met with and supported faculty in a variety of ways as assessment and action plans were developed. Feedback on how to enhance or strengthen assessment efforts was provided to each academic program primarily through meetings with an academic program's designated contact, a subset of faculty, or the entire faculty through the spring and into the summer.

Areas of Continuous Improvement and Recommendations

Criterion 5.3 is concerned with use of assessment results, and **Criterion 5.5** focuses on periodic review of assessment processes. Optimal use of assessment results requires a sufficient number of assessment cycles to be able to identify patterns and assess the effectiveness of changes made in response to previous assessment results. Prior to 2014, our assessment process was uneven, and as a result documentation of the assessment cycle was correspondingly weak. Since 2014, the Office of Institutional Effectiveness and Assessment has proven highly effective correcting this and ensuring we have a robust system in place. Using the Taskstream-TK20 assessment software for tracking goal alignment and reporting will become particularly useful when we enable all units on campus to review their own assessment records via self-service. The efforts of the Office of Institutional Effectiveness and Assessment, combined with systematic use of Tk20, positions us well organizationally to ensure assessment takes place over time with full participation, and that findings are used for the improvement of student learning, curriculum, student services, budgeting, and professional development. Recommendation 1 in Chapter 5 addresses both the periodic review of assessment processes and the use of assessment results.

4.6 - Standard VI: Planning, Resources, and Institutional Improvement

Standard VI: 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 (I.1.001.MSCHE_Standards_RoA).

Summary Declaration

Syracuse University has appropriate planning processes, human resources, and other resources available to support our institutional mission. Existing strategies qualitatively and quantitatively measure the utilization of resources on a regular basis. Using a Responsibility Center Management (RCM) budgetary model, the University ensures that planning and improvement are guided by our institutional vision, mission, and goals as articulated in the initiatives of Fast Forward Syracuse. Our annual planning processes consider current and long-term infrastructure, facilities, technology, and overall student experience goals. Therefore, we believe, based on the evidence we have reviewed, that Syracuse is in compliance with Standard VI.

Overview of Satisfactory/Exemplary Criteria

Criterion 6.1 addresses clarity of institutional objectives and their assessment as linked to the University's mission and goals. Under the academic strategic plan's (I.1.002.Trajectory_to_Excellence) foundational principle of One University, Syracuse University has begun the transition from a highly decentralized institution with unusual autonomy at the unit level (school, college, administrative, and auxiliary) into a more judiciously coordinated institution focused on achieving unit-level objectives linked to a common mission, vision, and goals. These institutional objectives are used for planning and resource allocation.

In 2013, upon the recommendation of the University Senate and the approval of the Board of Trustees, we invited the consulting firm Bain & Company to develop an Innovation and Opportunities Assessment Report (IV.6.001.Bain_Innovation_Opps_Slides). This highly detailed data collection and analysis process identified a need for the University to develop and execute a new institutional vision—a recommendation that prompted the University's leadership to launch the campus-wide planning effort. The leadership commissioned the simultaneous development of three plans:

1. An academic strategic plan (I.1.002.Trajectory_to_Excellence) that would articulate overarching mission, goals, and strategies for the University as an educational and research institution;
2. A facilities master plan (IV.1.011.Campus_Framework_Overview), a comprehensive framework establishing a vision for enhancing academic excellence and the student experience by creating a vibrant campus setting; and
3. An efficiency and cost-containment initiative (VI.1.001.Fast_Forward_Syracuse _ Operational_ Excellence), an effort to increase effectiveness, control expenditures, and improve business practices as a means to generate savings for investment in the academic strategic plan and the facilities plan.

The design of the University's assessment planning process ensures that unit-level plans appropriately reflect the institution-level mission and goals established in the academic strategic plan. Academic, co-curricular, and functional units start with a mission statement and contain the fundamental elements of goals, outcomes or objectives, strategies, criteria, results, and actions following from the results. Each assessment and action plan is scored on several criteria, including "Action & Follow-Up," or identification of changes based on assessment results, as well as measurement of the impact of the action. On a 3-point scale, the scores for the Action & Follow-Up sections of the plans average 2.2 for Functional Units, 2.2 for Co-Curricular Units, and 1.6 for Academic Units.

Criterion 6.2 focuses on the use of planning and improvement processes as well as constituent participation in those processes. As noted above under Criterion 6.1, over the past four years Syracuse University has undertaken major planning and improvement processes, each of which has invited input from and participation by all University constituencies. Of particular note is the academic strategic planning process, which was preceded by an assessment of innovation and opportunities (IV.6.001.Bain_Innovation_Opps_Slides) conducted specifically to inform development of the strategic plan. Below, we present three additional examples of the University's participative planning process.

1) Fast Forward Syracuse. The three-pronged effort comprising the academic strategic plan, a facilities plan, and an operational efficiency plan was highly collaborative, with representation from a broad variety of University constituencies. Evidence was collected, analyzed, and discussed in public forums, and feedback for the academic strategic plan and Campus Framework was solicited through surveys, forums, and focus groups; feedback for all three initiatives was solicited via the Fast Forward website (VI.2.001.Fast_Forward_Syracuse). A description of the process for developing these documents appears on the Fast Forward website. Likewise, information on initiatives implemented from the recommendations of Operational Excellence can also be found on that website.

2) Assessment. The Office of Institutional Effectiveness and Assessment was established in 2014 to coordinate assessment efforts across campus. Assessment plans are continuously operative (VI.2.002.Assessment_Dashboard) for academic, co-curricular, and functional units. Each assessment plan serves as a building block for future improvement and unfolds in an annual process with three phases: Phase One-Specify and Plan; Phase Two-Collect and Analyze; Phase Three-Action and Follow-up. Within each academic, co-curricular, and functional area, the office provides an overarching structure for assessment methods, supplies templates and rubrics to assist the process, and applies the annual schedule of activities with the cooperation of the provost, deans, chairs, and program leaders. For instance, Phase One for an academic program always includes student learning outcomes, measures, and criteria. An example assessment plan from the Retail Management BS degree in the Whitman School of Management (VI.2.003.Whitman_MAR_RetailManagement_BS_AAPlan) illustrates the standard template used by degree programs. The third phase of the assessment process documents use of assessment results.

To help inform the University community of these processes, as well as to establish a common vocabulary for assessment and promote positive practices, the Office of Institutional Effectiveness and Assessment hosts regular workshop events for faculty and staff. The office maintains a website (VI.2.004.Institutional_Effectiveness_Assessment) where faculty, staff, and University partners can learn about the assessment philosophy at Syracuse, the various committees working to implement a cohesive approach to assessment, training opportunities, technology to support assessment, and information resources. Perhaps the most important work of the office occurs in "house calls"—periodic visits by assessment staff to departments, faculty meetings, and individual offices to provide tailored assistance with assessment processes. These house calls also give faculty and staff opportunities to provide feedback on assessment methods and progress, which in turn is used by the Office of Institutional Effectiveness and Assessment to improve its own operations.

3) Diversity and Inclusion. Diversity and inclusion are core institutional values that reflect the University's longstanding belief that a diversity of perspectives, life experiences, and beliefs among students, faculty, and staff is essential to academic excellence. Diversity and inclusion are also cornerstones for attracting and retaining the best faculty and staff. In the fall of 2015, Chancellor Syverud appointed a Workgroup on Diversity and Inclusion to develop solutions that support a diverse and inclusive campus climate for all. This workgroup comprised faculty, undergraduates, graduate students, and staff. The workgroup was charged with building on the work of other campus groups and, guided by the academic strategic plan, making recommendations to help "sustain an inclusive, accessible campus of opportunity for a richly diverse student body." The workgroup submitted its report on March 11, 2016 (VI.2.005.Workgroup_Diversity_Inclusion_Final_Report). The report includes 33 recommendations. Among those is the creation of a Diversity and Inclusion Council, which the Chancellor established in September 2016; free academic tutoring options for Syracuse students; and a central funding mechanism for accommodations. More information on initiatives related to advancing diversity and inclusion can be found on our diversity and inclusion web portal (VI.2.006.Diversity_Inclusion_Site). In spring 2017, free group tutoring had been launched through CLASS as described under 4.5; other initiatives have been piloted or launched.

Criterion 6.3 considers linkages between the University's financial planning processes and our mission, goals, strategic plans, and objectives. As noted in the 2013 Periodic Review Report, the University instituted a Responsibility Center Management (RCM) budgeting model in 2006-2007 to create a system that is accountable and responsive to the centers that are responsible for generating revenues. The financial planning and budgeting process is a close collaboration between the University executive leadership (including the Board of Trustees), the Office of Budget and Planning (Budget Office), and the units (i.e., schools, colleges, and auxiliary units) across campus. Consider the following overviews of four major budgeting processes:

- *Undergraduate Tuition*: Revenues from undergraduate tuition are the single largest revenue source in the University's budget. The Office of Enrollment Management, the schools and colleges, and the

Office of Budget and Planning work closely to establish undergraduate admissions targets in alignment with University goals and objectives. Multiple strategic planning sessions are held annually with the executive leadership and the schools and colleges, during which detailed enrollment plans are outlined and analyzed (VI.3.001.Undergraduate_Enrollment_Tracking).

- *Graduate and Master's Tuition*: The Office of Budget and Planning works collaboratively with each school and college to ensure enrollment goals are reflected in the consolidated budget plan. Progress toward the established goals is measured and tracked through applications, acceptances, and student yield.
- *Salaries*: Resource allocations for salaries represent the largest expense for the University and are closely monitored for both faculty and staff. The Faculty and Staff Search Approval Processes (VI.3.002.Faculty_Search_Approval_Process) exemplify how faculty and staff review processes ensure that all new faculty and staff hiring is in alignment with the University's mission and goals.
- *Indirect Charges*: The University's RCM budget model allocates income and charges direct and indirect expenses to each responsibility center (VI.3.003.Syracuse_University_RCM). The University conducts annual model assessments and solicits feedback from stakeholders for potential changes to ensure that allocation methodologies align with the University's strategic plan.

With more than 10 years of RCM experience, we consider our budgeting process to be "mature." At the same time we examine and analyze the parameters and mechanisms of RCM each year. Feedback from stakeholders leads to continuous self-improvement in our planning and budgeting processes. For example, the allocation of tuition funds was improved in the 2016-2017 academic year to promote teaching across departmental boundaries by allowing revenue to "follow the instructor" instead of the course prefix. In another example, the Budget Office now requests that each responsibility center include with its submitted budget appropriate documentation that reflects how that budget supports both the University's academic strategic plan and the unit's plan. In response to requests from the Board of Trustees, a 10-year, long-range projection budget plan is now required from the units to ensure resource allocation decisions are made with consideration of the eventual financial impacts (VI.3.004.Ten_Year_Forecast).

Criterion 6.4 addresses the adequacy of the University's finances, talent, infrastructure, and technology. In the material below, we document that Syracuse University possesses all of the resources needed to support its operations at our main campus in Syracuse, at our satellite locations domestically and internationally, and online.

Fiscal Resources. Syracuse University's revenues come from undergraduate tuition, graduate tuition, law tuition, auxiliary revenues, sponsored financial aid, academic initiatives, grants, contracts, endowment distributions, and gifts. These sources serve and support all units across the University community in the areas of salary, fringe benefits, operation and equipment, capital projects, undergraduate financial aid, graduate and law financial aid, debt service, and other expenses (VI.4.001.Annual_Financial_Reports _ Comptroller). The Office of Budget and Planning deploys and manages these financial resources while strategically promoting fiscal stability and accountability (VI.4.002.Office_Budget_and_Planning). As reflected in the Annual Financial Reports, our expenditures remain consistently within the bounds of our revenues.

Excerpt from Annual Financial Report

(Thousands of dollars)		2016
Assets		
Cash and cash equivalents	$	135,157
Interest rate swap agreements collatera		62,400
Receivables, net		133,535
Other assets		33,579
Investments		1,199,130
Funds held by bond trustee		11,780
Land, land improvements, buildings, equipment, and collections, net		1,109,868
Total assets	$	2,685,449

Human Resources. The Syracuse University workforce is notable for its talented, engaged, and diverse members, who contribute to the University's mission across a broad range of endeavors. The University employs 1,165 full-time faculty and 3,245 full-time staff and is the second largest employer in the Central New York region. In addition, the University has a part-time workforce of 592 faculty and 279 staff. A subset of staff members participates in one of three collective bargaining units (VI.4.003.Bargaining_Unit_Staff), while part-time faculty members participate in Adjuncts United. In 2015-16, 254 staff members participated in a voluntary retirement incentive program to help reduce the operating loss of $13 million in 2014, and the University deemed it as successful. The voluntary retirement program enabled the University to avoid involuntary terminations. Since then, the University has shifted resources to hire new staff where strategically needed.

The Office of Human Resources (HR) provides leadership and service to the University community in the areas of employee benefits, compensation, recruitment and hiring, workforce diversity, employee relations, work-life balance, professional development, training, student employment, and employee recognition (VI.4.004.Human_Resources_Site). HR strives to eliminate discrimination in all its forms, intentional or inadvertent, with respect to all personnel decisions, procedures, and actions, including compensation, benefits, transfers, layoffs, returns from layoff, University-sponsored training, education, tuition assistance, and social and recreational programs (VI.4.005.HR_Policies_Procedures).

In 2016 and 2017, HR engaged in a structural transformation to establish a cadre of senior business partners who physically spend time in the schools and colleges. These individuals serve as local HR leaders, providing strategy, advice, and guidance to senior academic leaders (e.g., school/college deans) as well as to central administrative leaders. The structural transformation also included the creation of Centers of Expertise and Shared Services to improve quality and responsiveness of HR services.

Physical Infrastructure. Syracuse University's 683-acre main campus hosts the academic quadrangle, Hendricks Chapel, the Carrier Dome indoor athletic facility, and a broad range of other academic, residential, and administrative buildings. The University also maintains physical presences in downtown Syracuse, New York City, the District of Columbia, and Los Angeles, as well as eight overseas centers through Syracuse Abroad. The ongoing development of the Campus Framework facilities plan and the work of a steering body known as the Campus Facilities Advisory Board guide the maintenance and strategic improvement of all University physical facilities. This work drives the use of the capital asset management plan, which follows the guidelines of the Association of Physical Plant Capital Renewal and Deferred Maintenance Programs (Kaiser, 2009; VI.4.006.APPA_Leadership_Educational_Facilities). With this strategy, the long-term forecasting of physical assets is planned in conjunction with the more immediate needs related to infrastructure improvement through the use of a facilities life cycle model database. This tool facilitates appropriate budgeting and short- to long-term

forecasting to guide University leadership in making decisions with highly accurate projections of need and cost as they relate to physical infrastructure. The overarching goals of the Campus Framework (IV.1.011.Campus_Framework_Overview) address our aspirations:

1. *Supporting academic excellence:* Strengthen learning and investigation by creating 21st century academic and research environments across the University.
2. *Enriching all aspects of student life:* Foster student success through a holistic student experience, engaging student life centers, comprehensive academic and administrative supports, and a diverse array of health and wellness offerings.
3. *Creating a vibrant campus setting:* Continue to enrich the environment with high-quality place making, buildings, and landscapes, distinguished by design excellence.

Technology. The University operates a massive wireless and wired network, along with thousands of servers, hundreds of enterprise software applications, and a full range of instructional technologies (VI.4.007.ITS_Home). The Information Technology Services unit (ITS) advances technological expertise and innovation, cultivates data-driven decision-making, and promotes institution-wide operational excellence in a number of ways. ITS provides planning for accessible technologies and services that energize teaching and learning; empower research excellence with a dynamic portfolio of computing capabilities and resources; deliver robust, highly available, leading-edge information technology and infrastructure; safeguard and leverage the University's data and devices, and those of students, faculty, and staff; and maintain fiscally responsible governance and management of all information technology assets. Through ongoing assessment, the unit demonstrates and continues to improve its capacity to provide accessible technologies and services that energize teaching and learning.

ITS employs a participative governance structure, at the center of which is the Technology Leadership Council (VI.4.008.ITS_TLC_Home). The TLC comprises members from the central ITS organization working together with IT representatives of schools, colleges, and administrative units. Within the schools and colleges, at least one member of each unit's IT staff has a dual reporting line to ensure accountability both to the respective dean and to the standards, policies, and practices promoted by ITS.

Criterion 6.5 pertains to the University's decision-making processes and accountability. As a large, complex organization, Syracuse University combines localized autonomy for unit-level operational decisions with clear, centralized lines of authority for substantive decisions affecting student safety and welfare, University finances, facilities, personnel matters, and academic investments. For example, the Syracuse Abroad centers have robust safety protocols and facilities plans; yet the University's central offices of Risk Management, Business Finance and Administrative Services provide guidance and uniformity. The University Senate plays an advisory role to the Chancellor and provost (as well as other members of the senior leadership team), particularly on decisions with long-term implications for the health of the institution. As ex officio members of the University Senate, the Chancellor and the provost meet regularly with committees and the full Senate to gather feedback and share information. These meetings help improve communication, transparency, input for decisions, and accountability. During Chancellor Syverud's term, he has increased efforts to solicit input and suggestions more broadly from University constituencies and to consider these perspectives in University decision-making.

University Leadership. To promote communication and coordination of decisions, Chancellor Syverud established three interlocking leadership units: the Chancellor's Executive Team, the Chancellor's Council, and the University Leadership Team. The Executive Team comprises the provost, the Chancellor's chief of staff, and the senior vice presidents (e.g., of Advancement and External Affairs). Organizational charts and the Chancellor's website describe the responsibilities of those leaders (VI.5.001.Chancellor_Executive_Team_Site). The Chancellor's Council adds to the Executive Team the deans, associate provosts, and key division leaders (e.g., the chief information officer and the executive vice president of the Division of Campus Safety and Emergency Services; VI.5.002.Chancellor's_Council_Site). Finally, the University Leadership Team also includes

unit directors from auxiliaries and an expanded range of academic leadership (e.g., associate deans; VI.5.003. Chancellor_University_Leadership_Site). All three units meet regularly to communicate, engage with, and advance the goals embodied in the academic strategic plan. The Chancellor utilizes input from these teams as well as the Board of Trustees in all decision-making.

Board of Trustees. As explained more fully in Criterion 7.4 under Standard VII, the Board of Trustees serves as the governing body for the University. The Chancellor meets regularly with the Board of Trustees and its component committees. The board has seven standing trustee committees: Investment and Endowment, Athletics, Advancement, Audit, Student Affairs, Academic Affairs, and the Executive Committee. A full listing of trustees and committee members appears on the trustee website (VI.5.004.BoT_Site). The Chancellor provides the board with a data dashboard to demonstrate progress on implementing goals.

University Senate. The University Senate differs from advisory bodies on some other campuses as it comprises members elected from the faculty (n=122), staff members (n=17), graduate and undergraduate students (n=9), and members of the administration appointed by the Chancellor (n=12, VI.5.005.University_Senate_ Homepage). These administrators serve as ex officio members of the University Senate and are participants in its committee structure in the areas that closely match their administrative duties. Both Chancellor Syverud and Provost Wheatly are members of the University Senate Agenda Committee, which sets the Senate agenda and monitors the work of the Senate committees. The Senate does not have a president, but the chair of the Agenda Committee has a broad remit and serves as chair for full body meetings. The Chancellor and provost have reported regularly to the Senate about plans and initiatives and increasingly have included members of the Senate on administratively appointed committees and task forces. The University Senate generally acts in an advisory role; however, it has a formalized decision-making role with respect to curriculum, academic program approval, and promotion/tenure processes. The Senate serves as a powerful voice for expressing the concerns of the broader campus community and as a sounding board for the administration in its attempts to develop, implement, and assess policy and other initiatives. The Senate has been increasingly involved in discussions of policy changes and initiatives, Fast Forward strategic planning, and other campus-wide initiatives such as those focusing on diversity and inclusion.

Criterion 6.6 addresses comprehensive planning for facilities, infrastructure, and technology. Syracuse University has implemented a comprehensive evaluation and plan for facilities, infrastructure, and technology. This plan considers issues of sustainability and deferred maintenance. The plan links to strategic and financial planning processes and is closely aligned with guidance from the Association of Physical Plant Administrators Capital Renewal and Deferred Maintenance Programs (Kaiser, 2009; VI.4.006.APPA_Leadership_Educational_ Facilities). Annually, we undertake facility condition assessments and development of a facilities renewal plan to reduce deferred maintenance, linking that facilities renewal plan to financial and strategic planning processes, and strengthening institutional planning structures to align functional improvement with facilities renewal.

A campus facilities assessment of main campus and south campus has been completed, and the results are stored in our facilities life cycle model database (VI.6.001.CPDC_Site).This database serves as the basis for facilities renewal plans. Financial planning features of this tool provide facility condition needs index projections based on future year budgets to quickly demonstrate facility condition improvement or degradation over time as a function of investment level. We use an integrated planning process to target deferred maintenance in a sustainable and fiscally responsible manner. The continued development of the Campus Framework and creation of the Campus Facilities Advisory Board facilitate linkages between facilities renewal plans and functional improvements. The Campus Framework, as a guiding document, and the Campus Facilities Advisory Board, as a decision-making body, support scheduling of facilities renewal alongside planned major renovations and functional improvements.

Excerpt of Campus Framework facilities plan showing proposed new buildings in orange.



Technology sustainability planning is supported in a similarly systematic way with the targeted goal of supporting the academic strategic plan (also see criterion 6.4). Ongoing annual activities include:

- Network Master Plan—A multi-year capital project for the upgrade and maintenance of campus-wide wireless and wired network infrastructure;
- Annual Registrar classroom technology upgrade that funds registrar classroom technology upgrades on a planned five- to seven-year replacement life cycle (in collaboration with Campus Planning, Design, and Construction);
- Research computing infrastructure—The Research Computing Advisory Council (comprising faculty and IT staff) defines the needs, funding, and implementation of new research computing infrastructure;
- Technology in Residence Halls—Large-scale technology upgrades in residence halls are part of broader capital project planning (in collaboration with Campus Planning, Design, and Construction);
- Makerspaces and Digital Scholarship spaces to support innovation in teaching and scholarship;
- Enterprise system planning—Selection, implementation, and upgrade of enterprise-wide application systems (for example, Blackboard); ongoing enterprise-wide system maintenance costs are managed via a central account that is augmented annually to address annual increases in software maintenance costs.

The annual budgeting process includes consideration of both the current and long-term needs for facilities, infrastructure, and technology. The budgeting process, as described in Criterion 6.3, aids in prioritization of which projects to undertake annually.

Criterion 6.7 focuses on annual financial auditing. Syracuse University ensures completion of independent financial audits annually as well as an audit of federal programs. Both of these audits are currently completed by the national auditing firm KPMG LLP. The auditing firm is appointed each year by the Audit Committee of the Board of Trustees. The financial statements for each of the past 10 years indicate no material weaknesses or significant deficiencies. Independent audit results from 2001 up to the most recently completed fiscal year appear on the comptroller website (VI.4.001.Annual_Financial_Reports _ Comptroller).

The University's chief financial officer and comptroller are responsible for preparing the financial statements in accordance with generally accepted accounting principles. The auditor's responsibility is to conduct the audit in accordance with generally accepted auditing standards and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The auditor's approach to the financial statement audit focuses on internal controls and performing detailed transaction testing with respect to routine and non-routine transactions and accounting estimates. The audited financial statements consist of the statement of financial position, statement of activities, statement of cash flows, and related footnotes. The statement of financial position identifies the University's net assets, and the statement of activities provides a snapshot of the current year activity for both revenues earned and expenditures incurred. The statement of cash flows provides details on cash receipts and cash payments for the year.

The A-133 audit is a federally required audit. The required Statement of Expenditures of Federal Awards and the accompanying notes present information on the University's federal sponsored grants, including financial aid, research and development, and other activities. The A-133 audit is designed to include all procedures and reports necessary to satisfy the requirements of the Federal Uniform Guidance. KPMG uses standardized audit programs developed from the federal government's "Compliance Supplement" to ensure that its procedures meet federal standards. The audit program includes procedures to determine: whether the University has designed an effective internal control structure over its major federal programs; whether those controls are operating effectively; and whether the University has complied with applicable regulations in administering its federal programs. No material weaknesses or significant deficiencies have been identified for the past 10 years.

Criterion 6.8 focuses on strategies to measure and assess the utilization of institutional resources. Based on the evidence provided below, we conclude that Syracuse University has developed and deployed strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support our mission and goals. The Operational Excellence initiative represented an important milestone in the University's efforts toward efficiency. Likewise, the creation of the Office of Institutional Effectiveness and Assessment (VI.2.004.Institutional_Effectiveness_Assessment) in 2014 has enabled a more systematic approach to assessment campus-wide. Finally, the Office of Audit and Management Advisory Services (VI.8.001.AMAS _ Site) provides periodic checkpoints for effective resource utilization across administrative units.

A standard institutional process for assessing functional units began in FY2015 and is documented on our assessment website (VI.2.002.Assessment_Dashboard). University-wide and unit-based approaches have been developed to evaluate the institutional resources to support our mission and goals as they relate to planning, resources, and improvement of fiscal and human resources, as well as physical and technical infrastructures.

A three-phase process unfolds over a biennial cycle. Phase One of the assessment cycle for functional units, which included defining unit goals, objectives, and key performance indicators, occurred in 2016. Key performance indicators (KPIs) include a range of quantitative and qualitative data sources, which are obtained through University-wide data stores, stakeholder and community surveys, and rubrics developed to evaluate University unit-level outcomes. Phase Two, initiated at the end of 2016, involves collecting assessment KPIs and evaluating them. Phase Three, focusing on implementing program and operational improvements, opens this spring (2017) and will continue into 2018, after which the whole cycle will begin anew. Similarly, co-curricular and academic program assessment plans have followed the same phases though more closely tied to the

academic year calendar. In all cases, we set the expectation that academic, co-curricular, and functional units will discover ways that resource allocation can shift to better meet unit objectives. In the material below, we provide a small set of examples to illustrate the co-curricular unit assessment process:

- *Syracuse Abroad.* This co-curricular unit provides international education experiences for Syracuse University students as well as for students from other institutions. An assessment and action plan was submitted that included goals related to adequacy of infrastructure support for Syracuse Abroad (VI.8.002.SU_Abroad_AAPlan). Phase Two Key Performance Indicator data are being gathered in 2017 in parallel with a strategic planning process for the unit. Syracuse Abroad will undertake recommended action steps (Phase Three) in 2018.
- *The Renée Crown Honors Program.* The honors program, located in the College of Arts and Sciences, requires that student participants demonstrate competencies in global awareness, civic engagement, and collaborative capacity. In fall 2016, an external team from the National Collegiate Honors Council conducted a formal program review and submitted recommendations to the Office of the Provost. In 2016, the honors program developed an assessment and action plan that includes goals related to the adequacy of course offerings, instructional faculty, and collaboration with University admissions to increase enrollments (VI.8.003.A&S_Honors_Program_AAPlan).
- *The Mary Ann Shaw Center for Public and Community Service.* The Shaw Center promotes, supports, and facilitates academic-related community engagement as an essential component of the Syracuse University learning experience. In 2016, the Shaw Center developed an assessment and action plan that focuses on functional operations (VI.8.004.Shaw_Center_AAPPlan). Similar to Syracuse Abroad, the Shaw Center is gathering Phase Two KPI data in 2017 in parallel with a strategic planning process for the unit. The Shaw Center will undertake recommended action steps (Phase Three) in 2018.

Other campus-wide units, including the Office of Residential Life, Office of Disability Services, and Office of Multicultural Affairs, have assessment plans that help measure the adequacy of resources for diversity and inclusion initiatives and the impact of those initiatives. For example, the Office of Residence Life offers 30 residence-based academic learning community options to first-year and returning students. Physical space, staff, and faculty mentors are dedicated to these communities. The University is committed to promoting a positive campus atmosphere and environment to support the achievement of University outcomes, including positive educational experiences, healthy identity development, and a sense of value for all faculty and staff members.

Criterion 6.9 addresses periodic assessment of the effectiveness of planning and resource allocation. Syracuse University has recently undertaken a complete assessment of these areas. In its report to the University Senate in February 2013 (and refined in its April 2013 report), the University Senate Budget Committee recommended and the Senate endorsed an outside review of the University's RCM budgetary practices and a comparison to peer institutions. With support from the administration and the approval of the Board of Trustees, Bain & Company was retained to conduct this review between December 2013 and February 2014. The resulting diagnostic review (the Bain Report) was provided to the University community in April 2014 (VI.9.001.Innovation_and_Opportunities_Assessment_Report). Subsequent planning, including the Fast Forward Syracuse initiative's Campus Framework and academic strategic plan components (see Criterion 6.1 of this Standard VI), reflect the recommendations in the Bain Review as well as subsequent feedback from the broader University community and University leadership, including the Board of Trustees. The ongoing implementation and evaluation efforts that have resulted are signature elements of the University's efforts in this area.

One area where the University undertakes regular, periodic assessment of planning and resources allocation is in the area of financial planning. The Responsibility Center Management (RCM) budgeting process requires an annual assessment of the financial performance of each responsibility center (i.e., schools, colleges, and auxiliary units). The RCM budgeting model implicitly serves as a means of monitoring the planning and expenditures

of the responsibility centers. The Chancellor has recently asked all responsibility centers to extend their budget planning model to a 10-year period to more fully monitor their progress toward meeting their goals and expenditures (VI.3.004.Ten_Year_Forecast).

Periodically the University undergoes a faculty salary review process. Documentation of prior analyses can be found at http://suaaup.org/salary.htm. Most recently, a Faculty Salary Review Committee was charged by Provost Wheatly to review trends in faculty salary data, including differences by rank, discipline, race/ethnicity and gender. The Committee finalized its report in fall 2017 and released it to the campus community in December 2017.

The Syracuse University Board of Trustees Audit Committee (VI.9.002.Audit_Committee_Charter) is responsible for the oversight, review, and approval of both internal and external auditing of the University's financial statements. As indicated in the response to Criterion 6.7 and the accompanying documents, KPMG has found no material weaknesses or significant deficiencies.

The University Senate Committee on Budget and Financial Affairs receives and evaluates budgetary information (VI.9.003.Budget_Committee_Report2014), monitors budgetary issues, and serves as a forum for feedback to the central administration on budgetary issues. The Budget Committee reports regularly to the University Senate, which serves as a forum for discussing budgetary issues and disseminating budgetary information to the broader University community.

Areas of Continuous Improvement and Recommendations

As noted above, both **Criterion 6.1** and **Criterion 6.9** address periodic assessment of plans, resources, and processes. While the University up to 2013 had an informal, voluntary approach to assessment of goals and objectives, we have since moved to establish systematic processes and methods needed to develop reliable and regular assessments of curricular, co-curricular, and functional units. Assessment of institutional objectives has been more sharply focused as a result of the academic and administrative planning processes developed and implemented under Chancellor Syverud and, more recently, under Provost Wheatly. Assessment occurred prior to the arrival of Chancellor Syverud, but typically in reaction or in response to leadership changes or shifts in organizational or operating models. The examples of the Bain Report and the TruMann Report, discussed more fully above, serve as indicators of this approach.

While considerable progress has been made in linking institutional and unit-level goals and objectives to mission and vision and to one another, the University must continue to implement robust assessment plans, respond to the outcomes, and track responses to them on a regular cycle. Additionally, we must continue to clearly articulate ties between University resources, assessment evidence, and responses to assessment outcomes that emerge as part of these ongoing efforts. In light of the new mission and vision emerging from the academic strategic plan developed in 2014-15 (with implementation strategies developed in 2015-16), many opportunities now exist to establish the "One University" described in the sixth pillar of the academic strategic plan. Recommendation 1 in Chapter 5 contains a variety of action plans that pertain to periodic assessment, thereby addressing opportunities related to Criterion 6.1 and Criterion 6.9.

Criterion 6.3 pertains to financial planning that is aligned with the University's mission and goals. The University continues to develop graduate enrollment models that provide more granular predictions at the program level, which should allow for more accurate forecasting of graduate revenues. We recognize the need to continue working to improve our approach to connect graduate enrollment planning and strategic goals with the academic strategic plan. While schools and colleges have historically managed their own graduate programs and enrollments with substantial autonomy, considerable opportunity exists for the University to provide data, processes, and coordination to facilitate development of enrollment targets and ensure that the targets are achieved. Early in 2017, the provost and the senior vice president for enrollment and the student experience

convened a strategic enrollment task force with broad campus representation. Meanwhile, all graduate and master's education programs have received detailed reports from the Graduate School's enrollment management team and are being challenged to incorporate both competitive analyses and trend data into their planning processes.

Criterion 6.5 addresses well defined decision-making processes and accountability. Recognizing that many senators and others have expressed a desire for more direct involvement in institutional decision-making, the University has committed to increasing the involvement of the Senate in the University's choices and actions. This commitment has been demonstrated through the policies and procedures that were revised with Senate input in 2016 and through this Middle States self-study review process, which generated many ideas for improvements relevant to the work of the Senate and its constituent committees. Under the leadership of Chancellor Syverud and Provost Wheatly, the University must continue to build productive partnerships with the University Senate. Recommendation 4 focuses on the alignment of resources with the missions and strategic plans of the individual units as well as the whole University. These actions address opportunities related to Criterion 6.3 and Criterion 6.5.

4.7 - Standard VII: Governance, Leadership, and Administration

Standard VII: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy (I.1.001.MSCHE_Standards_RoA).

Summary Declaration

To realize our mission and achieve our vision of being a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society, Syracuse University maintains a clearly articulated and transparent governance and administrative structure that ensures it benefits students, faculty, staff, and members of the University community. Reporting to the Board of Trustees, which assesses and evaluates his performance, the Chancellor leads the University with an administrative team uniquely structured to meet our strategic goals. We believe based on the evidence we have reviewed that Syracuse is in compliance with Standard VII.

Overview of Satisfactory/Exemplary Criteria

Criterion 7.1 relates to the University clearly and transparently articulating its structure. Syracuse University has a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including the governing body, administration, faculty, staff, and students. These structures are outlined in the charter, the bylaws, the Chancellor's University leadership organizational chart, the Faculty Manual, the University Senate bylaws, and in University policies, including those relating to the rights and responsibilities of students. These documents specify the powers, duties, and relationships among the Board of Trustees, University administrators, faculty, staff, and students. The charter, bylaws, Faculty Manual, University Senate bylaws, and University policies, including those relating to the rights and responsibilities of students, are available to members of the University and the greater community via the University's website. University leadership appointments are announced to the University community and public via Syracuse University News Services.

The charter (An Act for the Re-Organization and Incorporation of Syracuse University; Chapter 414, Laws of 1887) provides that the University's "affairs shall be conducted by a board of trustees," including the Chancellor.

It specifically vests the trustees with certain powers, including the power to make bylaws, fill board vacancies, and "to make and establish all such rules and ordinances, as to them shall seem expedient or necessary, for carrying into effect the purposes of [the University]." (VII.1.001.Syracuse_University_Charter). The 1887 charter established Syracuse University as a non-sectarian institution, although, based on its Methodist origins in 1870, the University continues to maintain membership in the National Association of Schools & Colleges of The United Methodist Church.

The bylaws frame the University governance structure, including prescribing the composition and structure of the board; delineating the role and responsibilities of the Chancellor and other senior leaders; and the appointment, reporting relationships, and responsibilities of the academic deans. They also cover the appointment of school and college department heads; describe the appointment, ranks, promotion, and powers of full-time faculty members; and set forth the membership framework and powers of the University Senate.

The Faculty Manual sets forth policies governing faculty and is the chief authority regarding the rights and responsibilities of faculty. As stated in the Faculty Manual, "[t]he faculty of each college and school … has jurisdiction over the educational program and the internal affairs of its own college or school, including such matters as requirements for admission and for graduation, curriculum and instruction, textbooks, examinations and grading, degrees, and prizes."

Policies governing the rights and responsibilities of students are communicated via the University's policies website (IV.3.001.SU_Policies). Students are represented in governance by the Student Association (undergraduates), the Graduate Student Organization, and the Student Bar Association, each of which has its own bylaws and/or constitution (VII.1.002.GSO_Constitution; VII.1.003.Student_Association_Bylaws; VII.1.004.Student_Association_Constitution). In addition to implementing student-focused programming, the leaders of each organization routinely identify appropriate student members for unit-level or University-level service work such as the Council on Diversity and Inclusion and the Chancellor's Task Force on Relationship and Sexual Violence, to name two recent examples (VII.1.005.Chancellor's_Task_Force_Sexual_and_Relationship_Violence; VII.1.006.Chancellor's_Diversity_Inclusion_Workgroup_Announcement).

University administrators, faculty, staff, and students also participate in University governance via the University Senate. (VI.5.005.University_Senate_Homepage). The Senate bylaws prescribe the number of faculty members to be elected by each school or college as well as the number of regular part-time faculty, instructors, and lecturers; non-faculty professional staff; non-exempt full-time secretarial, clerical, and technical staff; non-exempt (unionized) staff; and students who shall be elected to serve as members. The Senate bylaws also prescribe the Senate's officers, the conduct of and schedule for its meetings, the nature and responsibilities of its standing committees, and the role of the Senate in searches for a new Chancellor and new vice chancellor for academic affairs (VI.5.005.University_Senate_Homepage).

Criterion 7.2 specifies the legality of the University's Board of Trustees to operate. The Syracuse University charter and bylaws establish the Board of Trustees as the governing body in accordance with New York State law. (VII.1.001.Syracuse_University_Charter; VII.2.001.BoT_Bylaws). The Board of Trustees serves the public interest through its stewardship of the University. Its committees, whose oversight roles are described in the bylaws, ensure that the University clearly states and fulfills its mission and goals. Each committee renders a report of its transactions at each annual meeting of the board and at such other times as the board may direct, in accordance with the BOT bylaws (VII.1.001.Syracuse_University_Charter; VII.2.001.BoT_Bylaws).

Operating with appropriate independence, the Board of Trustees has the power to elect, appoint, or remove the Chancellor/President, who is responsible for implementing the policies of the board. The board reviews the Chancellor's performance annually. (VII.2.002.Trustee_Retreat_2015_Agenda).

Trustees are well versed in academics and business and bring a wealth of experience and knowledge to the board

(VI.5.004.BoT_Site; VII.1.001.Syracuse_University_Charter; VII.2.001.BoT_Bylaws). The board provides a thorough orientation to principles of good governance and frequently asked questions for new members upon appointment to the board. They are obligated by the bylaws to observe a trustees' conduct policy, which complies with New York State law. Trustees are supported in their governance responsibilities through a University-provided membership in the Association of Governing Boards, through which they can access information related to governance (VII.2.001.BoT_Bylaws; VII.2.003.Trustee_Conduct_Policy).

Article IX of the University bylaws outlines the standards of conduct for the Board of Trustees and all officers of the University. It states, "Each trustee (which term shall include life trustees for purposes of this article) and each officer of the University shall perform the responsibilities of his or her position solely on the basis of what is in the best interests of the University. This shall include, but not necessarily be limited to, being wholly free from the influence of personal considerations or relationships and from any other factors that might, or would reasonably appear to, prevent him or her from acting solely on the basis of what is in the best interests of the University."

Section 2 of Article IX of the bylaws outlines the establishment of a Conflict of Interest policy for the Board of Trustees, officers, and all employees of the University. The policy requires the annual filing of a Conflict of Interest Questionnaire by each trustee and employee. (VII.2.004.Conflict_of_Interest_Questionnaire). The University's Conflict of Interest for Faculty and Staff policy details the definition of both conflict of interest and conflict of commitment, and it establishes procedures for identifying and disclosing such conflicts. Employees and officers of the University are required to disclose business, personal, and family relationships that could potentially produce a conflict of interest or commitment. The Board of Trustees bylaws also incorporate a conflict of interest policy governing contractual relationships and other interests that could be perceived as conflicts. The secretary to the Board of Trustees administers the policy for the board. The Board of Trustees Policy on Trustee Conflict states that "it is the responsibility of the board to set policy, and the responsibility of the University's administration to implement and carry out same." Board members must agree to avoid "undue influence" on University administrative functions. They are also prohibited from asking for "special consideration or favors" from University staff or from the Chancellor. Members of the board agree that violations of the policy can constitute grounds for the removal of a trustee from the board. (VII.2.001.BoT_Bylaws; VII.2.005.BoT_Conflicts_of_Interest_Policy). The responsibility for ensuring that neither the governing body nor the members interfere in University operations rests with the board chair and vice chairs as well as with the Chancellor (VII.2.006.New_Trustee_FAQ; VII.2.001.BoT_Bylaws).

Section 3 of Article IX establishes protections for whistleblowers among trustees, officers, or employees who, in good faith, call attention to any illegal, immoral, improper, or unethical actions.

The Board of Trustees oversees the quality of teaching and learning through its oversight of the Chancellor and the provost, its regular receipt of reports relating to enrollment levels, graduation and retention rates, its monitoring of progress of the academic strategic plan, approval of degree programs, awarding of degrees, and the granting of tenure and promotion and honorary degrees. (VII.2.001.BoT_Bylaws, article 9; VII.2.007.FB_main_session_agenda_05_14_16; VII.2.008.FB_minutes_05_14_16).

Additionally, the Board of Trustees ensures the integrity of financial management by receiving regular information on the sources and uses of funds from all units. The board reviews the University's independently audited financial statements, reviews and oversees management of the University endowment portfolio, oversees the University's current financial operations and results, and ensures that long-range financial plans are appropriate. (VII.2.007.FB_main_session_agenda_05_14_16, VI.4.001.Annual_Financial_Reports _ Comptroller). The Audit Committee selects an independent public accounting firm to audit and report on the University's financial statements; evaluates the University's financial accounting and reporting systems; and informs the full board of suggested improvements to methods and practices. The Investment and Endowment

Committee reviews and oversees management of the University endowment portfolio. The Budget Committee of the board oversees the University's current financial operations and results, ensures that long-range financial plans are in place, and communicates its findings to the board at regular meetings.

Criterion 7.3 details the role, qualifications, and evaluation of the Chancellor and his team. The Chancellor/President is appointed by and evaluated by the Board of Trustees. (VII.2.001.BoT_Bylaws, article 8, VII.2.002.Trustee_Retreat_2015_Agenda). However, the Chancellor does not chair the Board of Trustees; instead the Board of Trustees at its annual meeting elects a chair from among its members to serve a four-year term in accordance with Article VI, Section 1, of the bylaws. The Chancellor does serve as an ex officio member of the board and has the power to vote, according to Article I, Section 1, of the Syracuse University bylaws (VII.2.001.BoT_Bylaws).

The Chancellor reports to the board at each full board and Executive Committee meeting. The full board and Executive Committee discuss with the Chancellor at least annually a set of management goals and expectations. (VII.2.002.Trustee_Retreat_2015_Agenda; VII.3.001.EC_executive_session_agenda_04_14_16, VII.3.002.FB_executive_session_agenda_05_14_16). In addition, on behalf of the board, the chair reviews the Chancellor's performance with him annually. The Chancellor creates a list of high-level goals against which his performance may be assessed (VII.3.003.Chancellor's_Goals_2016-17).

Article VIII of the bylaws states that the Chancellor and President will have "... the general powers and duties of supervision and management of the property and affairs of the University which usually pertain to his or her office, shall have general charge of all the educational activities of the University, and shall have direction of and general responsibility for all matters of discipline and general order and welfare of the students. The Chancellor shall perform all duties incidental thereto and all other such duties as the board may properly direct. The Chancellor shall report to the board at each annual meeting, and at such other times as the board shall request, on the condition, progress, and needs of the University and shall make recommendations for action."

The board elected Syracuse University's 12th Chancellor and President, Kent D. Syverud, on September 11, 2013. (VII.3.004.FB_Minutes_09_11_13_Chancellor_Election). The Chancellor's educational background and experience align with Syracuse University's mission, particularly having demonstrated strengths in systematic assessment and formal strategic planning in his prior roles before taking on the leadership of Syracuse University. Those include serving as dean of Washington University in St Louis Law School, dean of Vanderbilt Law School, and associate dean of academic affairs and professor at University of Michigan Law School (VII.3.005.Chancellor_Syverud_Bio).

In accordance with autonomy granted him via the Board of Trustees bylaws (Article VIII, Section I; Article VII, Section V and VI; and Article IX, Section I), the Chancellor has the authority to supervise and manage University affairs and appoint University officers (with board approval), non-officer administrators and directors, councils, committees, and boards. With such authority, he has been building his leadership team to meet the strategic needs of the University and developing budget plans to attain the goals set forth in the University's mission statement. Upon his inauguration, the Chancellor installed three major leadership units: the Chancellor's Executive Team, the Chancellor's Council, and the University Leadership Team. All three units meet regularly to communicate, engage with, and enhance the University's goals.

The Chancellor has established formal assessment procedures for his Executive Team members that require them to submit annual activities reports to him. Additionally, he has incorporated regular and as-needed meetings to help track progress on stated goals and objectives. These reports are folded into comprehensive reports to the Board of Trustees on a regular basis as they align with the annual goals and objectives he must achieve as agreed upon by the trustees.

Criterion 7.4 further details the administration of the University. The administration has a new organizational structure that is clearly documented, with defined reporting relationships that reflect the strategic goals of the University and the desire to increase transparency and collective decision-making. The Chancellor's direct reports comprise his Executive Team (VII.4.001.Chancellor_Executive_Team_Site). As of June 2017, the Chancellor had assembled a new Chancellor's Executive Team structure. (VII.4.002.Executive_Organizational_Chart). Executive Team members have significant training and experience in their management area, as shown by their individual curriculum vitae.

The Chancellor's Council is made up of the Executive Team and additional administrative and academic leaders. The council members include the provost and the vice chancellor for strategic initiatives and innovation, eight senior vice presidents, four vice presidents, academic deans, two associate provosts, the director of athletics, and a special assistant.

(VI.5.002.Chancellor's_Council_Site). The Chancellor's Council members are supported by a management leadership team of 93 academic and research, financial, athletics, and operational leaders who make up the University Leadership Team (ULT) (VII.4.003.Chancellor_University_Leadership_Home). The Chancellor's Council meets monthly to engage in collaborative discussions and advance implementation of the University's academic strategic plan and other University-wide initiatives.

The Chancellor's executive leadership team is of comparable size and with similar high qualifications to Syracuse's peer institutions (VII.4.007.Colonial_Peers_Org), and all of the leaders are vetted to ensure they are highly experienced, credentialed professional leaders appropriate to their roles and responsibilities. The Chancellor's office includes one senior vice president/chief of staff and six staff members. The technology and information systems in the Chancellor's office are supported by a University staff member in partnership with central Information Technology Services. All Chancellor's Council members have administrative assistants and the necessary technology and information systems access and support from IT professionals in their respective units and centrally.

The administration has numerous formal structures in place to engage regularly with faculty and students regarding the University's goals and objectives. The most prominent is the University Senate, where the Chancellor and provost give regular reports and serve as ex-officio members. The bylaws of the Board of Trustees also give students and faculty non-voting representation on the board.

Faculty, students, and staff have served as voting members of all of the University's strategic planning and major initiatives committees, teams, and working groups, including the Diversity and Inclusion, academic strategic plan, and Middle States accreditation efforts. The Chancellor, provost, and other officers and administrators also meet throughout the year with students, faculty, staff, and others to address specific areas and gather feedback. Social media, blogs, and online feedback forms provide points of engagement as well.

While formal structures for campus-wide engagement have existed for decades, the University's priorities with respect to assessing administrative units prior to 2014 varied. In 2013 and 2014, the Board of Trustees began to mandate a University-wide approach to evaluation and continuous improvement with a goal of making Syracuse a more data-driven institution. As part of that effort and on the recommendation of the University Senate, the board retained Bain & Company to identify opportunities for improving effectiveness and efficiency in both academic and administrative functions. Bain consultants worked closely with a steering committee of deans, staff, and faculty to gather data from University stakeholders and benchmarking information from peer institutions. The committee's report, issued in April 2014, was quickly followed by an initiative with three components—an academic strategic plan, a facilities plan, and an efficiency program—designed to build on the University's historic strengths, identify areas for improvement, and set strategic priorities (VI.2.001.Fast_Forward_Syracuse).

These initiatives drew upon Bain's assessment data as well as other assessment information to guide their work. Working groups of faculty, staff, and students gathered data and made recommendations to advance operational efficiencies and effectiveness. Among the recommendations were more cost-effective ways to purchase office supplies, printers, and copiers; the creation and centralization of a constituent relationship management database system to make advancement work more efficiently; a consolidation of the University's telecommunications contracts; and more effective support for research. The Chancellor and provost regularly report to the University Senate about outcomes and adjustments (VII.4.006.Senate_Minutes_101216). Annual reports and other data from members of the Chancellor's Executive Team, as well as key performance indicators, support holding the administrators and their units accountable, reporting to the Board of Trustees on progress toward achieving University goals, and in showing evidence of the progress of strategic initiatives.

Criterion 7.5 analyzes periodic assessment of the effectiveness of governance, leadership, and administration. The University continues to improve on its assessment of the effectiveness of governance, leadership, and administration. The board assesses itself for effectiveness through trustees' self-evaluation and through a review by the board's Organization and Nominating Committee. Each year, all of the voting trustees who are completing their first, second, or third (final) four-year term complete a "self-evaluation," which asks each member to assess his/her performance on the board related to service/preparation, participation, and application of skills and knowledge, and asks how the University can support the trustee in his/her service. (VII.5.005. Annual_Activities). The Organization and Nominating Committee reviews the completed self-evaluation forms at its March meeting. The redacted March 2016 agenda and minutes, attached, reflect this review (VII.4.004. EC_agenda_03_10_16; VII.4.005.IEC_agenda_03_10_16). The self-evaluation process has been in place since 2011.

Additionally, over the course of the last year and a half, the board Organization and Nominating Committee has implemented a trustee evaluation process. The Office of the University Secretary prepares a summary report for each trustee, including information relating to leadership responsibilities, meeting attendance, philanthropy, and other University engagement. This information is reviewed by the chairman and the Chancellor. At the December meeting of the board's Organization and Nominating Committee, the committee reviews a summary report relating to the engagement of those trustees who are in the third or fourth year of their first, second, or third voting terms. The attached redacted agenda and minutes from the December 2016 BONC meeting reflect this review. (VII.5.004.BONC_Minutes_December_2016).

The Board of Trustees is charged with assessing the effectiveness of the Chancellor. The Chancellor sets annual institutional goals in collaboration with the Executive Committee of the board. The Executive Committee and the full board discuss these goals and expectations with the Chancellor at least annually, and the Chancellor communicates them to his leadership teams. The Board of Trustees chair, on behalf of the board, reviews the Chancellor's performance with him annually. In addition, the Chancellor prepares detailed dashboards that demonstrate his progress in achieving annual goals.

Assessment efforts in 2014 focused on Chancellor Syverud's use of the Bain report to launch the three-pronged Fast Forward Syracuse initiative and in 2015 on the progress of the academic strategic plan effort. During 2016, the Chancellor focused on ensuring his leadership team was complete, and in the first months of 2017 he has worked to align and set specific goals with the new Executive Team. For 2016-2017, the goals are grouped into four areas: change, fiscal sustainability, facilities, and advancement and external affairs. (VII.3.003. Chancellor's_Goals_2016-17; VII.2.002.Trustee_Retreat_2015_Agenda; VII.3.001.EC_executive_session_ agenda_04_14_16; VII.3.002.FB_executive_session_agenda_05_14_16).

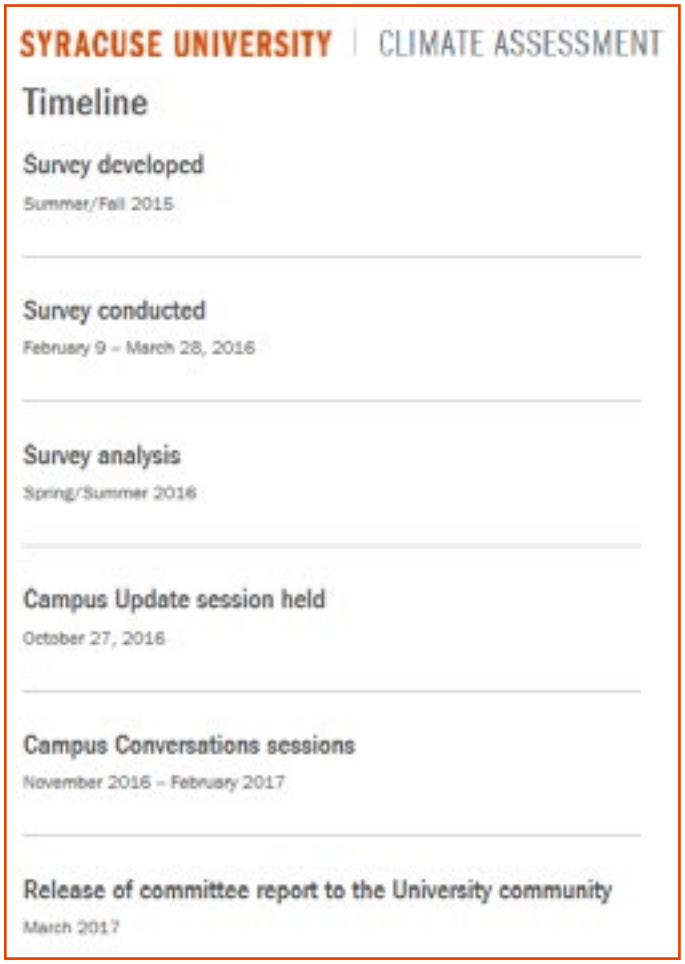
Assessment at the administrative level begins with the Chancellor sharing and discussing his goals with the Chancellor's Council (VII.5.001.Chancellor's_Council_Org_Chart) at an annual administrative retreat in August. He then meets with the council monthly to discuss their progress on these goals as they relate to their units, and

he meets again with them at a mid-year retreat in January co-led with the provost. He begins each meeting of his team with a review of the University mission, vision, and annual goals. Although deans directly report to the provost, the Chancellor also meets with deans individually about twice a semester to discuss their highest-level goals. The provost also has asked all of the deans to align their goals and strategic plans more directly with those of the University.

Annually in April, those who serve on the Chancellor's Executive Team and report to him directly update him on their activities of the previous year, linking those activities to their units' functions and strategic goals, and then set goals for the upcoming year (VII.5.002.Chancellor's_Memo_Annual_Activity_Report). The Chancellor meets with each of these individuals to discuss the information they provide to him, and these interactions help to inform institutional needs and priorities as well as serve as a basis for their performance evaluation.

17. **Page 71 - update graphic - original here:** http://survey.syr.edu/timeline/

In addition, the University conducts assessments that cut across units and responsibility portfolios. Such assessments allow the University to be responsive in addressing emerging issues of importance to the Syracuse University community and to higher education more broadly. For example, in the summer of 2015, in light of institution-wide strategic planning, nationwide debates about inclusivity on post-secondary campuses, and a recommendation from the Chancellor's Workgroup on Sexual Violence, Prevention, Education, and Advocacy, the University engaged an outside consultant to work with the Climate Assessment Planning Committee to design, conduct, and report findings from a campus-wide climate assessment (VII.5.003.Climate_Assessment_Site). More than 5,600 students, faculty, and staff completed the resulting survey during February and March of 2016. Several campus-wide update sessions were held in October 2016 focusing on the survey's executive summary. That was followed by a feedback period and series of public meetings to discuss the draft report before releasing the final report with recommendations in summer 2017. (VII.5.003. Climate_Assessment_Site, see timeline) Since the release of the initial report, recommendations have begun to be implemented, an example of closing the assessment loop.



18. **Page 76 - use higher quality logo image (used on page 7)**

Areas of Continuous Improvement and Recommendations

Criterion 7.4e discusses engagement with faculty and students concerning the University's activities and goals. The administration continues to strive to improve its engagement with students, faculty, and staff in regard to some of the more controversial situations and issues. The current senior administration learned early lessons about the importance of ongoing, proactive, clear communication and appropriately timed engagement with the University community, particularly regarding strategic changes aimed at improving the University. The importance of engagement and communication became very clear during the closure of the Advocacy Center in 2014, the establishment of the Provost Promotion and Tenure Advisory Committee in 2015, and the planned construction of the University Promenade (now the Einhorn Family Walk) in 2016.

The University recognizes the need to improve internal communication and engagement and will look to the new senior vice president of communications and marketing to provide strategic leadership in this area. Best practices also might be derived from the engagement approaches used in establishing the University Policy Committee, which involved formal consultation with the Senate, and in establishing a Free Speech Policy, which began with the Working Group on Free Speech and incorporated comments online and included engagement with the Senate. Increasing formal engagement with the Graduate Student Organization, Student Association (undergraduate), Student Bar Association (Law), and other bodies is also critical to ensure that students' input is being considered. Please see Recommendation 2 in Chapter 5 for further discussion of the University's communications structure.

Criterion 7.5 refers to periodic assessment of governance and leadership. Although a culture of assessment is developing on campus, the University must continue to make improvements. A systematic assessment process for functional units is now in place, and we are continuing to work toward all administrative units entering Phase Two of assessment, where they gather formal data and analyze it, and Phase Three of assessment, where interpretation and plans for improvement are developed, tracked, and shared based upon the assessment findings. Refinement of assessment goals and objectives should consistently be made based upon the University's refinement of strategic goals and the implementation plans.

In Chapter 5, Recommendation 1 addresses periodic assessment of governance leadership as indicated for Criterion 7.5. Recommendation 4 pertains to the engagement between the administration and the University community related to the alignment of mission and resources, as well as to matters related to transparency of communication.

Chapter 5. Conclusion: Recommendations for Improvement

The material presented throughout Chapter 4 documents Syracuse University's compliance with the Standards for Accreditation and Requirements for Affiliation. Chapter 4 highlights a number of strengths but also documents a range of areas for continuous improvement. In a subset of these improvement areas, cross-cutting findings from the self-study process have suggested that a concerted, campus-wide effort would provide the necessary momentum to ensure sustainable improvements. We offer the following formal recommendations for enactment by the University prior to the midpoint accreditation review in 2022.

Recommendation 1: Strengthen systematic institutionalized assessment as part of regular University operations.

While Syracuse University has formalized assessment processes for academic programs, functional units and co-curricular programs, the University's coordination and promotion of mechanisms to ensure quality has not fully matured. Recognizing the University's previous non-prescriptive approach to assessment, the establishment in 2014 of the Office of Institutional Effectiveness and Assessment was a necessary and important step toward establishing structure and feedback in the assessment process. The University has additional evolutionary steps ahead to ensure that academic centers, co-curricular areas, and functional units make continuous improvements to teaching, learning, curriculum, discovery, innovation, and operational effectiveness based on the findings (data) from regular, systematic evaluations of self-defined learning outcomes and operational effectiveness objectives.

To ensure sufficient influence over University-wide strategic planning, evaluation of co-curricular and functional units, as well as periodic assessment of the effectiveness of programs, policies, and procedures across the institution, Recommendation 1 proffers a suite of improvements to enhance outcomes assessment activities of faculty, staff, and administrators while reaffirming our University's commitment to academic freedom, diversity of learning experiences, breadth of academic programs, and dedication to inquiry in all of its forms:

A. Enhance the range of professional development opportunities—on and off campus—for faculty and staff to learn about, practice, and hone their skills and knowledge concerning assessment to make data-driven improvements to teaching, learning, research, and operations;

B. Increase the staffing of assessment professionals within the Office of Institutional Effectiveness and Assessment and to academic units to levels commensurate with best practices at peer institutions that have similar numbers of students, faculty, staff, and programs to assist faculty and staff with assessment activities;

C. Engagement with assessment and the use of data to improve teaching, curricula, research, and operations are valued activities at Syracuse; celebrate engagement with assessment activities, especially use of findings for improvement in teaching, learning and operations, using recognition, awards, incentives, and other measures as appropriate to encourage data-driven continuous improvements; ensure that assessment is a reported and rewarded activity in annual updates such as strategic plan updates, unit progress reports, tenure and promotion review, and curriculum vitae updates;

D. By means of dual reporting or another organizational mechanism, ensure that faculty and staff with assessment-related duties that are embedded in units (academic, co-curricular, or functional) are supported by, trained by, and accountable to the Office of Institutional Effectiveness and Assessment as well as their home unit;

E. Explicitly connect the performance evaluation of unit leaders (e.g., deans, directors) to documented effective engagement with University assessment processes;

F. Explicitly connect resource allocation for academic, co-curricular, and functional units to demonstrated use of assessment results for unit curricular and operational improvement and to professional development related to assessment and associated improvements;

G. Work to establish, through the appropriate University Senate procedures, a standing Senate committee related to assessment that is charged with providing guidance and advice to the Office of Institutional Effectiveness and Assessment and the units with which it works.

Recommendation 2: Promote a coherent experience for all Syracuse students to enable achievement of the University's integrative institutional learning outcomes.

Syracuse University prides itself on being student-centered. The self-study process affirmed our success in realizing this commitment, but also noted areas that could be further strengthened, such as our analysis and reporting of factors resulting in student grievances, campus climate of diversity and inclusion, and other opportunities to create a unified student experience. Most pressing may be the findings from the self-study process related to general education, which noted that challenges have arisen related to ensuring all students develop the desired essential competencies through the current diverse approaches in meeting the liberal education requirements of New York state and through the variations on the distributed model developed from the College of Arts and Sciences Liberal Arts Core. These findings from the self-study process also connect to the academic strategic plan.

Pillar One of the academic strategic plan, focusing on undergraduate excellence and the student experience, made the following commitment: "We will identify and develop a set of core competencies that transcend the renowned but often compartmentalized reputations of specific schools, colleges, and programs to give all students the critical skills that inform academic, personal, and professional success." Working Group 1 of the academic strategic plan Implementation Committee took this mandate and used it to develop a proposal for the "Syracuse 4+4," a set of four skills (abilities) and four approaches to reasoning undergirded by integrity and ethics. These proposed competencies would focus on undergraduate education but could be also be used for discussions regarding graduate education. Having shared competencies would provide a common language for students, faculty, and staff to articulate students' capabilities with respect to personal, civic, academic, and professional achievement.

Recommendation 2 commits to further improvement of the student experience at Syracuse by affirming initiatives outlined in the academic strategic plan:

A. Formally adopt, implement, and assess shared competencies as the University's integrative institutional learning outcomes for undergraduate programs to enhance intellectual engagement of all students. Developed by a cross-section of faculty, students, and staff as part of the academic strategic plan Implementation Committee work, the shared competencies will align with the outcomes required of Middle States affiliated institutions that are often achieved through a general education program and will integrate other Syracuse University-centric outcomes.

B. Work with the appropriate committees of the University Senate (e.g., the Committee on Instruction, Committee on Student Life, and the Committee on Curriculum) or a new University-wide selected committee (representing academic affairs and enrollment and the student experience) to guide and support the implementation and maintenance of a shared competency strategy by the end of 2018.

C. Engage the Senate Committee on Curricula to incorporate consideration of integrative institutional learning outcomes into the review process for new curriculum and curriculum revisions.

D. Support assessment efforts of shared competencies by the Office of Institutional Effectiveness and Assessment providing tools and templates and professional development opportunities to support University-level assessment that won't be burdensome to faculty or staff.

E. Task co-curricular and functional units with supporting shared competencies as appropriate to their respective missions.

F. Allocate resources to the academic, student experience, and functional units, such as the Office of Institutional Effectiveness and Assessment, IT Services, and Hendricks Chapel, to support high impact practices and initiatives to implement and assess shared competencies.

Recommendation 3: Enhance the student experience for all Syracuse students to enable achievement of the University's mission, vision, and academic strategic plan.

A major theme of the academic strategic plan is the student experience, which aims to provide all students with a world-class experience that prepares them for future success. Within that theme, three goals aim to ensure students have support structures that sustain an inclusive, accessible campus environment for diverse students, that meets the unique needs of graduate students and post-graduate associates, and that nourish the whole student's academic, social, and emotional well-being. The University has made progress in achieving these goals as outlined in this self-study report. Yet, additional progress is needed to fulfill the commitments of the academic strategic plan.

A. Address the inequities and navigational hazards that result from decentralized student support mechanisms by providing integrated coordination of student support; Areas to be coordinated include orientation, advising, counseling, career placement, and internal communications, among others; Efforts currently underway to address these challenges include creation of a new Division of Enrollment and the Student Experience, creation of a one-stop health and wellness service center for students, establishment of the Center for Learning and Student Success, and the successful recent recruitment of a senior vice president of communications and marketing; Continue and extend these integration efforts and assessment of related outcomes;

B. Formally integrate the University's academic assistance functions under one organizational structure to ensure that students can reach the right academic services (e.g., tutoring) at the right time based on their academic performance and aspirations;

C. Provide enhanced opportunities to support graduate students' career placement, research, and teaching with collaboration among Career Services, the Graduate School, and the Slutzker Center for International Services; Likewise, continue to create programs, such as the recently enacted child care subsidy for full-time graduate students, to support graduate student success;

D. Continue to enhance undergraduate career placement, internship and research opportunities, and support services such as the Slutzker Center for International Services;

E. Continue to support and implement Orange SUccess, Degree Works, Accommodate, and other technologies that aid with advising and student records.

Recommendation 4: Continue to strengthen the alignment of resources with the missions and strategic plans of the schools, colleges, and University as a whole.

To fulfill our mission of being a pre-eminent and inclusive student-focused research university, budgeting and resource allocation processes should always align with the University's mission and strategic plan as well as the missions and strategic plans of schools, colleges, and other units. In this context, the term "resources"

includes funding, staffing, facilities/space, and managerial attention. The shared governance of a complex research university like Syracuse requires close cooperation among the faculty, the staff, the leadership, and the board. Responsible parties in these groups should have access to information needed to manage effectively to University priorities. This alignment will allow us to ensure that the processes supporting University priorities are transparent, and that our major expenditures are appropriately aligned with our stated priorities. In particular, we recommend the following methods:

A. Document the link between the academic strategic plan and each sizeable new initiative using the methods like these to develop a repeatable process:
    i. Reference elements of the academic strategic plan and individual unit strategic plans starting with early-stage documentation of new initiatives;
    ii. Present a cost-benefit analysis with each sizeable new initiative, identifying estimated total costs, proposed source(s) of funds, and potential impact on other priorities;
    iii. Share early-stage initiative documentation (including cost analysis) with responsible parties among the faculty, Senate, leadership, and the board;
B. Create a mechanism within the Responsibility Center Management (RCM) budget system to encode strategic themes so that the administration can track and regularly report initiative expenditures and make informed adjustments as needed;
C. Reinvigorate the RCM committee as an advisory body that periodically recommends adjustments to the RCM system that promote the University's mission;
D. To ensure that each senior vice president has a consultative body within the University Senate, continue administrative engagement with the Senate to align the structure and operations of the Chancellor's executive team with committees of the University Senate;
E. Develop a document-sharing policy that supports the timely provision of key documentation to appropriate members of the University community;
F. Publicize and contextualize the annual audited financial report at an appropriate juncture during the academic year; Periodically provide to the University community a long-term overview of critical elements of the University's fiscal health, such as the status of the endowment, projected maintenance costs, and debt service;
G. Continue to align Development and Sponsored Programs offices with the academic strategic plan so that funding matches publicized academic and research priorities in addition to individual faculty scholarship, teaching, and unit specific needs;
H. Continue to leverage the relationship and shared resources of athletics, functional units, and co-curricular programs with the academic enterprise to exemplify the One University theme within the academic strategic plan.

Chapter 6. Documentation Roadmap

Note to reviewers: Syracuse University has produced an electronic repository of documents that will be made available to the commission and members of the visiting team. Document references in the material below follow the naming conventions described at the beginning of the self-study and used as citations throughout this document.



Documentation Roadmap

Documents, Processes, and Procedures

Evidence of Institutional Ability to Meet the Expectations of the Requirements of Affiliation and Standards for Accreditation of the Middle States Commission on Higher Education

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**Syracuse University Verification of Compliance.pdf**
2. The institution is operational, with students actively pursuing its degree programs.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**Syracuse University Verification of Compliance.pdf**

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
3. 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.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**Syracuse University Verification of Compliance.pdf**
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**R.4.001.MSCHEcommInEnglish**
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**Syracuse University Verification of Compliance.pdf**
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**Syracuse University Verification of Compliance.pdf**
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	**Standard I**	**STANDARD I DOCUMENTS:** Please refer to Chapter 4, Section 4.1 - Standard I Mission and Goals I.1.001.MSCHE_Standards_RoA I.1.002.Trajectory_to_Excellence I.1.003.Day_of_Conversation I.3.001_Fast Forward Syracuse _ FAQs

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	**Standards III, IV, V, VI**	**STANDARD III DOCUMENTS:** Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience III.1.001.Degree_Inventory III.1.002.Undergrad_Credit_Hours III.1.003.SCC_CourseProposalForm III.2.001.Grade_Statistics III.2.002.StudentRating_Manual III.2.003.BoT_Decision_Promotion_Tenure III.2.004.Office_Provost_Tenure_Promotion III.2.005.Tenure_Promotion_Checklist III.2.006.Faculty_Personnel_Policies _Procedures_iSchool III.2.007.Promotion_Tenure_Review_Procedures_Arts_Sciences III.2.008.Department_Profile_Data_A&S III.2.009.Faculty_Manual_Research_Admin_Leave III.2.010.HR_Professional_Development III.2.011.NonTenured_Faculty_Annual_Report III.2.012.Law_FAQ III.2.013.Leave_Policies III.3.001.Prog_Pubs_Rubric III.3.002.Newhouse_UG_Core_Checklist III.3.003.Check_Sheet_Sample_1 III.3.004.Course Catalog III.3.005.Check_Sheet_Sample_3 III.3.006.Newhouse_AdvisingToDo III.3.007.Graduation_Processing_Process_Documentation_Student_Select III.3.008.Graduation_Processing_Process_Documentation_Pop_Select III.3.009.Posting_Degrees_Process III.4.001.Provost_Org_Chart III.4.002.Libraries_Annual_Report III.4.003.Div_Student_Affairs_Annual_Report III.4.004.Advising_Architecture III.4.005.Advising_Arts_and_Sciences III.4.006.Advising_Engineering_and_Computer_Science III.4.007.Advising_Falk III.4.008.Advising_iSchool III.4.009.Advising_Newhouse III.4.010.Advising_School of Ed

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
8. continued	**Standards III, IV, V, VI**	III.4.011.Advising_University_College III.4.012.Advising_VPA III.4.013.Advising_Whitman III.4.014.Degree_Works_Example III.4.015.OrangeSUccess_Example III.4.016.Support_Programs_and_Offices III.5.001.NYSED_LiberalArts III.5.002.Senate_Committee_Curricula III.5.003.Liberal_Arts_Core_Course_Catalog III.5.004.Rubric_Liberal_Arts_Core_Review III.5.005.Newhouse_Mass_Communications_PhD_AAPlan III.5.006.Social_Work_Rubric III.5.007.Info_Mgmt_Tech_Rubric III.5.008.Public_Relations_Rubric III.5.009.Overview_of_Competencies III.6.001.2015_Annual Report Final_OSP III.6.002.Research_Centers III.6.003.Experts_Office_of_Research_Site III.6.004.Graduate_School_Policies_Requirements_Site III.6.005.Dissertations_and_Thesis III.6.006.NextGeneration_InCites_Report III.7.001.Course_Catalogue_Transfer_Credits III.7.002.Transfer_Student_Info_Arts_and_Sciences III.7.003.2U_2016_Form_10-K III.7.004_University_Senate_Curricula_Committee_Guidance_New_Courses_Course_Changes III.7.005.Sport_Management_Senior_Capstone III.8.001.SU_Accreditation_Schedule_06-2016 III.8.002.AACSB_Report_Whitman III.8.003.Systematic_Program_Review_AdviceIII.8.004.OIRA_Program_Review_201 STANDARD IV DOCUMENTS: Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience II.9.003.TruMann_Report IV.1.001.Tuition_Fees_Booklet2016-2017 IV.1.002.Admissions_Site IV.1.003.CLASS_Site IV.1.004.Advising_Arts_and_Sciences IV.1.005.Advising_Practitioners_Forum_SU IV.1.007.OrangeSUccess_Sample

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
8. continued	**Standards III, IV, V, VI**	IV.1.008.OrangeSUccess_Site IV.1.009.Degree_Works_Example IV.1.010.Career_Services_Site IV.1.011.Campus_Framework_Overview IV.1.012.Orientation_Site IV.1.013.Student_Assistance_Site IV.2.001.Admissions_Site IV.2.002.Community_Colleges_Partnerships IV.2.003.AP_IB_CLEP_Credit_Transfer IV.2.004.Prior_Learning_Assessment IV.3.001.SU_Policies IV.3.002.Course_Catalog IV.3.003.Policies_Contracts_External_Parties IV.3.004.Policies_ Information_Technology IV.4.001.Academic_Integrity_Policy IV.4.002.Law_Academic_Handbook_Class_of_2017 IV.4.003.Code_Ethical_Conduct IV.5.001.Third_Party_Survey_Data IV.6.001.Bain_Innovation_Opps_Slides IV.6.002.Hendricks_Chapel_Dean_Search_Committee IV.6.003.Final_Syracuse_HP_Review IV.6.004.SUA_Grad_Rates_Propensity_Score_Analysis IV.6.005.Grad_Rates_SSUI_Participation VII.5.003.Climate_Assessment_Site STANDARD V DOCUMENTS: Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment III.5.009.Overview_of_Competencies V.1.001.Maxwell_HIS_History_BA_AAPlan V.1.002.Maxwell_PAIA_InternationalRelations_MA_AAPlan V.1.003.College_University_Evaluation_NYS_Education V.1.004.USDepartment_Education_Accreditation_Details V.2.001.Assessment_Guide_Functional_Area V.2.002.Assessment_Guide_Academic_Degree_Program V.2.003.Assessment_Guide_Co-Curricular_Units V.2.004.Academic_APP_Curriculum_Map V.2.005.Academic_Programs_Rubric_AAP_Reviews V.2.006.Falk__HDFS_ChildandFamilyStudies_MA_AAPlan V.2.007.Newhouse_Mass_Communications_PhD_AAPlan V.2.008.SOE_RLA_LiteracyEducation_PhD_AAPlan

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
8. continued	**Standards III, IV, V, VI**	V.2.009.VPA_CRS_CRS_MA_AAPlan V.2.010.OIRA_Student Ratings V.2.011.Career_Services_Outcomes_Report V.2.012.AAP_Template_Funtional V.2.013.AAP_Template_Co-Curricular V.2.014.AAP_Template_Academic_Program V.2.015.Placement_iSchool V.2.016.Placement_iSchool_MS V.3.001.SLO_Survey V.3.002.SLO_Survey_OE_Results V.3.003.WGS_SLOs_2015-08-27 V.3.004.SLO_Survey_Explanation_UAAC_Meeting V.3.005.Academic_Programs_Annual Report_F2015_Change_Data V.3.006.SITETL V.3.007.Orange_Survey_Initial_Findings V.3.008.Decrease_in_GPA_Predicts_Next_Semester_Departure_Report V.3.009.Ungraduated_Seniors_Report V.3.010.Transfer_Courses_and_Later_Grades_Report V.4.001.Inline_Grading V.5.001.Suskie_Report VI.2.004.Institutional_Effectiveness_Assessment STANDARD VI DOCUMENTS: Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement VI.1.001.Fast_Forward_Syracuse _ Operational_Excellence VI.2.001.Fast_Forward_Syracuse VI.2.002.Assessment_Dashboard VI.2.003.Whitman_MAR_RetailManagement_BS_AAPlan VI.2.004.Institutional_Effectiveness_Assessment VI.2.005.Workgroup_Diversity_Inclusion_Final_Report VI.2.006.Diversity_Inclusion_Site VI.3.001.Undegraduate_Enrollment_Tracking VI.3.002.Faculty_SEarch_Approval_Process VI.3.003.Syracuse_University_RCM VI.3.004.Ten_Year_Forecast VI.4.001.Annual_Financial_Reports _ Comptroller VI.4.002.Office_Budget_and_Planning VI.4.003.Bargaining_Unit_Staff VI.4.004.Human_Resources_Site

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
8. continued	**Standards III, IV, V, VI**	VI.4.005.HR_Policies_Procedures VI.4.006.APPA_Leadership_Educational_Facilities VI.4.007.ITS_Home VI.4.008.ITS_TLC_Home VI.5.001.Chancellor_Executive_Team_Site VI.5.002.Chancellor's_Council_Site VI.5.003.Chancellor_University_Leadership_Site VI.5.004.BoT_Site VI.5.005.University_Senate_Homepage VI.6.001.CPDC_Site VI.8.001.AMAS _ Site VI.8.002.SU_Abroad_AAPlan VI.8.003.A&S_Honors_Program_AAPlan VI.8.004.Shaw_Center_AAPPlan VI.9.001.Innovation_and_Opportunities_Assessment_Report VI.9.002.Audit_Committee_Charter VI.9.003.Budget_Committee_Report2014

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
9. 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.	**Standards III, V**	**STANDARD III DOCUMENTS:** Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience III.1.001.Degree_Inventory III.1.002.Undergrad_Credit_Hours III.1.003.SCC_CourseProposalForm III.2.001.Grade_Statistics III.2.002.StudentRating_Manual III.2.003.BoT_Decision_Promotion_Tenure III.2.004.Office_Provost_Tenure_Promotion III.2.005.Tenure_Promotion_Checklist III.2.006.Faculty_Personnel_Policies _Procedures_iSchool III.2.007.Promotion_Tenure_Review_Procedures_Arts_Sciences III.2.008.Department_Profile_Data_A&S III.2.009.Faculty_Manual_Research_Admin_Leave III.2.010.HR_Professional_Development III.2.011.NonTenured_Faculty_Annual_Report III.2.012.Law_FAQ III.2.013.Leave_Policies III.3.001.Prog_Pubs_Rubric III.3.002.Newhouse_UG_Core_Checklist III.3.003.Check_Sheet_Sample_1 III.3.004.Course Catalog III.3.005.Check_Sheet_Sample_3 III.3.006.Newhouse_AdvisingToDo III.3.007.Graduation_Processing_Process_Documentation_Student_Select III.3.008.Graduation_Processing_Process_Documentation_Pop_Select III.3.009.Posting_Degrees_Process III.4.001.Provost_Org_Chart III.4.002.Libraries_Annual_Report III.4.003.Div_Student_Affairs_Annual_Report III.4.004.Advising_Architecture III.4.005.Advising_Arts_and_Sciences III.4.006.Advising_Engineering_and_Computer_Science III.4.007.Advising_Falk III.4.008.Advising_iSchool III.4.009.Advising_Newhouse III.4.010.Advising_School of Ed

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
9. continued	**Standards III, V**	III.4.011.Advising_University_College III.4.012.Advising_VPA III.4.013.Advising_Whitman III.4.014.Degree_Works_Example III.4.015.OrangeSUccess_Example III.4.016.Support_Programs_and_Offices III.5.001.NYSED_LiberalArts III.5.002.Senate_Committee_Curricula III.5.003.Liberal_Arts_Core_Course_Catalog III.5.004.Rubric_Liberal_Arts_Core_Review III.5.005.Newhouse_Mass_Communications_PhD_AAPlan III.5.006.Social_Work_Rubric III.5.007.Info_Mgmt_Tech_Rubric III.5.008.Public_Relations_Rubric III.5.009.Overview_of_Competencies III.6.001.2015_Annual Report Final_OSP III.6.002.Research_Centers III.6.003.Experts_Office_of_Research_Site III.6.004.Graduate_School_Policies_Requirements_Site III.6.005.Dissertations_and_Thesis III.6.006.NextGeneration_InCites_Report III.7.001.Course_Catalogue_Transfer_Credits III.7.002.Transfer_Student_Info_Arts_and_Sciences III.7.003.2U_2016_Form_10-K III.7.004_University_Senate_Curricula_Committee_Guidance_New_Courses_Course_Changes III.7.005.Sport_Management_Senior_Capstone III.8.001.SU_Accreditation_Schedule_06-2016 III.8.002.AACSB_Report_Whitman III.8.003.Systematic_Program_Review_Advice III.8.004.OIRA_Program_Review_2017 III.5.009.Overview_of_Competencies **STANDARD V DOCUMENTS:** Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment V.1.001.Maxwell_HIS_History_BA_AAPlan V.1.002.Maxwell_PAIA_InternationalRelations_MA_AAPlan V.1.003.College_University_Evaluation_NYS_Education V.1.004.USDepartment_Education_Accreditation_Details V.2.001.Assessment_Guide_Functional_Area

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
9. continued	**Standards III, V**	V.2.002.Assessment_Guide_Academic_Degree_Program V.2.003.Assessment_Guide_Co-Curricular_Units V.2.004.Academic_APP_Curriculum_Map V.2.005.Academic_Programs_Rubric_AAP_Reviews V.2.006.Falk__HDFS_ChildandFamilyStudies_MA_AAPlan V.2.007.Newhouse_Mass_Communications_PhD_AAPlan V.2.008.SOE_RLA_LiteracyEducation_PhD_AAPlan V.2.009.VPA_CRS_CRS_MA_AAPlan V.2.010.OIRA_Student Ratings V.2.011.Career_Services_Outcomes_Report V.2.012.AAP_Template_Funtional V.2.013.AAP_Template_Co-Curricular V.2.014.AAP_Template_Academic_Program V.2.015.Placement_iSchool V.2.016.Placement_iSchool_MS V.3.001.SLO_Survey V.3.002.SLO_Survey_OE_Results V.3.003.WGS_SLOs_2015-08-27 V.3.004.SLO_Survey_Explanation_UAAC_Meeting V.3.005.Academic_Programs_Annual Report_F2015_Change_Data V.3.006.SITETL V.3.007.Orange_Survey_Initial_Findings V.3.008.Decrease_in_GPA_Predicts_Next_Semester_Departure_Report V.3.009.Ungraduated_Seniors_Report V.3.010.Transfer_Courses_and_Later_Grades_Report V.4.001.Inline_Grading V.5.001.Suskie_Report VI.2.004.Institutional_Effectiveness_Assessment

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
10. 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.	**Standards I, III, IV, V, VI**	**STANDARD I DOCUMENTS:** Please refer to Chapter 4, Section 4.1 - Standard I Mission and Goals I.1.001.MSCHE_Standards_RoA I.1.002.Trajectory_to_Excellence I.1.003.Day_of_Conversation I.3.001_Fast Forward Syracuse _ FAQs **STANDARD III DOCUMENTS:** Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience III.1.001.Degree_Inventory III.1.002.Undergrad_Credit_Hours III.1.003.SCC_CourseProposalForm III.2.001.Grade_Statistics III.2.002.StudentRating_Manual III.2.003.BoT_Decision_Promotion_Tenure III.2.004.Office_Provost_Tenure_Promotion III.2.005.Tenure_Promotion_Checklist III.2.006.Faculty_Personnel_Policies _Procedures_iSchool III.2.007.Promotion_Tenure_Review_Procedures_Arts_Sciences III.2.008.Department_Profile_Data_A&S III.2.009.Faculty_Manual_Research_Admin_Leave III.2.010.HR_Professional_Development III.2.011.NonTenured_Faculty_Annual_Report III.2.012.Law_FAQ III.2.013.Leave_Policies III.3.001.Prog_Pubs_Rubric III.3.002.Newhouse_UG_Core_Checklist III.3.003.Check_Sheet_Sample_1 III.3.004.Course Catalog III.3.005.Check_Sheet_Sample_3 III.3.006.Newhouse_AdvisingToDo III.3.007.Graduation_Processing_Process_Documentation_Student_Select III.3.008.Graduation_Processing_Process_Documentation_Pop_Select III.3.009.Posting_Degrees_Process III.4.001.Provost_Org_Chart

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
10. continued	**Standards I, III, IV, V, VI**	III.4.002.Libraries_Annual_Report III.4.003.Div_Student_Affairs_Annual_Report III.4.004.Advising_Architecture III.4.005.Advising_Arts_and_Sciences III.4.006.Advising_Engineering_and_Computer_Science III.4.007.Advising_Falk III.4.008.Advising_iSchool III.4.009.Advising_Newhouse III.4.010.Advising_School of Ed III.4.011.Advising_University_College III.4.012.Advising_VPA III.4.013.Advising_Whitman III.4.014.Degree_Works_Example III.4.015.OrangeSUccess_Example III.4.016.Support_Programs_and_Offices III.5.001.NYSED_LiberalArts III.5.002.Senate_Committee_Curricula III.5.003.Liberal_Arts_Core_Course_Catalog III.5.004.Rubric_Liberal_Arts_Core_Review III.5.005.Newhouse_Mass_Communications_PhD_AAPlan III.5.006.Social_Work_Rubric III.5.007.Info_Mgmt_Tech_Rubric III.5.008.Public_Relations_Rubric III.5.009.Overview_of_Competencies III.6.001.2015_Annual Report Final_OSP III.6.002.Research_Centers III.6.003.Experts_Office_of_Research_Site III.6.004.Graduate_School_Policies_Requirements_Site III.6.005.Dissertations_and_Thesis III.6.006.NextGeneration_InCites_Report III.7.001.Course_Catalogue_Transfer_Credits III.7.002.Transfer_Student_Info_Arts_and_Sciences III.7.003.2U_2016_Form_10-K III.7.004_University_Senate_Curricula_Committee_Guidance_New_Courses_Course_Changes III.7.005.Sport_Management_Senior_Capstone III.8.001.SU_Accreditation_Schedule_06-2016 III.8.002.AACSB_Report_Whitman III.8.003.Systematic_Program_Review_Advice III.8.004.OIRA_Program_Review_2017

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
10. continued	**Standards I, III, IV, V, VI**	**STANDARD IV DOCUMENTS:** Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience II.9.003.TruMann_Report IV.1.001.Tuition_Fees_Booklet2016-2017 IV.1.002.Admissions_Site IV.1.003.CLASS_Site IV.1.004.Advising_Arts_and_Sciences IV.1.005.Advising_Practitioners_Forum_SU IV.1.007.OrangeSUccess_Sample IV.1.008.OrangeSUccess_Site IV.1.009.Degree_Works_Example IV.1.010.Career_Services_Site IV.1.011.Campus_Framework_Overview IV.1.012.Orientation_Site IV.1.013.Student_Assistance_Site IV.2.001.Admissions_Site IV.2.002.Community_Colleges_Partnerships IV.2.003.AP_IB_CLEP_Credit_Transfer IV.2.004.Prior_Learning_Assessment IV.3.001.SU_Policies IV.3.002.Course_Catalog IV.3.003.Policies_Contracts_External_Parties IV.3.004.Policies_ Information_Technology IV.4.001.Academic_Integrity_Policy IV.4.002.Law_Academic_Handbook_Class_of_2017 IV.4.003.Code_Ethical_Conduct IV.5.001.Third_Party_Survey_Data IV.6.001.Bain_Innovation_Opps_Slides IV.6.002.Hendricks_Chapel_Dean_Search_Committee IV.6.003.Final_Syracuse_HP_Review IV.6.004.SUA_Grad_Rates_Propensity_Score_Analysis IV.6.005.Grad_Rates_SSUI_Participation VII.5.003.Climate_Assessment_Site **STANDARD V DOCUMENTS:** Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment III.5.009.Overview_of_Competencies V.1.001.Maxwell_HIS_History_BA_AAPlan V.1.002.Maxwell_PAIA_InternationalRelations_MA_AAPlan

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
10. continued	**Standards I, III, IV, V, VI**	V.1.003.College_University_Evaluation_NYS_Education V.1.004.USDepartment_Education_Accreditation_Details V.2.001.Assessment_Guide_Functional_Area V.2.002.Assessment_Guide_Academic_Degree_Program V.2.003.Assessment_Guide_Co-Curricular_Units V.2.004.Academic_APP_Curriculum_Map V.2.005.Academic_Programs_Rubric_AAP_Reviews V.2.006.Falk__HDFS_ChildandFamilyStudies_MA_AAPlan V.2.007.Newhouse_Mass_Communications_PhD_AAPlan V.2.008.SOE_RLA_LiteracyEducation_PhD_AAPlan V.2.009.VPA_CRS_CRS_MA_AAPlan V.2.010.OIRA_Student Ratings V.2.011.Career_Services_Outcomes_Report V.2.012.AAP_Template_Funtional V.2.013.AAP_Template_Co-Curricular V.2.014.AAP_Template_Academic_Program V.2.015.Placement_iSchool V.2.016.Placement_iSchool_MS V.3.001.SLO_Survey V.3.002.SLO_Survey_OE_Results V.3.003.WGS_SLOs_2015-08-27 V.3.004.SLO_Survey_Explanation_UAAC_Meeting V.3.005.Academic_Programs_Annual Report_F2015_Change_Data V.3.006.SITETL V.3.007.Orange_Survey_Initial_Findings V.3.008.Decrease_in_GPA_Predicts_Next_Semester_Departure_Report V.3.009.Ungraduated_Seniors_Report V.3.010.Transfer_Courses_and_Later_Grades_Report V.4.001.Inline_Grading V.5.001.Suskie_Report VI.2.004.Institutional_Effectiveness_Assessment **STANDARD VI DOCUMENTS:** Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement VI.1.001.Fast_Forward_Syracuse _ Operational_Excellence VI.2.001.Fast_Forward_Syracuse VI.2.002.Assessment_Dashboard VI.2.003.Whitman_MAR_RetailManagement_BS_AAPlan VI.2.004.Institutional_Effectiveness_Assessment

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
10. continued	**Standards I, III, IV, V, VI**	VI.2.005.Workgroup_Diversity_Inclusion_Final_Report VI.2.006.Diversity_Inclusion_Site VI.3.001.Undegraduate_Enrollment_Tracking VI.3.002.Faculty_SEarch_Approval_Process VI.3.003.Syracuse_University_RCM VI.3.004.Ten_Year_Forecast VI.4.001.Annual_Financial_Reports _ Comptroller VI.4.002.Office_Budget_and_Planning VI.4.003.Bargaining_Unit_Staff VI.4.004.Human_Resources_Site VI.4.005.HR_Policies_Procedures VI.4.006.APPA_Leadership_Educational_Facilities VI.4.007.ITS_Home VI.4.008.ITS_TLC_Home VI.5.001.Chancellor_Executive_Team_Site VI.5.002.Chancellor's_Council_Site VI.5.003.Chancellor_University_Leadership_Site VI.5.004.BoT_Site VI.5.005.University_Senate_Homepage VI.6.001.CPDC_Site VI.8.001.AMAS _ Site VI.8.002.SU_Abroad_AAPlan VI.8.003.A&S_Honors_Program_AAPlan VI.8.004.Shaw_Center_AAPPlan VI.9.001.Innovation_and_Opportunities_Assessment_Report VI.9.002.Audit_Committee_Charter VI.9.003.Budget_Committee_Report2014

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
11. 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.	**Standard VI**	**STANDARD VI DOCUMENTS:** Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement VI.1.001.Fast_Forward_Syracuse _ Operational_Excellence VI.2.001.Fast_Forward_Syracuse VI.2.002.Assessment_Dashboard VI.2.003.Whitman_MAR_RetailManagement_BS_AAPlan VI.2.004.Institutional_Effectiveness_Assessment VI.2.005.Workgroup_Diversity_Inclusion_Final_Report VI.2.006.Diversity_Inclusion_Site VI.3.001.Undegraduate_Enrollment_Tracking VI.3.002.Faculty_SEarch_Approval_Process VI.3.003.Syracuse_University_RCM VI.3.004.Ten_Year_Forecast VI.4.001.Annual_Financial_Reports _ Comptroller VI.4.002.Office_Budget_and_Planning VI.4.003.Bargaining_Unit_Staff VI.4.004.Human_Resources_Site VI.4.005.HR_Policies_Procedures VI.4.006.APPA_Leadership_Educational_Facilities VI.4.007.ITS_Home VI.4.008.ITS_TLC_Home VI.5.001.Chancellor_Executive_Team_Site VI.5.002.Chancellor's_Council_Site VI.5.003.Chancellor_University_Leadership_Site VI.5.004.BoT_Site VI.5.005.University_Senate_Homepage VI.6.001.CPDC_Site VI.8.001.AMAS _ Site VI.8.002.SU_Abroad_AAPlan VI.8.003.A&S_Honors_Program_AAPlan VI.8.004.Shaw_Center_AAPPlan VI.9.001.Innovation_and_Opportunities_Assessment_Report VI.9.002.Audit_Committee_Charter VI.9.003.Budget_Committee_Report2014

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
12. 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.	**Standard VII**	**STANDARD VII DOCUMENTS** Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration VI.5.005.University_Senate_Homepage VII.1.001.Syracuse_University_Charter VII.1.002.GSO_Constitution VII.1.003.Student_Association_Bylaws VII.1.004.Student_Association_Constitution VII.1.005.Chancellor's_Task_Force_Sexual_and_Relationship_Violence VII.1.006.Chancellor's_Diversity_Inclusion_Workgroup_Announcement VII.2.001.BoT_Bylaws VII.2.002.Trustee_Retreat_2015_Agenda VII.2.003.Trustee_Conduct_Policy VII.2.004.Conflict_of_Interest_Questionnaire VII.2.005.BoT_Conflicts_of_Interest_Policy VII.2.006.New_Trustee_FAQ VII.2.007.FB_main_session_agenda_05_14_16 VII.2.008.FB_minutes_05_14_16 VII.3.001.EC_executive_session_agenda_04_14_16 VII.3.002.FB_executive_session_agenda_05_14_16 VII.3.003.Chancellor's_Goals_2016-17 VII.3.004.FB_Minutes_09_11_13_Chancellor_Election VII.3.005.Chancellor_Syverud_Bio VII.4.001.Chancellor_Executive_Team_Site VII.4.002.Executive_Organizational_Chart VII.4.003.Chancellor_University_Leadership_Home VII.4.004.EC_agenda_03_10_16 VII.4.005.IEC_agenda_03_10_16 VII.4.006.Senate_Minutes_101216 VII.4.007.Colonial_Peers_Org VII.5.001.Chancellor's_Council_Org_Chart VII.5.002.Chancellor's_Memo_Annual_Activity_Report VII.5.003.Climate_Assessment_Site VII.5.004.BONC_Minutes_December_2016 VII.5.005.Annual_Activities

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/ system or other chief executive officer shall not serve as the chair of the governing body.	**Standard VII**	**STANDARD VII DOCUMENTS:** Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration VI.5.005.University_Senate_Homepage VII.1.001.Syracuse_University_Charter VII.1.002.GSO_Constitution VII.1.003.Student_Association_Bylaws VII.1.004.Student_Association_Constitution VII.1.005.Chancellor's_Task_Force_Sexual_and_ Relationship_Violence VII.1.006.Chancellor's_Diversity_Inclusion_Workgroup_ Announcement VII.2.001.BoT_Bylaws VII.2.002.Trustee_Retreat_2015_Agenda VII.2.003.Trustee_Conduct_Policy VII.2.004.Conflict_of_Interest_Questionnaire VII.2.005.BoT_Conflicts_of_Interest_Policy VII.2.006.New_Trustee_FAQ VII.2.007.FB_main_session_agenda_05_14_16 VII.2.008.FB_minutes_05_14_16 VII.3.001.EC_executive_session_agenda_04_14_16 VII.3.002.FB_executive_session_agenda_05_14_16 VII.3.003.Chancellor's_Goals_2016-17 VII.3.004.FB_Minutes_09_11_13_Chancellor_Election VII.3.005.Chancellor_Syverud_Bio VII.4.001.Chancellor_Executive_Team_Site VII.4.002.Executive_Organizational_Chart VII.4.003.Chancellor_University_Leadership_Home VII.4.004.EC_agenda_03_10_16 VII.4.005.IEC_agenda_03_10_16 VII.4.006.Senate_Minutes_101216 VII.4.007.Colonial_Peers_Org VII.5.001.Chancellor's_Council_Org_Chart VII.5.002.Chancellor's_Memo_Annual_Activity_Report VII.5.003.Climate_Assessment_Site VII.5.004.BONC_Minutes_December_2016 VII.5.005.Annual_Activities

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
14. 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.	INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION'S COMPLIANCE PROCESS	**Syracuse University Verification of Compliance.pdf**

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
15. 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.	**Standard III**	**STANDARD III DOCUMENTS:** Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience III.1.001.Degree_Inventory III.1.002.Undergrad_Credit_Hours III.1.003.SCC_CourseProposalForm III.2.001.Grade_Statistics III.2.002.StudentRating_Manual III.2.003.BoT_Decision_Promotion_Tenure III.2.004.Office_Provost_Tenure_Promotion III.2.005.Tenure_Promotion_Checklist III.2.006.Faculty_Personnel_Policies _Procedures_iSchool III.2.007.Promotion_Tenure_Review_Procedures_Arts_Sciences III.2.008.Department_Profile_Data_A&S III.2.009.Faculty_Manual_Research_Admin_Leave III.2.010.HR_Professional_Development III.2.011.NonTenured_Faculty_Annual_Report III.2.012.Law_FAQ III.2.013.Leave_Policies III.3.001.Prog_Pubs_Rubric III.3.002.Newhouse_UG_Core_Checklist III.3.003.Check_Sheet_Sample_1 III.3.004.Course Catalog III.3.005.Check_Sheet_Sample_3 III.3.006.Newhouse_AdvisingToDo III.3.007.Graduation_Processing_Process_Documentation_Student_Select III.3.008.Graduation_Processing_Process_Documentation_Pop_Select III.3.009.Posting_Degrees_Process III.4.001.Provost_Org_Chart III.4.002.Libraries_Annual_Report III.4.003.Div_Student_Affairs_Annual_Report III.4.004.Advising_Architecture III.4.005.Advising_Arts_and_Sciences III.4.006.Advising_Engineering_and_Computer_Science III.4.007.Advising_Falk III.4.008.Advising_iSchool III.4.009.Advising_Newhouse III.4.010.Advising_School of Ed

Requirement of Affiliation	Compliance Process /Aligned with which Standard?	Documents, Processes, and Procedures
15. continued	**Standard III**	III.4.011.Advising_University_College III.4.012.Advising_VPA III.4.013.Advising_Whitman III.4.014.Degree_Works_Example III.4.015.OrangeSUccess_Example III.4.016.Support_Programs_and_Offices III.5.001.NYSED_LiberalArts III.5.002.Senate_Committee_Curricula III.5.003.Liberal_Arts_Core_Course_Catalog III.5.004.Rubric_Liberal_Arts_Core_Review III.5.005.Newhouse_Mass_Communications_PhD_AAPlan III.5.006.Social_Work_Rubric III.5.007.Info_Mgmt_Tech_Rubric III.5.008.Public_Relations_Rubric III.5.009.Overview_of_Competencies III.6.001.2015_Annual Report Final_OSP III.6.002.Research_Centers III.6.003.Experts_Office_of_Research_Site III.6.004.Graduate_School_Policies_Requirements_Site III.6.005.Dissertations_and_Thesis III.6.006.NextGeneration_InCites_Report III.7.001.Course_Catalogue_Transfer_Credits III.7.002.Transfer_Student_Info_Arts_and_Sciences III.7.003.2U_2016_Form_10-K III.7.004_University_Senate_Curricula_Committee_Guidance_New_Courses_Course_Changes III.7.005.Sport_Management_Senior_Capstone III.8.001.SU_Accreditation_Schedule_06-2016 III.8.002.AACSB_Report_Whitman III.8.003.Systematic_Program_Review_Advice III.8.004.OIRA_Program_Review_2017 III.5.009.Overview_of_Competencies

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.

Assemble the following, as appropriate.

- **Statements regarding institutional mission and goals**
- **Processes and procedures relevant to mission and goals**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard I Criteria	Documents, Processes, and Procedures
1. Clearly defined mission and goals that: b. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; c. address external as well as internal contexts and constituencies; d. are approved and supported by the governing body; e. 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; f. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; g. are publicized and widely known by the institution's internal stakeholders; h. are periodically evaluated.	Please refer to Chapter 4, Section 4.1 - Standard I Mission and Goals Evidence: • I.1.001.MSCHE_Standards_RoA • I.1.002.Trajectory_to_Excellence • I.1.003.Day_of_Conversation • I.3.001_Fast Forward Syracuse _ FAQs

2. Institutional goals are realistic, appropriate to higher education and consistent with mission.	Please refer to Chapter 4, Section 4.1 - Standard I Mission and Goals Evidence: • I.1.001.MSCHE_Standards_RoA • I.1.002.Trajectory_to_Excellence • I.1.003.Day_of_Conversation • I.3.001_Fast Forward Syracuse _ FAQs
3. 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.	Please refer to Chapter 4, Section 4.1 - Standard I Mission and Goals Evidence: • I.1.001.MSCHE_Standards_RoA • I.1.002.Trajectory_to_Excellence • I.1.003.Day_of_Conversation • I.3.001_Fast Forward Syracuse _ FAQs
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	Please refer to Chapter 4, Section 4.1 - Standard I Mission and Goals Evidence: • I.1.001.MSCHE_Standards_RoA • I.1.002.Trajectory_to_Excellence • I.1.003.Day_of_Conversation • I.3.001_Fast Forward Syracuse _ FAQs

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.

Assemble the following, as appropriate.

- **Recruitment and marketing materials (printed and electronic)**
- **Public disclosure information required by the Commission and government entities (printed and electronic)**
- **Institutional by-laws, guidelines, and policies.**
- **Handbooks (student, faculty, employee, etc.)**
- **Processes and procedures relevant to ethics and integrity**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	**Documents, Processes, and Procedures**
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.1.001.Faculty_Manual
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.2.001.Div_of_Student_Affairs_2014-2015_Annual_Report • II.2.002.Equal_Opp_Inclusion • II.2.003.Chancellor's_Working_Group_Diversity_Inclusion_News • II.2.004.Chancellor's_Working_Group_Diversity_Inclusion_Status
3. 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.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.3.001.Student_Grievance_Processes • II.3.002.Staff_Complaint_Policy • II.3.003.HR_Functional_AAP_Phase 1 • II.3.004.University_Senate_AAP

4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.4.001.COI_Policy • II.4.002.COI_Survey • II.4.003.COI_Online_Reporting_System_Instructions
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.5.001.HR_Policies_and_Procedures • II.5.002.STOP_Bias • II.5.003.Climate_Survey
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.6.001.Marketing_Communications_Policy • II.6.002.Acceptable_Use_Policy
7. As appropriate to mission, services or programs in place: a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.7.001.Tuition_Fees_Booklet • II.7.002.Net_Price_Calculator • II.7.003.Financial_Aid_Office • II.7.004.Forbes'_Best_Value_2016 • II.7.005.Financial_Literacy • II.7.006.Conversation_Toolkit • II.7.007.Financial_Report_2016

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: i. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; j. The institution's compliance with the Commission's Requirements of Affiliation; k. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; l. The institution's compliance with the Commission's policies.	Please refer to Chapter 1, Executive Summary and Certification Statement
8. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	Please refer to Chapter 4, Section 4.2 - Standard II: Ethics and Integrity Evidence: • II.9.001.Office_Institutional_Effectiveness • II.9.002.Diversity_Inclusion_Status • II.9.003.TruMann_Report • II.9.004.Hendricks_Report

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.

Assemble the following, as appropriate:

- **Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.**
- **Program development and approval procedures.**
- **Faculty review procedures**
- **Processes and procedures relevant to the design and delivery of the student learning experience**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	Documents, Processes, and Procedures
1. 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.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.1.001.Degree_Inventory • III.1.002.Undergrad_Credit_Hours • III.1.003.SCC_CourseProposalForm

2. 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.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.2.001.Grade_Statistics • III.2.002.StudentRating_Manual • III.2.003.BoT_Decision_Promotion_Tenure • III.2.004.Office_Provost_Tenure_Promotion • III.2.005.Tenure_Promotion_Checklist • III.2.006.Faculty_Personnel_Policies _ Procedures_iSchool • III.2.007.Promotion_Tenure_Review_ Procedures_Arts_Sciences • III.2.008.Department_Profile_Data_A&S • III.2.009.Faculty_Manual_Research_Admin_ Leave • III.2.010.HR_Professional_Development • III.2.011.NonTenured_Faculty_Annual_Report • III.2.012.Law_FAQ • III.2.013.Leave_Policies

3. 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.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.3.001.Prog_Pubs_Rubric • III.3.002.Newhouse_UG_Core_Checklist • III.3.003.Check_Sheet_Sample_1 • III.3.004.Course Catalog • III.3.005.Check_Sheet_Sample_3 • III.3.006.Newhouse_AdvisingToDo • III.3.007.Graduation_Processing_Process_Documentation_Student_Select • III.3.008.Graduation_Processing_Process_Documentation_Pop_Select • III.3.009.Posting_Degrees_Process
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.4.001.Provost_Org_Chart • III.4.002.Libraries_Annual_Report • III.4.003.Div_Student_Affairs_Annual_Report • III.4.004.Advising_Architecture • III.4.005.Advising_Arts_and_Sciences • III.4.006.Advising_Engineering_and_Computer_Science • III.4.007.Advising_Falk • III.4.008.Advising_iSchool • III.4.009.Advising_Newhouse • III.4.010.Advising_School of Ed • III.4.011.Advising_University_College • III.4.012.Advising_VPA • III.4.013.Advising_Whitman • III.4.014.Degree_Works_Example • III.4.015.OrangeSUccess_Example • III.4.016.Support_Programs_and_Offices

5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that: f. 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; g. 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; h. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.5.001.NYSED_LiberalArts • III.5.002.Senate_Committee_Curricula • III.5.003.Liberal_Arts_Core_Course_Catalog • III.5.004.Rubric_Liberal_Arts_Core_Review • III.5.005.Newhouse_Mass_Communications_PhD_AAPlan • III.5.006.Social_Work_Rubric • III.5.007.Info_Mgmt_Tech_Rubric • III.5.008.Public_Relations_Rubric • III.5.009.Overview_of_Competencies
6. 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.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.6.001.2015_Annual Report Final_OSP • III.6.002.Research_Centers • III.6.003.Experts_Office_of_Research_Site • III.6.004.Graduate_School_Policies_Requirements_Site • III.6.005.Dissertations_and_Thesis • III.6.006.NextGeneration_InCites_Report

7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.7.001.Course_Catalogue_Transfer_Credits • III.7.002.Transfer_Student_Info_Arts_and_Sciences • III.7.003.2U_2016_Form_10-K • III.7.004_University_Senate_Curricula_Committee_Guidance_New_Courses_Course_Changes • III.7.005.Sport_Management_Senior_Capstone
8. Periodic assessment of the programs providing student learning opportunities.	Please refer to Chapter 4, Section 4.3 - Standard III: Design and Delivery of the Student Learning Experience Evidence: • III.8.001.SU_Accreditation_Schedule_06-2016 • III.8.002.AACSB_Report_Whitman • III.8.003.Systematic_Program_Review_Advice • III.8.004.OIRA_Program_Review_2017

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.

Assemble the following, as appropriate:

- **Reports from student support offices**
- **Student handbooks**
- **Analysis of enrollment management plan (admission, retention, and completion).**
- **Processes and procedures relevant to support of the student experience.**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution

does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard IV Criteria	Documents, Processes, and Procedures
1. 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.	Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience Evidence: • II.9.003.TruMann_Report • IV.1.001.Tuition_Fees_Booklet2016-2017 • IV.1.002.Admissions_Site • IV.1.003.CLASS_Site • IV.1.004.Advising_Arts_and_Sciences • IV.1.005.Advising_Practitioners_Forum_SU • IV.1.007.OrangeSUccess_Sample • IV.1.008.OrangeSUccess_Site • IV.1.009.Degree_Works_Example • IV.1.010.Career_Services_Site • IV.1.011.Campus_Framework_Overview • IV.1.012.Orientation_Site • IV.1.013.Student_Assistance_Site
2. 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.	Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience Evidence: • IV.2.001.Admissions_Site • IV.2.002.Community_Colleges_Partnerships • IV.2.003.AP_IB_CLEP_Credit_Transfer • IV.2.004.Prior_Learning_Assessment

3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience Evidence: • IV.3.001.SU_Policies • IV.3.002.Course_Catalog • IV.3.003.Policies_Contracts_External_Parties • IV.3.004.Policies_ Information_Technology
4. 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.	Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience Evidence: • IV.4.001.Academic_Integrity_Policy • IV.4.002.Law_Academic_Handbook_Class_of_2017 • IV.4.003.Code_Ethical_Conduct
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience Evidence: • IV.5.001.Third_Party_Survey_Data
6. Periodic assessment of the effectiveness of programs supporting the student experience.	Please refer to Chapter 4, Section 4.4 - Standard IV: Support of the Student Experience Evidence: • IV.6.001.Bain_Innovation_Opps_Slides • IV.6.002.Hendricks_Chapel_Dean_Search_Committee • IV.6.003.Final_Syracuse_HP_Review • VII.5.003.Climate_Assessment_Site

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.

Assemble the following, as appropriate:

- **Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results**
- **Processes and procedures relevant to educational effectiveness assessment**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard V Criteria	Documents, Processes, and Procedures
1. 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.	Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment Evidence: • III.5.009.Overview_of_Competencies • V.1.001.Maxwell_HIS_History_BA_AAPlan • V.1.002.Maxwell_PAIA_InternationalRelations_MA_AAPlan • V.1.003.College_University_Evaluation_NYS_Education • V.1.004.USDepartment_Education_Accreditation_Details

2. 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; and, c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.	Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment Evidence: • V.2.001.Assessment_Guide_Functional_Area • V.2.002.Assessment_Guide_Academic_Degree_Program • V.2.003.Assessment_Guide_Co-Curricular_Units • V.2.004.Academic_APP_Curriculum_Map • V.2.005.Academic_Programs_Rubric_AAP_Reviews • V.2.006.Falk__HDFS_ChildandFamilyStudies_MA_AAPlan • V.2.007.Newhouse_Mass_Communications_PhD_AAPlan • V.2.008.SOE_RLA_LiteracyEducation_PhD_AAPlan • V.2.009.VPA_CRS_CRS_MA_AAPlan • V.2.010.OIRA_Student Ratings • V.2.011.Career_Services_Outcomes_Report • V.2.012.AAP_Template_Funtional • V.2.013.AAP_Template_Co-Curricular • V.2.014.AAP_Template_Academic_Program • V.2.015.Placement_iSchool V.2.016.Placement_iSchool_MS

3. 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.	Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment Evidence: • V.3.001.SLO_Survey • V.3.002.SLO_Survey_OE_Results • V.3.003.WGS_SLOs_2015-08-27 • V.3.004.SLO_Survey_Explanation_UAAC_Meeting • V.3.005.Academic_Programs_Annual Report_F2015_Change_Data • V.3.006.SITETL • V.3.007.Orange_Survey_Initial_Findings • V.3.008.Decrease_in_GPA_Predicts_Next_Semester_Departure_Report • V.3.009.Ungraduated_Seniors_Report • V.3.010.Transfer_Courses_and_Later_Grades_Report
4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.	Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment Evidence: • V.4.001.Inline_Grading
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	Please refer to Chapter 4, Section 4.5 - Standard V: Educational Effectiveness Assessment Evidence: • V.5.001.Suskie_Report • VI.2.004.Institutional_Effectiveness_Assessment

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.

Assemble the following, as appropriate:

- **The institution's two most recent externally-audited financial statements, including management letters**
- **Financial projections for the next two years.**
- **Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.**
- **Institutional strategic planning documents**.
- **Processes and procures relevant to planning, resources and institutional improvement**

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard VI Criteria	**Documents, Processes, and Procedures**
1. 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.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.1.001.Fast_Forward_Syracuse _ Operational_Excellence
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.2.001.Fast_Forward_Syracuse • VI.2.002.Assessment_Dashboard • VI.2.003.Whitman_MAR_ RetailManagement_BS_AAPlan • VI.2.004.Institutional_Effectiveness_ Assessment • VI.2.005.Workgroup_Diversity_Inclusion_ Final_Report • VI.2.006.Diversity_Inclusion_Site

3. 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.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.3.001.Undegraduate_Enrollment_Tracking • VI.3.002.Faculty_SEarch_Approval_Process • VI.3.003.Syracuse_University_RCM • VI.3.004.Ten_Year_Forecast
4. 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.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.4.001.Annual_Financial_Reports _ Comptroller • VI.4.002.Office_Budget_and_Planning • VI.4.003.Bargaining_Unit_Staff • VI.4.004.Human_Resources_Site • VI.4.005.HR_Policies_Procedures • VI.4.006.APPA_Leadership_Educational_ Facilities • VI.4.007.ITS_Home • VI.4.008.ITS_TLC_Home
5. Clear assignment of responsibility and accountability.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.5.001.Chancellor_Executive_Team_Site • VI.5.002.Chancellor's_Council_Site • VI.5.003.Chancellor_University_Leadership_ Site • VI.5.004.BoT_Site • VI.5.005.University_Senate_Homepage
6. 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.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.6.001.CPDC_Site

7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.4.001.Annual_Financial_Reports _ Comptroller
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.8.001.AMAS _ Site • VI.8.002.SU_Abroad_AAPlan • VI.8.003.A&S_Honors_Program_AAPlan • VI.8.004.Shaw_Center_AAPPlan
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Please refer to Chapter 4, Section 4.6 - Standard VI: Planning, Resources, and Institutional Improvement Evidence: • VI.9.001.Innovation_and_Opportunities_ Assessment_Report • VI.9.002.Audit_Committee_Charter • VI.9.003.Budget_Committee_Report2014

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.

Assemble the following, as appropriate:

- **By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.**
- **Conflict of interest policies and other ethics policies of the Board.**
- **A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).**
- **Organizational chart for the institution (names and titles of the individuals in each position)**
- **Succession planning for board members and senior leadership**
- **Processes and procedures relevant to governance, leadership, and administration**
- **In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.**

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard VII Criteria	**Documents, Processes, and Procedures**
1. 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.	Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration Evidence: • VI.5.005.University_Senate_Homepage • VII.1.001.Syracuse_University_Charter • VII.1.002.GSO_Constitution • VII.1.003.Student_Association_Bylaws • VII.1.004.Student_Association_Constitution • VII.1.005.Chancellor's_Task_Force_Sexual_and_Relationship_Violence • VII.1.006.Chancellor's_Diversity_Inclusion_Workgroup_Announcement

2. A legally constituted governing body that: a. 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; b. 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; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. 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; e. 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; f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. 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, i. supports the Chief Executive Officer in maintaining the autonomy of the institution.	Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration Evidence: • VII.2.001.BoT_Bylaws • VII.2.002.Trustee_Retreat_2015_Agenda • VII.2.003.Trustee_Conduct_Policy • VII.2.004.Conflict_of_Interest_Questionnaire • VII.2.005.BoT_Conflicts_of_Interest_Policy • VII.2.006.New_Trustee_FAQ • VII.2.007.FB_main_session_agenda_05_14_16 • VII.2.008.FB_minutes_05_14_16

3. A Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. 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; d. 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.	Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration Evidence: • VII.3.001.EC_executive_session_agenda_04_14_16 • VII.3.002.FB_executive_session_agenda_05_14_16 • VII.3.003.Chancellor's_Goals_2016-17 • VII.3.004.FB_Minutes_09_11_13_Chancellor_Election • VII.3.005.Chancellor_Syverud_Bio
4. 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 n 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.	Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration Evidence: • VII.4.001.Chancellor_Executive_Team_Site • VII.4.002.Executive_Organizational_Chart • VII.4.003.Chancellor_University_Leadership_Home • VII.4.004.EC_agenda_03_10_16 • VII.4.005.IEC_agenda_03_10_16 • VII.4.006.Senate_Minutes_101216 • VII.4.007.Colonial_Peers_Org

5. Periodic assessment of the effectiveness of governance, leadership, and administration.	Please refer to Chapter 4, Section 4.7 - Standard VII: Governance, Leadership, and Administration Evidence: • VII.5.001.Chancellor's_Council_Org_Chart • VII.5.002.Chancellor's_Memo_Annual_Activity_Report • VII.5.003.Climate_Assessment_Site • VII.5.004.BONC_Minutes_December_2016 • VII.5.005.Annual_Activities