

## Organization and Composition of the Self-Study Working Groups

\* Indicates Chair of Working Group

| <b>1. Mission, Goals, and Integrity</b>  |   |  |
|--|---|--|
| <p><u>Standard 1, Mission and Goals</u><br/>           The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.</p> <p><u>Standard 6, Integrity</u><br/>           In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.</p> |   |  |
| <i>Faculty</i>   | <i>Administrators/Staff</i>   | <i>Students/Others</i>                                       |
| Richard Chappell,<br>Biology   | Chantale Damas,<br>Director of Program<br>Development, Office of<br>Educational Opportunity<br>and Diversity Programs | Annelies Kamran,<br>Student,<br>Political Science            |
| Michelle Fine,<br>Psychology   |   | Aoibheann Sweeney,<br>Director, Center for the<br>Humanities |
| Joshua Freeman,<br>History   | David Manning,<br>Director of Media<br>Relations  |  |
| Dagmar Herzog,<br>History  | Peggy A. Rivers,<br>Assistant Program<br>Officer, Music   |  |
| Steve Kruger,<br>English [F 08]  |   |  |
| Stephen Neale,<br>Philosophy   | Julia Wrigley,<br>Provost and Senior<br>Vice President (Acting)*  |  |
| Donald Robotham,<br>Anthropology   |   |  |

## 2. Planning, Resources, and Institutional Renewal

### Standard 2, Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

### Standard 3, Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

| <i>Faculty</i>  | <i>Administrators/Staff</i>   | <i>Students/Others</i> |
|---|---|------------------------|
| <p>Józef Dodziuk,<br/>Mathematics</p> <p>Linda N. Edwards,<br/>Economics<br/>[Co-chair of working<br/>group, F 08] *</p> <p>Thomas Kessner,<br/>History</p> <p>Ruth E. Stark,<br/>Chemistry</p> | <p>Robert D. Campbell,<br/>Assistant Vice<br/>President for<br/>Information Technology</p> <p>Hilry Fisher,<br/><b>Director of Sponsored<br/>Research</b></p> <p>Daniel E. Lemons,<br/>Acting Associate Provost<br/>and Dean for Doctoral<br/>Science Programs<br/>[Co-chair of working<br/>group, S 09] *</p> <p>Sebastian T. Persico,<br/>Senior Vice President<br/>for Finance and<br/>Administration</p> <p>Raymond C. Soldavin,<br/>Vice President for<br/>Institutional<br/>Advancement</p> |                        |

### 3. Leadership, Governance, and Administration

#### Standard 4, Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

#### Standard 5, Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

| <i>Faculty</i>                         | <i>Administrators/Staff</i>                                   | <i>Students/Others</i> |
|--|---|------------------------|
| Bernard H. Baumrin,<br>Philosophy      | Laura Ciavarella-Sanchez,<br>Director of External<br>Programs |                        |
| Michael Devitt,<br>Philosophy          | Julie Cunningham,<br>Chief Librarian                          |                        |
| Joseph Glick,<br>Psychology            | Patricia Matthews,<br>Director of Human<br>Resources          |                        |
| Christine Li,<br>Biology               |   |                        |
| Barbara Weinstein,<br>Health Sciences* |   |                        |

#### **4. Student Admissions and Support Services**

##### Standard 8, Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

##### Standard 9, Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

| <i>Faculty</i>                         | <i>Administrators/Staff</i>  | <i>Students/Others</i>  |
|--|--|---|
| Juan J. Battle,<br>Sociology           | Les Gribben,<br>Director of Admissions                             | Stephanie Domenici,<br>Student,<br>Environmental<br>Psychology. |
| Theodore Brown,<br>Computer Science    | Jessica Landis,<br>Assistant Program<br>Officer, Political Science |   |
| David M. Olan,<br>Music*               | Sharon Lerner,<br>Director of Student<br>Affairs                   |   |
| Ricardo L. Otheguy,<br>Linguistics     | Matthew G. Schoengood,<br>Vice President for<br>Student Affairs    |   |
| Francesca Canadé<br>Sautman,<br>French |  |   |

## 5. Faculty & Research

### Standard 10, Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

| <i>Faculty</i>  | <i>Administrators/Staff</i>  | <i>Students/Others</i>                       |
|---|--|--|
| Martin Gitterman,<br>Speech, Lang., Hearing                                   | Yosette Jones-Johnson,<br>Assistant Vice President<br>for Human Resources      | Mohan Krishna,<br>Student,<br>Social Welfare |
| Louise D. Lennihan,<br>Anthropology*  | Marilyn A. Marzolf,<br>Chief of Staff,<br>President's Office                   |  |
| John H. Mollenkopf,<br>Political Science                                      | Brian B. Schwartz,<br>Vice President for<br>Research and<br>Sponsored Programs |  |
| Leith P. Mullings,<br>Anthropology [F 08]                                     |  |  |
| Lía Schwartz,<br>Hispanic and Luso-<br>Brazilian Literatures<br>and Languages |  |  |
| Robert D. Thompson,<br>Mathematics  |  |  |
| Jerry G. Watts,<br>English  |  |  |

## 6. Educational Offerings and General Education

### Standard 11, Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

### Standard 12, General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

| <i>Faculty</i>                      | <i>Administrators/Staff</i>   | <i>Students/Others</i> |
|-------------------------------------|---|------------------------|
| Dee L. Clayman,<br>Classics*        | Vincent J. DeLuca,<br>Director of Student<br>Services and Senior<br>Registrar |                        |
| Joseph W. Dauben,<br>History        |   |                        |
| David C. Greetham,<br>English       |   |                        |
| Ruth O'Brien,<br>Political Science  |   |                        |
| Martin Ruck,<br>Urban Education     |   |                        |
| Karen J. Terry,<br>Criminal Justice |   |                        |

**7. Related Educational Activities**

Standard 13, Related Education Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

| <i>Faculty</i>  | <i>Administrators/Staff</i>   | <i>Students/Others</i>                         |
|---|---|--|
| Trudy Lieberman,<br>Journalism  | Stephen Brier,<br>Vice President for<br>Information Technology<br>and External Programs<br>and Professor of Urban<br>Education* | Claudia Cruz,<br>Student,<br>Journalism [F 08] |
| George Otte,<br>English; Interactive<br>Technology and<br>Pedagogy Certificate<br>Program | Kim J. Hartswick,<br>Academic Director,<br>CUNY Baccalaureate<br>Program  |  |
| Joseph N. Straus,<br>Music  |   |  |
| Wayne Svoboda,<br>Journalism  | Brian Peterson,<br>Dean, School of<br>Professional Studies  |  |
|   | Scott Voorhees,<br>Manager, Public<br>Programs  |  |
|   | Judith Watson,<br>Associate Dean and<br>Associate Professor,<br>CUNY Graduate School<br>of Journalism                           |  |

## 8. Institutional Assessment and Student Learning Assessment

### Standard 7, Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

### Standard 14, Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

| <i>Faculty</i>                                | <i>Administrators/Staff</i>  | <i>Students/Others</i>                 |
|---|--|--|
| David Rindskopf,<br>Educational<br>Psychology | David Adams,<br>Director of Institutional<br>Research and Program<br>Evaluation *            | Allyson Foster,<br>Student,<br>English |
| Mary Clare Lennon,<br>Sociology               | Robert Nelson,<br><b>Deputy Director of<br/>Student Services and<br/>Information Systems</b> |  |
| Philip Kasinitz,<br>Sociology                 |  |  |