

Self-Study Design Template

Effective Fall 2018 (*revised Fall 2019*)

Tool for MSCHE Institutions in Self-Study

I. Institutional Overview

Institution History

Towson University (TU) was founded in 1866 as the Maryland State Normal School. TU is a member of the 12 institution University System of Maryland (USM). TU's undergraduate and graduate programs in business, education, the fine arts, liberal arts, mathematics and sciences, and health professions are nationally recognized. TU is Maryland's largest public comprehensive university and a major contributor to Maryland's workforce. TU students work with faculty to explore significant issues and generate knowledge to mitigate societal problems. President Kim Schatzel leads TU, and she and her designees are responsible for daily university governance.

TU has seven administrative divisions each with a vice president reporting to the president. Those divisions are: (1) the *Executive Division* that includes the Office of the President, Athletics, Inclusion and Institutional Equity, and Legal Affairs and General Counsel, (2) *Academic Affairs*, (3) *Administration and Finance*, (4) *Strategic Partnerships and Applied Research*, (5) *Student Affairs*, (6) *University Advancement*, and (7) *University Marketing and Communications*. The Vice President for *Inclusion and Institutional Equity*, the Vice President for *Legal Affairs and General Counsel*, and the Director of *Athletics* all report directly to the president. The [webpage](#) (www.towson.edu/about/administration/) details TU's general administrative divisions. *Appendix I* provides an institutional organizational chart.

Provost and Executive Vice-President Melanie Perreault leads the Academic Affairs Division which contains the (1) College of *Business and Economics* (6 departments), (2) College of *Education* (6 departments), (3) College of *Fine Arts and Communication* (7 departments), (4) College of *Health Professions* (5 departments), (5) College of *Liberal Arts* (10 departments), and (5) the Jess and Mildred Fisher College of *Science and Mathematics* (5 departments). The Honors College, College of Graduate Studies, and Albert S. Cook Library also report to the Provost and Executive Vice-President.

The Academic Affairs Division contains several student support units, including the: (1) Academic Advising Center, (2) Financial Aid Office, (3) Registrar's Office, (4) Tutoring and Learning Center, and (5) University Admissions Office. The Academic Affairs Division also encompasses the: (1) Academic Assessment Office, (2) Accreditation and Compliance Services Office, (3) Academic Innovation Office, (4) Institutional Research Office, (5) Diversity and Inclusiveness Office, (6) International Initiatives Office, (7) Sponsored Programs and Research Office, (8) Towson Learning Network (TLN), and (9) Towson University in Northeastern Maryland building (TUNE).

TU Mission Statement

TU prepares graduates to be effective, service-minded ethical leaders, and engaged citizens in a diverse society by fostering their intellectual inquiry and critical thinking. TU provides a collaborative, diverse, innovative, interdisciplinary and interprofessional atmosphere, along with excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels, through a foundation in liberal arts, rigorous academic standards, equitable access and student success, small and inclusive learning environments, and an exemplary faculty embracing a teacher-scholar model. TU graduates emerge from TU with the vision, creativity, and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland and beyond.

TU Institutional Goals

The TU Strategic Plan (*TU2020: A Focused Vision*) and President Kim Schatzel's *Eight Presidential Priorities* continue to inform institutional decisions and actions through approximately 2022.

TU Strategic Plan (*TU2020: A Focused Vision*)

- Academic Excellence and Student Success. TU's top two priorities are academic excellence and student success. These interdependent priorities are dependent on faculty scholarship, teaching, and mentorship. TU regularly reviews curricular and co-curricular offerings to ensure students have outstanding educational experiences and opportunities, and monitors and evaluates student success to ensure continuous improvement.
- A Model for Campus Diversity. TU will further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming, and peaceful community respectful to all. Towson will continue as a recognized national model for diversity and closing the achievement gap. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.
- A Model in Higher Education through Innovation in Teacher and Leader Preparation, STEM Workforce Development, and a National and International Reputation for the Arts and Arts Education. TU's teacher education reputation continues to lead the nation, including excellence and innovation in STEM, and arts integration and special education to transform pre-K through 12 education models. TU is a major contributor to Maryland's STEM workforce. We will reinforce and expand our contributions to workforce development in STEM disciplines such as cybersecurity and forensic chemistry. TU alumni and their work garner national recognition in the arts with Emmy, Grammy, Oscar, and Tony nominations and awards. Towson is well known for its cultivation of talented artists and communicators, and will continue to enhance its arts and communication reputation nationally and internationally.
- A Model for Leadership Development. TU maintains a strong commitment to civic engagement, civility and ethics. TU supports personal and professional growth by

recognizing and developing positive leadership philosophies and styles. Our primary goal is to instill in our students the qualities essential for outstanding, lifelong leadership in all aspects of their lives. We are also committed to increasing credit and noncredit opportunities in leadership development for our faculty, staff, and students.

- A Model of Outstanding Stewardship: People and Natural Resources. TU is a major educator of health professionals in its region. TU is dedicated to continue to empower our campus and our greater community to make choices for lifelong wellbeing and effective stewardship of our natural resources.
- Innovation, Entrepreneurship and Applied Research. TU will support faculty, staff, and student applied research and connect their work to teacher transformation, innovation, and entrepreneurship. TU will continue to promote economic and workforce development to keep the majority of TU graduates working in Maryland.
- Internships and Experiential Learning Opportunities. TU will expand its emphasis on internships and experiential learning, and significantly increase corporate, educational, government and health care partnerships to help provide these opportunities.
- Excellence in Athletics. TU is committed to a financially stable, gender-equitable and competitive athletics program. The university will continue to support these goals by placing academics first.

President Kim Schatzel's Eight Presidential Priorities

President Kim Schatzel announced her eight "Presidential Priorities" shortly after her arrival in spring 2016.¹ The president stressed these eight priorities represented strengths of the university, achievements of priorities from the TU2020 Strategic Plan, and enhancements of achievements via specific initiatives contained in the eight "Presidential Priorities".

- Baltimore-TU (BTU) Partnerships. TU will enhance and strengthen our existing partnerships in Greater Baltimore through a framework of coordinating resources, sharing data, determining impacts and outcomes, and recognizing and rewarding those doing the work.
- A Culture of Philanthropy. TU will launch an ambitious and historic comprehensive campaign to support TU's academic programs, student programming initiatives, financial aid, community engagement projects and partnerships, and faculty research, service, and creative endeavors. The eight-year campaign will involve several phases.
- A Diverse and Inclusive Campus. TU will achieve a more diverse and inclusive campus through senior-level leadership, with strategic vision for the design, promotion, and delivery of best-practice diversity, inclusion and cultural competency efforts across campus.

¹ For more information please see <https://www.towson.edu/news/2016/presidentialaddress.html>

- The TIGER Way. The TU Transfer, International, Graduate Enrollment Resource Initiative will support the student population, especially our non-traditional transfer, international and graduate students as begin college life and studies at TU.
- TU Matters to Maryland. TU Matters to Maryland is a comprehensive communication strategy that articulates what makes TU distinct and valuable to Maryland.
- A World-Class Faculty Development Center. TU will create a world-class Faculty Development Center to support teaching and academic innovations with technology, collaborative space, seminars, and teaching workshops.
- A Lifelong Career Center. TU will create a world-class, lifelong Career Center with services and support for students, alumni, and the greater community seeking professional guidance and navigational tools throughout their careers.
- Strategic Plan Alignment. TU will align its vision, strategic plan, the strategic plans of the divisions and colleges, and the Campus Master Plan to formulate an operating plan and funding model to support strategic goals.

TU Student Population

TU's Fall semester 2018 unduplicated student headcount enrollment was 22,923 (19,818 undergraduates or 87%; 3,105 graduate students or 13%). Undergraduates were primarily enrolled full-time (88%) while more graduate students were enrolled part-time (67%). The Fall 2018 freshmen cohort was 2,990 with 81% being Maryland residents at the time of application. New undergraduate transfer students in Fall 2018 numbered 2,230 with 71% coming from Maryland community colleges. TU boasted a 17:1 student-faculty FTE ratio in Fall 2018. Approximately 77% of TU students received some form of financial aid, and about 20% lived on-campus.

Slightly more than half (54%) of all undergraduates identified as white, while 62% of all graduate students identified as white. More undergraduates (60%) and graduate students (73%) identified as female. The College of Health Professions (4,255) had the largest number of undergraduate majors, followed by the College of Science and Mathematics (3,831), and the College of Liberal Arts (3,773). The College of Education (1,283) had the largest number of graduate student majors by followed by the College of Science and Mathematics (616). TU awarded 5,732 degrees and certificates (4,609 bachelor, 906 master's, and 28 doctoral degrees) in academic year 2017-2018.

II. Institutional Priorities Addressed in the Self-Study.

TU's Institutional Self-Study focuses on the three institutional priorities of: (1) academic excellence, (2) student success, and (3) institutional equity and diversity. These priorities are foremost across the TU Strategic Plan (*TU2020: A Focused Vision*) as well as President Kim Schatzel's Eight Presidential Priorities.

The Associate Provost of Academic Resources and Planning, Director of Accreditation and Compliance Services, and the Accreditation and Compliance Specialist (all within the Office of the Provost) in Fall 2018 collaborated with the Subcommittee on Institutional Effectiveness (SIE) to facilitate a mapping of divisional

objectives to the TU Strategic Plan (*TU2020: A Focused Vision*) and President Kim Schatzel's Eight Presidential Priorities

The decision to address these self-study priorities (academic excellence, student success, institutional equity and diversity) reflect the results of this initiative and will inform future strategic planning and resource allocation. For example, the TU Strategic Plan priority of "*A Model for Campus Diversity*" aligns synergistically with President Kim Schatzel's Presidential Priority of "*A Diverse and Inclusive Campus*" which identified institutional equity and diversity as a Self-Study priority. Similarly, this approach identified synergies between President Kim Schatzel's Presidential Priority of "*Transfer, International, Graduate Enrollment Resource Initiative (TIGER Way)*" and the TU Strategic Plan priorities of "*A Model for Campus Diversity*," "*Academic Excellence*," and "*Student Success*."

Links between the Three TU Institutional Self-Study Priorities and the MSCHE Standards

		TU Self-Study Priority		
		<i>Academic Excellence</i>	<i>Student Success</i>	<i>Diversity and Equity</i>
Requirements of Affiliation	MSCHE Standard			
7, 8	I. Mission and Goals	XX	XX	XX
	II. Ethics and Integrity			XX
8, 9, 10, 15	III. Design and Delivery of Student Learning Experience	XX	XX	XX
8, 10	IV. Support of the Student Experience	XX	XX	XX
8, 9, 10	V. Educational Effectiveness Assessment	XX	XX	XX
11	VI. Planning, Resource Allocation, Institutional Improvement	XX	XX	XX
12, 13, 14	VII. Governance, Leadership and Administration		XX	XX

III. Intended Outcomes of the Self-Study

Intended outcomes of the Self-Study are to: (a) demonstrate how TU achieves the MSCHE standards for accreditation and requirements of affiliation, and verification of compliance with accreditation relevant federal regulations; (b) evaluate academic programs' and administrative services' quality and effectiveness; (c) identify opportunities for improvement, and make realistic and meaningful recommendations for enhancements; and (d) foster continued development of a campus wide culture of assessment and continuous improvement.

IV. Self-Study Approach

Identify one of the following Self-Study approaches to be used to organize the Self-Study Report (check one box):

- Standards-Based Approach*
- Priorities-Based Approach*

TU has selected a standards-based approach to explicitly demonstrate how TU's operations and priorities achieve the MSCHE standards and support its mission and goals.

V. Organizational Structure of the Steering Committee and Work Groups

TU faculty, staff, administrators, and students with an appreciation for and an understanding of the mission and institutional priorities will populate the Self-Study Steering Committee and associated Work Groups. They will examine, assess, and articulate how TU achieves the MSCHE standards and requirements of affiliation, and how this supports TU's mission.

The Executive Committee to the Self-Study Steering Committee has established an online collaborative space (*Microsoft One Drive*) to store and share work and materials and to encourage interaction and eschew duplicative work. The Executive Committee has provided each Work Group with related but distinct charges and will provide support for evaluation and assessment of commission standards and the selected TU priorities. Charges explicitly communicate the Self-Study methodology, requirements, and expected outcomes. The Executive Committee will also provide each Work Group with report templates, and an advanced draft of the evidence inventory providing guidance and evidence to support their efforts.

Finally, TU's existing committees, including TU Assessment Council (UAC), the Sub-Committee on Institutional Effectiveness (SIE), and the Sub-Committee Student Learning Assessment (SSLA), will provide assistance and guidance via the committee members' Work Group membership.

TU Self-Study Steering Committee

Each Work Group co-chair is a *Self-Study Steering Committee* member. The Associate Provost for Academic Resources and Planning, the Associate Dean of the

College of Health Professions, and the Director of Accreditation and Compliance Services comprise the *Executive Committee of the Self-Study Steering Committee*.
Self-Study Steering Committee membership:

- Jennifer Ballengee, Chair, Academic Senate and Professor, English
- Timothy Bibo, Director, Office of Institutional Research
- Chris Cain, Chair of English Department and Professor, English
- Carol Caronna, Professor, Sociology, Anthropology and Criminal Justice
- Nancy Dufau, Assistant Vice-President, Office of Research and Sponsored Programs
- Greg Faller, Interim Dean and Associate Dean, College of Fine Arts and Communication, Professor, Electronic Media and Film
- Westley Forsythe, Director of Accreditation and Compliance Services
- Robert Giordani, Associate Vice President for Enrollment Management
- Jeffrey Kenton, Associate Professor, Education
- Matt Lenno, Assistant Vice-President, Campus Life
- Gary Levy, Associate Provost for Academic Resources and Planning and Professor, Psychology
- Laila Richman, Associate Dean, College of Education and Professor, Education
- Dorothy Proctor, Associate Director, University Budget Office
- Jeff Schmidt, Associate Vice-President and Chief Information Officer
- Sara Sides, Director, Registrar's Office
- Sara Slaff, Vice President of Legal Affairs and General Counsel
- Tab Uhrich, Associate Dean, College of Health Professions, and Professor, Kinesiology
- Carol Wettersten, Assistant to the Vice President Administration and Finance

Work Group General Charge: Demonstrate compliance with the MSCHE Standards of Accreditation and Requirements of Affiliation.

Work groups will address standard criteria assigned to them, and demonstrate and assess how TU satisfies the standard. Work group analyses will focus on achieved outcomes/results and not anticipated or planned initiatives. Work groups will identify documentation gaps, practices, and/or systems of evaluation. Where warranted, Work Groups can provide ameliorative recommendations. Each standard includes a criterion requiring periodic assessment of attributes and/or activities that demonstrate adherence to the standard.

MSCHE requires documented evidence of the use of periodic assessment processes, as appropriate, to demonstrate the institution's overall ability to meet the expectations of each Standard and to achieve its mission. The Commission therefore expects evidence of an assessment process that enables the university to identify key goals and objectives, meaningfully and defensibly assess them, use assessment

information to identify areas of improvement or strength, and make appropriate modifications of programs and services. Consequently, each chapter of the Self-Study will include a discussion of relevant institutional goals and evidence of achievement of those goals via meaningful, useful, and efficient assessment.

Work Groups and their Assigned Standard

The following reflects lines of inquiry in which each Work Group will engage.

- Work Group 1: Standard I: Mission and Goals
How well are mission and goals aligned, relevant, and are they achievable?
- Work Group 2: Standard II: Ethics and Integrity
How well are ethics and integrity evidenced in policies, process, and practices?
- Work Group 3: Standard III: Design and Delivery of the Student Learning Experience
How well does TU provide students with rigorous and coherent learning experiences at all levels, regardless of instructional modality, setting, and pace that are consistent with higher education's expectations?
- Work Group 4: Standard IV: Support of the Student Experience
How effective are programs and services supporting the student experience?
- Work Group 5: Standard V: Educational Effectiveness Assessment
Are student learning outcomes accomplished consistent with the program of study, degree level, and TU mission?
- Work Group 6: Standard VI: Planning, Resources, and Institutional Improvement
Are planning process, resources, and structures aligned and sufficient to fulfill mission and goals and can they respond to both opportunities and challenges?
- Work Group 7: Standard VII: Governance, Leadership, and Administration
Is TU governed and administered in a manner that allows it to realize its mission and goals that directly benefits its students and other constituents?
- Work Group 8: Verification of Compliance with Accreditation Relevant Federal Regulations
How does TU comply with accreditation relevant federal regulations?

Work Group 1: Standard I: Mission and Goals

Work Group 1 membership:

- Karen Eskow, Interim Dean, Office of Graduate Studies
- Greg Faller, Interim Dean and Associate Dean, College of Fine Arts and Communication and Professor, Electronic Media and Film (*Work Group Co-Chair*)
- Anne Greene, Grants and Contracts manager, Office of Sponsored Programs and Research
- Shauna Payne-Gold, Assistant Provost for Diversity and Inclusion
- S. Maggie Reitz, Vice Provost, Academic Affairs and Professor, Occupational Therapy and Occupational Science

- Laila Richman, Associate Dean, College of Education and Professor, Education (*Work Group Co-Chair*)
- Ardys Russakis, Executive Director, Applied Research and Technical Services
- Jennifer E. Scott, Professor, Physics, Astronomy, and Geosciences
- Mia Williams, Graduate Student Association

Work Group 1 charge: Identify how TU adheres to the MSCHE mission and goals standard, including: (a) an analysis and evidence of how the mission and goals are developed; (b) to whom the mission and goals are orientated and serve; (c) how the mission and goals guide planning, resources allocation, and curricular development; (d) how the mission and goals are communicated and publicized; (e) how university programs and services support the mission and goals; and (f) how the mission and goals are assessed to ensure relevance and achievement. Analyses should identify any gaps in practice or evidence of compliance with the standard or where TU could augment its operations.

Evidence and Resources: Work Group 1 will rely on the process and procedures that TU and the University System of Maryland (USM) established and mandated to ensure that USM institutions review their mission and goals every five years.

Requirements of Affiliation: The findings of Work Group 1 will demonstrate how TU fulfills the MSCHE “requirements of affiliation” numbers seven and ten.

Collaboration: Work Group 1 will provide and receive benefit from collaboration with the following Work Groups:

- Work Group 3: Standard III: Design and Delivery of the Student Learning Experience
- Work Group 4: Standard IV: Support of the Student Experience
- Work Group 5: Standard V: Educational Effectiveness Assessment
- Work Group 6: Standard VI: Planning, Resources, and Institutional Improvement
- Work Group 7: Standard VII: Governance, Leadership, and Administration

Work Group 2: Standard II: Ethics and Integrity

Work Group 2 membership:

- Natalie Dabrowski, Budget Manager, Marketing and Communications
- Nancy Dufau, Assistant Vice-President, Research (*Work Group Co-Chair*)
- Beverly German, Executive Director, Towson Learning Network
- Bethany Pace, Director of Academic Communications
- Sara Slaff, Vice President of Legal Affairs and General Counsel (*Work Group Co-Chair*)
- Niya Werts, Associate Professor, Health Science
- Jennifer Ziegenfus, Associate Director of University Admissions

Work Group 2 charge: Identify how TU observes the MSCHE ethics and integrity standard including analysis and evidence of a commitment to academic and intellectual freedom including freedom of expression. Examine how TU accommodates and

encourages a climate of respect for diverse ideas, perspectives, and backgrounds. Ascertain grievance and complaint policies' impartiality and appropriateness, including their equity and transparency. Evaluate conflict of interest policies and practices at TU. Appraise TU advertisements, recruitment, and admissions communication materials for honesty and truthfulness. Examine how TU promotes affordability and accessibility, and student fiduciary literacy. Demonstrate TU's compliance with federal, state, and MSCHE requirements. Finally, elucidate assessment of affected institutional policies and practices at TU.

Evidence and Resources: Work Group 2 will identify the associated routine and strategic operations and initiatives in which TU engages to facilitate its observance of the standard. The Work Group should work with TU Office of Admissions, Office of Financial Aid, Towson Learning Network (TLN), Office of Accreditation and Compliance Services, and Office of the Registrar to achieve this outcome.

Collaboration: Work Group 2 will provide and receive benefit from collaboration with Work Group 8: Verification of Compliance with Accreditation Relevant Federal Regulations.

Work Group 3: Standard III: Design and Delivery of the Student Learning Experience

Work Group 3 Membership:

- Emily Bailey, Assistant Professor, Philosophy and Religious Studies, and Assistant Director of Academic Assessment
- Carol Caronna, Professor, Sociology, Anthropology and Criminal Justice (*Work Group Co-Chair*)
- La Tonya Dyer, Course Development Support Manager
- Bob Giordani, Associate Vice President for Enrollment Management (*Work Group Co-Chair*)
- Melanie Formentin, Assistant Professor, Mass Communication
- Judy Harris, Associate Dean, College of Business and Economics and Professor, Marketing
- Claire Holmes, Librarian
- Matthew Wynd, Director, Information Technology Support Centers

Work Group 3 charge: Ascertain how TU provides students with rigorous and coherent learning experiences at all levels, regardless of instructional modality, setting, and pace that are consistent with higher education's expectations.

Evidence and Resources: Work Group 3 will solicit evidence from existing offices and committees, including the Office of Accreditation and Compliance Services, University Curriculum Committee, Office of Academic Assessment, and units within the Division of Student Affairs.

Requirements of Affiliation: The findings of Work Group 3 will also demonstrate how TU fulfills the “requirements of affiliation” eight, nine, ten, and fifteen.

Collaboration: Work Group 3 will provide and receive benefit from collaboration with the following Work Groups:

- Work Group 1: Standard I: Mission and Goals
- Work Group 4: Standard IV: Support of the Student Experience
- Work Group 5: Standard V: Educational Effectiveness Assessment
- Work Group 7: Standard VII: Governance, Leadership, and Administration

Work Group 4: Standard IV: Support of the Student Experience

Work Group 4 membership:

- Chris Cain, Chair of English Department and Professor, English (*Work Group Co-Chair*)
- Adedoyin Adegbuyi, Undergraduate student
- Lorie Logan-Bennett, Assistant Vice-President, Career Services
- John Desmone, Executive Director, TU in northeastern Maryland
- Matt Lenno, Assistant Vice-President, Campus Life (Co-Chair)
- Gilda Martinez-Alba, Assistant Dean, College of Education and Associate Professor, Education
- Katie White, Associate Director, Programs and Assessment, Campus Recreation Services
- Susan Willemin, Director, Accessibility and Disability Services

Work Group 4 charge: Demonstrate TU’s commitment to ensuring that across all its educational experiences, settings, levels, and modes of delivery that it recruits and admits students whose interests, abilities, experiences, and goals are consistent with its mission and offerings, including a commitment to student success through coherent and effective support systems and qualified professionals that enhance the learning environment. Additionally, identify how TU engages in periodic assessment of programs supporting the student experience.

Evidence and Resources: Work Group 4 will work with the relevant student services and programs to evidence and articulate the commitment of TU to the standard. Where helpful, the Work Group will apportion responsibility for criteria based on members’ role at TU, especially concerning admissions, advising, counseling, transfer, and student records.

Requirements of Affiliation: Work Group 4’s findings will also demonstrate how TU fulfills the MSCHE “requirements of affiliation” numbers eight and ten.

Collaboration: Work Group 4 will provide and receive benefit from collaboration with the following Work Groups:

- Work Group 1: Standard I: Mission and Goals
- Work Group 3: Standard III: Design and Delivery of the Student Learning Experience
- Work Group 5: Standard V: Educational Effectiveness Assessment
- Work Group 6: Standard VI: Planning, Resources, and Institutional Improvement

Work Group 5: Standard V: Educational Effectiveness Assessment

Work Group 5 membership:

- Diana Emanuel, Chair of Audiology and Speech-Language Pathology and Professor, Audiology and Speech-Language Pathology
- Marion Hughes, Chair of Sociology, Anthropology and Criminal Justice Department and Professor, Sociology, Anthropology and Criminal Justice
- Jeffrey Kenton, Associate Professor (*Work Group Co-Chair*)
- Leticia Romo, Professor Foreign Languages, and Director of Academic Assessment
- Amy Sowder-Koch, Associate Professor, Art History
- Douglass Sanford, Professor, Management
- Sandy Spitzer, Associate Professor, Mathematics
- Tab Uhrich, Associate Dean, College of Health Professions, and Professor Department of Kinesiology (*Work Group Co-Chair*)
- Colleen Winters, Assistant Chair and Association Professor, Biology

Work Group 5 charge: Evaluate how TU assesses student learning and achievement to ensure that students are accomplishing educational goals associated with their program, degree level, and the TU mission. Additionally, the Work Group examine how TU assesses its educational effectiveness.

Evidence and resources: Work group membership is representative of the TU committees involved in the assessment of student learning outcomes and achievement including the: (a) Subcommittee on Student Learning Assessment, (b) TU Curriculum Committee, (c) Graduate Studies Committee, (d) Subcommittee on Institutional Effectiveness, and (e) Student Affairs Assessment Committee, and the Work Group will collaborate with these committees to collect and analyze evidence. The Work Group also includes those with practice-based assessment expertise.

Requirements of Affiliation: The findings of Work Group 5 will also demonstrate how TU fulfills the MSCHE “requirements of affiliation” numbers eight, nine, and ten.

Collaboration: Work Group 3 will provide and receive benefit from collaboration with the following Work Groups:

- Work Group 1: Standard I: Mission and Goals
- Work Group 3: Standard III: Design and Delivery of the Student Learning Experience
- Work Group 4: Standard IV: Support of the Student Experience
- Work Group 6: Standard VI: Planning, Resources, and Institutional Improvement

Work Group 6: Standard VI: Planning, Resources, and Institutional Improvement

Work Group 6 membership of:

- Kevin Burke, Director, Provost's Budget Office
- Elizabeth Carbone, Assistant to the Vice-President, University Advancement
- Donald Kopka, Assistant Professor, Management
- Dorothy Proctor, Associate Director, University Budget Office (*Work Group Co-Chair*)
- Marcie Weinstein, Associate Dean, College of Health Professions and Professor, Occupational Therapy and Occupational Science
- Carol Wettersten, Assistant to the Vice-President Administration and Finance (*Work Group Co-Chair*)
- Heather Wilson, Associate Director, Provost's Budget Office

Work Group 6 charge: Examine how the university aligns planning processes, resources, and structures and their sufficiency to fulfill TU's mission and goals, to assess and improve its programs and services, and to respond to opportunities and threats.

Evidence and Resources: Work Group 6 will work with the Subcommittee on Institutional Effectiveness, the University Assessment Council, the University Budget Office, and the Resource Planning and Advisory Committee (RPAC).

Requirements of Affiliation: The findings of Work Group 6 will also demonstrate how TU fulfills the MSCHE "requirements of affiliation" number eleven.

Collaboration: Work Group 6 will provide and receive benefit from collaboration with the following Work Groups:

- Work Group 1: Standard I: Mission and Goals
- Work Group 3: Standard III: Design and Delivery of the Student Learning Experience
- Work Group 4: Standard IV: Support of the Student Experience
- Work Group 5: Standard V: Educational Effectiveness Assessment
- Work Group 7: Standard VII: Governance, Leadership, and Administration

Work Group 7: Standard VII: Governance, Leadership, and Administration *Work Group 7 membership:*

- Subrata Acharya, Associate Professor, Computer and Information Sciences
- Jennifer Ballengee, Chair of University Senate and Professor, English (*Work Group Co-Chair*)
- *Babu Baradwaj, Chair of Finance and Professor*
- Tricia Brandenburg, Associate Director, Athletics
- Matthew Chambers, Chair of Economics Department and Associate Professor, Economics
- Jeff Schmidt, Associate Vice President and Chief Information Officer, Administration and Finance (*Work Group Co-Chair*)

Work Group 7 charge: Examine TU's governance and administration to elucidate how it supports realization of its mission and goals and the constituencies it serves.

Evidence and Resources: Work Group 7 will also demonstrate how TU fulfills the MSCHE “requirements of affiliation” numbers twelve and thirteen.

Collaboration: Work Group 7 will provide and receive benefit from collaboration with the following Work Groups:

- Work Group 1: Standard I: Mission and Goals
- Work Group 2: Standard II: Ethics and Integrity
- Work Group 3: Standard III: Design and Delivery of the Student Learning Experience
- Work Group 5: Standard V: Educational Effectiveness Assessment
- Work Group 6: Standard VI: Planning, Resources, and Institutional Improvement
- Work Group 8: Verification of Compliance with Accreditation Relevant Federal Regulations

Work Group 8: Verification of Compliance with Accreditation Relevant Federal Regulations

Work Group 8 membership:

- Timothy Bibo, Director, Office of Institutional Research (*Work Group Co-Chair*)
- Westley Forsythe, Director of Accreditation and Compliance Services
- David Horne, Director, Office of Financial Aid
- Tanisha Peterkin, Assessment Coordinator, Office of Academic Assessment
- Sara Sides, Director, Office of the Registrar (*Work Group Co-Chair*)

Work Group 8 charge: Assess and document the extent to which TU complies with relevant federal regulations. The Work Group will assess the status of compliance with accreditation-relevant federal regulations including, but not necessarily limited to, title 34 Code of Federal Regulations (CFR) §600.2, §602.16, §602.17, and §602.24; Higher Education Opportunities Act (HEOA) 2008.

The eight specific requirements, articulated in the regulations are:

- 1) Student identity verification in distance and correspondence education
- 2) Transfer of credit policies and articulation agreements
- 3) Title IV program responsibilities
- 4) Institutional records of student complaints
- 5) Required information for students and the public
- 6) Standing with state and other accrediting agencies
- 7) Contractual relationships
- 8) Assignment of credit hours

Requirements of Affiliation: The findings of Work Group 8 will demonstrate how the university fulfills the MSCHE “requirements of affiliation” numbers six and fourteen.

Collaboration: Work Group 8 will provide and receive benefit from collaboration with the following work groups:

- o Work Group 2: Standard II: Ethics and Integrity
- o Work Group 7: Standard VII: Governance, Leadership, and Administration

Reporting Guidelines

The Work Groups will begin to work in earnest in Fall semester 2019, after which work group co-chairs are expected to convene their group as often as required, but at least monthly. The Self-Study Steering Committee will receive progress updates from the work groups in November 2019. This will serve as an opportunity to identify additional resources and guidance that the Work Groups might require. Work Groups will produce initial draft reports by February 2020, and a second draft by April 2020. The Self-Study Steering Committee will review, discuss, and provide recommendations to each work group on next steps and the development of the subsequent draft report following each work group submission.

Work group reports will not belabor assertion and description and will focus upon an analysis of achieved outcomes that demonstrate adherence to the standards of accreditation and institutional priorities by TU, and illuminate strengths, weaknesses, and opportunities for improvement. Work group reports will not appear verbatim in the Self-Study. The Self-Study Steering Committee will edit and amend reports in the interests of clarity, space, and the removal of duplication. The aim is a coherent, consistent, and comprehensive Self-Study.

Work group reports should not exceed 25 double spaced pages with 12 point Arial font. The Self-Study will adhere to the *Chicago Manual of Style*. Work group reports should use the report template provided to ensure that they address the intended Self-Study objectives.

VI. Organization of the Final Self-Study Report

TU is adopting a standards-based approach to its Institutional Self-Study with a chapter associated with each standard, preceded by an executive summary and institutional overview.

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- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

VII. Verification of Compliance Strategy

Work Group 8 will address requirements of the report on the verification of compliance with accreditation relevant regulations. The Work Group co-chairs are

members of the Self-Study Steering Committee and will liaise with all Work Groups, particularly with Work Group 2, Ethics and Integrity.

Members of Work Group 8 will audit TU for compliance with the 8 areas addressing accreditation relevant regulations. This will include a review of the previous compliance report that the university produced in 2016 to inform the 2020 report and to audit policies and procedures for currency, appropriateness and application.

Self-Study Timetable

2018

- *November*: MSCHE Self-Study Institute in Philadelphia (attended by Institutional Self-Study Steering Committee co-chairs)

2019

- *February*: Selection of Institutional Self-Study Steering Committee members (and Work Group co-chairs)
- *March*: Assemble Work Groups
- *April*: Creation of Self-Study design, including Documentation Roadmap draft, and submission for examination by MSCHE liaison
- *May*: Kick-off meeting of the Work Group co-chairs and members
- *August*: Work Groups begin analyses
- *September*: Campus visit by MSCHE liaison
- *November*: Progress updates from each Work Group to the Institutional Self-Study Steering Committee co-chairs

2020

- *February*: First drafts of Work Group reports due; critiqued by Institutional Self-Study Steering Committee
- *April*: Second drafts of Work Group reports due; critiqued by Institutional Self-Study Steering Committee
- *May-September*: Institutional Self-Study Steering Committee co-chairs compose first complete draft of Self-Study
- *October*: Review and discussion of first complete draft of Self-Study
- *November*: MSCHE evaluation team chair visits campus to assess TU's preparedness to host the evaluation site team visit
- *November*: Institutional Self-Study available to the TU community for comments
- *December*: Submission of "verification of compliance" report to MSCHE

2021

- *January*: Final institutional approval of Self-study
- *February-March*: Final draft of Self-Study sent to MSCHE
- *March-April*: MSCHE evaluation team site visit
- *June*: MSCHE commission meets to determine accreditation action

VIII. Communication Plan

The Self-Study Steering Committee will regularly update TU through a variety of methods, to both the entire campus and individual groups. This will include an emphasis upon the Self-Study's objectives, requirements, and progress.

TU has created a Self-Study website to serve as the primary communication platform. TU will also use an email address to issue communications addressing the Self-Study that will receive both solicited and unsolicited reaction to and questions about the Self-Study. The address is selfstudy@towson.edu.

Below is an overview of when TU will communicate to the campus community and individual constituent groups, the rationale for doing so, and methods involved.

2019

- *February*: Email to TU students, faculty, and staff announcing the Self-Study's approach and objectives, and soliciting and inviting participation in the Self-Study.
- *March*: Email sent to all TU students, faculty, and staff announcing the launch of the TU Self-Study website, and creation of a dedicated TU Self-Study email address to submit inquiries and ideas.
- *September*: Campus-wide Open Session to be held during MSCHE TU liaison visit to explain, answer questions, and discuss faculty, staff, and student roles in the Self-Study process.

2020

- *November*: Email to TU students, faculty, and staff announcing publication of the TU Self-Study first draft to the TU Self-Study website, and soliciting feedback on the draft. Provide an update to the campus community on the Self-Study process and progress.
- *December*: Present TU Self-Study first draft to University Senates (Academic, Staff, Student) for review, discussion, and consideration of approval.

Ongoing

- Quarterly updates to the president and vice presidents on the progress of the TU Self-Study process.
- Quarterly updates to the provost, vice provost, associate provost, and college deans and associate deans regarding the approach and objectives of the TU Self-Study,

and report on TU Self-Study progress at a bi-weekly Provost's and Deans' Council Meeting.

- Quarterly updates to the department chairs regarding the approach and objectives of the TU Self-Study, and report on TU Self-Study progress at a monthly Council of Chairs Meeting.

IX. Evaluation Team Profile

The evaluation team chairperson and team members should have knowledge of and experience with MSCHE institutions with missions and priorities, challenges, Carnegie classification, enrollment, and student and faculty diversity comparable to TU. TU requests a Provost or Vice President of Academic Affairs as evaluation team chair.

The following TU characteristics can help guide evaluation of potential team chairperson and team members.

- TU is a public, recently designated doctoral professional (formerly Master's Colleges and Universities: Larger Programs) university located north of Baltimore.
- The overall student enrollment in Fall 2018 approached 23,000.
- TU welcomed its most diverse freshman class in Fall 2018 with racial or ethnic minorities representing 46% of the freshman class.
- Business Administration, Psychology, Biology, and Nursing are the most highly enrolled undergraduate majors.
- Seventy-seven percent of TU students received some form of financial aid in Academic Year 2017-2018.
- TU awarded 5,732 degrees and certificates in Academic Year 2017-2018.
- TU has been successful in closing the "achievement gap" as ethnic minority undergraduate students in the freshmen cohort demonstrated comparable success in graduating in six-years as the entire freshmen cohort.
- TU's five doctoral programs are: Information Technology (DSc), Audiology Doctorate (AuD), Occupational Science (ScD), Instructional Technology (EdD), and Occupational Therapy Doctorate (OTD).

We offer the following as suggested peer institutions within MSCHE.

- Baruch College (CUNY system)
- Binghamton University (SUNY system; aspirational peer)
- Brooklyn College (CUNY system)
- Hunter College (CUNY system)
- Indiana University of Pennsylvania (PASSHE system)
- Queen's College (CUNY system)
- West Chester University of Pennsylvania (PASSHE system)

X. Evidence Inventory

The Office of the Provost, via the Director of Accreditation and Compliance Services and the Accreditation and Compliance Specialist, has developed a rudimentary evidence inventory showing examples of documents that demonstrate adherence to the standards and requirements to guide Work Groups. The Self-Study Steering Committee will help align collected artifacts with the criterion/criteria addressed by a document. An Excel spreadsheet akin to the “Documentation Roadmap’ template provides accessible document hyperlinks.

Work Groups will share other documents addressing their standard’s criteria with each other to minimize duplication of effort and/or to identify and ameliorate lacunae in their standard. Work Groups will also liaise with relevant university offices and services including the Office of Accreditation and Compliance Services, the Registrar’s Office, the Office of Institutional Research, and the Financial Aid Office.

(wf, gdl; 10-14-2019)

Towson University – Administration

