

**MONTCLAIR STATE
UNIVERSITY**

Self-Study Design

Prepared for

The Middle States Commission

on Higher Education

July 8, 2015



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DESIGN FOR SELF-STUDY

Institutional Overview

Montclair State University is built on a 107-year tradition of academic excellence and has distinguished itself as a leader in Higher Education. The University is characterized by an engaged and culturally diverse student body, innovative programs, expert faculty, and dedicated staff, which together support an institutional mission to prepare active, responsible, and engaged citizens of the world. One of the defining qualities of Montclair State University is that it has always been responsive to changing educational and societal needs and has demonstrated strategic agility. The University has transformed itself, being first of the State's normal schools to initiate four-year degree programs, the first of the state colleges to offer graduate degrees, and the first to be awarded university status.

As articulated in its most recent Strategic Plan, the University will continue to direct its activities towards five goals: 1) Connecting students with a successful future; 2) Connecting people and ideas; 3) Connecting to place; 4) Connecting globally and; 5) Meeting the challenges and opportunities on the way to tomorrow. The mission of the University provides a strong foundation that has guided marked growth in many key areas, including student enrollment and degrees earned, support services and engagement opportunities, range of academic programs, faculty and research endeavors, and facilities. The purposeful approach to the institutional cycles of transformation has resulted in:

1) A rich educational environment for students, shaped by both the University community and external organizational partners for expanding educational opportunities from the for-profit, non-profit, and governmental sectors. These collaborations have made the University a progressive center of culture and learning that extends far beyond the campus boundaries, and continues to shape and be shaped by the importance of public education in the state and nation. The University has made great strides in establishing sets of measurable objectives and has aligned its assessment practices to provide continuous feedback on the University's progress towards key goals.

2) The ongoing cycles of transformation also present the University with new opportunities to examine how its mission can best be realized through collaboration among academic and administrative units and careful planning and allocation of resources. The decennial Middle States Commission on Higher Education (MSCHE) Self-Study provides the University with a valuable avenue through which all aspects of the institution can be assessed in relation to its goals and objectives. To prepare for this Self-Study, the University has brought together constituents representing various institutional perspectives.

Intended Outcomes of the Self-Study

This Self-Study provides an opportunity to critically examine Montclair State University's performance and progress. Within the context of the seven new accreditation standards (articulated in the thirteenth edition of Standards for Accreditation of the MSCHE), the intended outcomes of the current Self-Study are to:

1. Be reaccredited by the Middle States Commission on Higher Education.
2. Understand how planned strategic change to support student success depends on well executed assessment that provides feedback to University stakeholders so that the continuous improvement of the institution can occur in an integrated manner.
 - a. Provide evidence that institutional priorities and strategic initiatives are adequately resourced and are effective in serving the growing student population.
 - b. Examine how the institution establishes, standardizes, and assesses student learning outcomes and considers alignment with student success models.
 - c. Understand how assessment supports improvements in curricular development, student learning and the student experience, and institutional effectiveness and how results of this assessment are communicated to stakeholders.
 - d. Examine how the institution's recruitment, selection, tenure, and promotion policies and procedures contribute to a diverse, highly qualified faculty body that supports program growth, research endeavors, and quality teaching.
 - e. Demonstrate how renewal processes – that is, processes related to the improvement of existing and/or outdated resources (like University facilities, human resources, technology, development initiatives, other elements of the infrastructure, etc.) – are aligned with each other and existing institutional support mechanisms.
3. Establish a set of recommendations that can serve as the foundation for addressing existing challenges and inform the development of the University's next strategic plan.

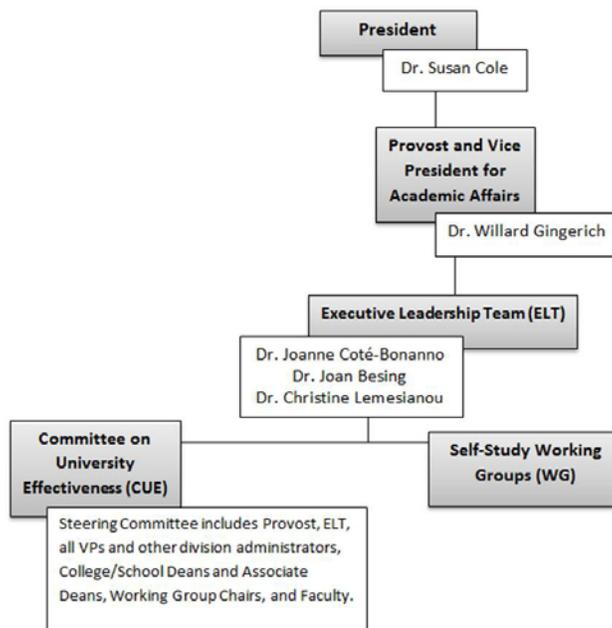
Model for Self-Study

As a participant in the Collaborative Implementation Project (CIP), Montclair State University has agreed to use the comprehensive model for the Self-Study. As noted above, the University has been undergoing cycles of transformation in all aspects of the institution. The goals of this self-study are to demonstrate and clearly document Montclair State University's compliance with the seven MSCHE accreditation standards and to examine the institution's progress in meeting its mission as articulated by the institutional goals and objectives. Use of the comprehensive self-study model is particularly appropriate as the institution leverages the work of the Committee on University Effectiveness (CUE) and the existing ongoing university wide assessment processes. This self-study model will provide the structure needed to examine every aspect of the collaboration among all academic and administrative units and to explore the extent to which institutional outcomes are in concert with institutional priorities. The outcomes of the Self-Study will provide guidance in determining areas in which the University is successful in meeting its

mission and goals and allow for the discovery of new ways in which it can continuously improve its processes in those areas. More importantly, the comprehensive approach will help the institution discover areas that may require additional focus to ensure continuous improvement toward the primary goals of 1) Connecting students with a successful future; 2) Connecting people and ideas; 3) Connecting to place; 4) Connecting globally and; 5) Meeting the challenges and opportunities on the way to tomorrow.

Organizational Structure of the Steering Committee and Working Groups

The President and Provost appointed an Executive Leadership Team (ELT) to serve as the points of contact during the University’s participation in the Collaborative Implementation Project and to provide leadership as the institution undertakes a review of its processes and effectiveness in meeting the mission and goals of Montclair State University. The ELT is composed of Dr. Joanne Coté-Bonanno, Associate Provost for Academic Programs and Assessment, Dr. Joan Besing, Professor and Program Director of the Graduate Programs in Communication Sciences and Disorders and Dr. Christine Lemesianou, Associate Director, School of Communication and Media.



In undertaking the self-study process Montclair State University has leveraged some currently existing committees and has formed working groups around the standards that are set forth by MSCHE. Since 2008 the University has had a committee to evaluate university effectiveness. In its first iteration it was called the Task Force for Assessment and University Effectiveness (TAUE) and was renamed the Committee on University Effectiveness (CUE) in 2010. The express purpose of the CUE is to monitor, oversee, and support assessment activities and provide analyses of our effectiveness for the full range of Montclair State University’s divisions, departments and programs. The CUE now serves as the Steering Committee for the Self-Study.

The membership of the Self-Study Steering Committee consists of the ELT and members of the CUE:

1. Provost and Vice President for Academic Affairs	Dr. Willard Gingerich
2. Executive Leadership Team	Dr. Joanne Coté-Bonanno, Associate Provost for Academic Programs and Assessment Dr. Joan Besing, Professor and Program Director of the Graduate Programs in Communication Sciences and Disorders Dr. Christine Lemesianou, Associate Director, School of Communication and Media
3. Vice Presidents	Gregory Bressler, Vice President for University Facilities Donald Cipullo, Vice President for Finance and Treasurer Jerry Cutler, Vice President for Human Resources Candace Fleming, Vice President for Information Technology Karen L. Pennington, Vice President for Student Development and Campus Life John Shannon, Vice President for University Advancement
4. Academic Deans	Brian Carolan, Associate Dean, The Graduate School Kimberly Hollister, Vice Dean, School of Business Judith Lin Hunt, Dean, Library Services Suzanne McCotter, Acting Associate Dean, College of Education and Human Services Luis Montesinos, Professor of Psychology Lynn Schneemeyer, Associate Dean for Academic Affairs, College of Science and Mathematics Ronald Sharps, Associate Dean, College of the Arts
5. Faculty	Melinda Knight, Professor of English and Director of the Center for Writing Excellence Miriam Linver, Associate Professor of Family and Child Studies Kirk McDermid, Assistant Professor of Philosophy and Chair of the General Education Committee Dorothy Rogers, Chair and Associate Professor of Religious Studies Marissa Silverman, Associate Professor, John J. Cali School of Music Kenneth Sumner, Chair and Associate Professor of Psychology Diana Thomas, Professor of Mathematical Sciences Leslie Wilson, Professor of History
6. Administrators and Professional Staff	Fred Bonato, Associate Provost for Academic Affairs Yolanda Brandon, Executive Assistant to the Vice President for University Facilities Denise DeBlasio, Registrar Jeffrey Indiveri-Gant, Director of Undergraduate Admissions Steven Johnson, Director of Institutional Research David Josephson, Executive Director of Budget and Planning Irina Koroleva, Assessment Coordinator Charlie Matteis, Director of Organizational Development and Training Masela Obade, Assistant Director of Institutional Effectiveness, Research Analyst Angelo Parente, Assistant Treasurer Barbara Ritola, Academic Programs Coordinator Allyson Straker-Banks, Associate Vice President for Student Academic Services

The ELT in conjunction with the Provost identified the chairs of the Working Groups and the chairs in turn have identified members of their working groups who represent all aspects of the institution and all key constituent groups including faculty, administrators, and staff. The membership of all teams involved in the decennial Self-Study also reflects the cultural, gender, ethnic, and LGBTQ diversity of the campus.

Charges to the Working Groups

To perform a rigorous, honest and analytic review of Montclair State University's success in meeting its mission and goals, seven Working Groups have been formed and are collaborating with the Steering Committee. Each group is responsible for focusing on their assigned accreditation standard in the thirteenth edition of Standards for Accreditation of MSCHE. The Working Groups are designed to have broad engagement of the individuals who contribute to and benefit from the University's success in meeting its mission and goals.

General Charge to all Working Groups

- Develop a deep understanding of the history, mission, and the strategic plan of Montclair State University in the context of the seven new MSCHE standards.
- Understand the role of the Working Groups as participants in the MSCHE Collaborative Implementation Project (CIP) and provide feedback on the process and documentation on activities.
- Use the MSCHE report guidelines and contribute to the design of the Self-Study and the final Self-Study report.
- Carefully review the 2007 decennial review and the 2012 PRR in order to become aware of past successes and challenges in meeting accreditation standards.
- Become aware and reflect on the linkages among the new standards and be prepared to integrate findings across standards as needed.
- Develop research questions that are appropriate to the assigned standard and each criterion.
- Identify sources of information, including colleagues inside and outside the University community for feedback, guidance, information, and ideas to use as a basis for suggestions and possible recommendations for institutional renewal and transformation.
- Develop methods/strategies to use the information and data that are gathered to answer the research questions.
- Use the templates that have been provided to facilitate the development of our documentation roadmap.
- Generate written reports that clearly indicate each of the research questions developed, and the methods and data used to answer the research questions.
- Provide an analysis of the University's successes and challenges in meeting the assigned standard in the context of the institution's mission and goals and draw reasonable inferences and conclusions.
- Suggest future directions that will allow the institution to continue on its path of continuous growth and improvement.

Specific Charges to Each Working Group

Standard I: Mission and Goals

Standard I: Mission and Goals	<p><u>Chair:</u> Brian Carolan, Associate Dean, The Graduate School</p> <p><u>Members:</u> Julie Adams, Executive Director of Community Relations Fred Bonato, Associate Provost for Academic Affairs Catharine Bruno, Post Award Officer, Research and Sponsored Programs Elizabeth Emery, Professor, Modern Languages and Literatures Eden Kyse, Director, Center for Research and Evaluation on Education and Human Services Stephanie Silvera, Associate Professor, Health and Nutrition Sciences Shahla Wunderlich, Professor, Health and Nutrition Sciences</p>
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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.

Charge:

- Understand the mission and goals at Montclair State University.
- Examine how the mission and goals guide all aspects of the University.
- Examine how successful the University is in fulfilling its mission and goals.

Research Questions:

1. How are the institution's mission and goals defined, clearly communicated to internal and external stakeholders, and assessed to ensure that they are relevant and achievable?
2. To what extent are the institution's goals realistic, appropriate, and consistent with its mission?
3. To what extent are the institution's goals focused on student learning, institutional improvement and supported by administrative, educational, student support programs and services?
4. How does Montclair State University measure its effectiveness in serving the student population through its planning, resource allocation, and institutional renewal?
5. What evidence is there that strategic initiatives are adequately resourced in order to achieve the institution's mission and goals?

Standard II: Ethics and Integrity

<p>Standard II: Ethics and Integrity</p>	<p><u>Chairs:</u> Dorothy Rogers, Associate Professor and Chair, Department of Religious Studies Ron Sharps, Associate Dean, College of the Arts</p> <p><u>Members:</u> Rashida Batte Bowden, Assistant Registrar Keesha Chavis, Director of University Staffing Services Patrali Chatterjee, Professor, Marketing Mark Clatterbuck, Assistant Professor, Religious Studies Meredith Flippen, Administrative Assistant, College of the Arts Brian Edwards, Coordinator of the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center Laying Wu, Electron Microscopy Specialist/Lab Director, College of Science and Mathematics</p>
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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.

Charge:

- Understand how the mission of Montclair State University is enacted in all activities with integrity.
- Examine how Montclair State University has clearly articulated policies, procedures and practices that guide internal and external activities in an ethical manner.

Research Questions:

1. How effective are existing structures, policies and procedures at Montclair State University in:
 - a. Ensuring that all members of the University community follow high ethical standards (e.g., avoidance of conflict of interest, fair employee practices)?
 - b. Safeguarding and communicating a commitment to academic and intellectual freedom?
 - c. Ensuring a community of respect that embraces diversity?
 - d. Establishing institutional mechanisms to handle grievances (from students, faculty, and staff)?
 - e. Ensuring integrity in public relations, institutional fact sheets, crime reports, etc.?
 - f. Ensuring fair financial aid practices?
2. How are the existing policies and procedures accessible, communicated and implemented?
3. What mechanisms are in place so that the institution engages in periodic assessment of integrity in institutional policies, procedures, and practices? How can they be improved?

Standard III: Design and Delivery of the Student Learning Experience

Standard III: Design and Delivery of the Student Experience	<p><u>Chair:</u> Suzanne McCotter, Interim Associate Dean, College of Education and Human Services</p> <p><u>Members:</u> Michele Campagna, Executive Director, Center for Advising and Student Transitions Melissa Harris, Accreditation and Assessment Coordinator, College of Education and Human Services Todd Kelshaw, Associate Professor, School of Communication and Media Melinda Knight, Professor of English and Director of the Center for Writing Excellence Kirk McDermid, Assistant Professor, Philosophy, and Chair of the General Education Committee Elizabeth McPherson, Associate Professor, Theatre and Dance Ram Misra, Professor, Information and Operations Management Diana Thomas, Professor, Mathematical Sciences Steve Tolman, Associate Director of Student Involvement, Center for Student Involvement</p>
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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.

Charge:

- Understand how the mission of Montclair State University is reflected in the range of programs offered.
- Examine how Montclair State University's programs at all levels demonstrate the highest integrity in rigor and coherence.

Research Questions:

1. How are student learning experiences meeting the strategic plan goals of *connecting students with a successful future, connecting people and ideas, connecting to place, connecting globally, and meeting challenges and opportunities on the way to tomorrow?*
2. How are the student learning experiences shaped by MSU's array of pedagogical approaches, including clinical, research, and out-of-classroom experiences?
3. How do students, faculty, and administrative staff differently and/or similarly define and perceive teaching effectiveness?
4. How effective are institutional structures, policies, and procedures in the following areas:
 - a. Evaluation of academic programs, including General Education?
 - b. Assessment of student learning in all academic programs including General Education?
 - c. Evaluation of faculty?
 - d. Dissemination of these data?
5. In what ways does MSU meet the needs of diverse learners and non-traditional students?

6. In what ways do student experiences with the liberal arts and General Education interface with their experiences in their major?
 - a. Discuss work with the Graduation Writing Requirement within majors and how/whether it builds on the General Education writing requirement.
7. To what extent do the resources and facilities at MSU support student learning? What are the mechanisms in place to ensure/improve this for the future?

Standard IV: Support of the Student Learning Experience

Standard IV: Support of the Student Learning Experience	<p><u>Chairs:</u> Jeffrey Indiveri-Gant, Director, Undergraduate Admissions Allyson Straker-Banks, Associate Vice President for Student Academic Services</p> <p><u>Members:</u> Maureen Branca, Director of Academic Advising, School of Business Brian Edwards, Coordinator of the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center Kathleen Hughes, Head of Cataloging Department, Library Miriam Linver, Associate Professor, Family and Child Studies Kelly O’Connor, Assistant Director of Campus Recreation Programs Denise Rodak, Assistant Registrar Stephanie Sabaliauskas, Events & Promotions Manager Hamal Strayhorn, Assistant Director of Residence Life</p>
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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.

Charge:

- Understand how the mission of Montclair State University drives recruitment and admission to all programs.
- Examine how Montclair State University’s commitment to learning and student success is reflected in effective support services.

Research Questions:

1. How does Montclair State University establish and standardize benchmarks for student success? How are these benchmarks assessed in terms of student success? How are the results of the assessment used to guide improvement in existing benchmarks?
2. What are the processes used by the institution to determine the need for the revision of existing and implementation of new student success models?
3. How are the renewal processes used by the institution to support the student experience aligned with each other and with other institutional support mechanisms?

4. How effectively does Montclair State University deliver on its “promise statements” regarding the student experience to prospective and current students? How does the University track and respond to student satisfaction data to assess its effectiveness?
5. How are the results of the assessment used to identify opportunities for improvement and suggest ways to strengthen our delivery of support for the student experience?
6. Are there resources and opportunities available to allow faculty to be actively engaged in the delivery of the extracurricular student experience, and what is the level of faculty integration in that delivery?
7. To what degree do Academic Affairs and Student Affairs collaborate on student success and what is the impact of that collaboration?

Standard V: Educational Effectiveness Assessment

Standard V: Educational Effectiveness Assessment	<p><u>Chairs:</u> Irina Koroleva, Assessment Coordinator Masela Obade, Assistant Director of Institutional Effectiveness, Research Analyst</p> <p><u>Members:</u> Carolyn Demefack, Senior Instructional Designer Karen Goodman, Professor, School of Music Matthew Gorring, Associate Professor, Earth and Environmental Studies Daniel Jean, Executive Director of EOF and Academic Development Mary Mallery, Associate Dean, Library Services Cindy Meneghin, Director of Student Communications Joann Pinto, Associate Professor, Accounting, Law, and Taxation Kristin Scrabis-Fletcher, Assistant Professor, Exercise Science and Physical Education Maria Jose Garcia Vizcaino, Associate Professor, Spanish and Italian Jennifer Holly Wells, Associate Director of First-Year Writing</p>
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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.

Charge:

- Understand how the mission of Montclair State University is reflected in student expectations of learning and achievement.
- Examine how Montclair State University demonstrates a culture of evidence-based processes and outcomes with regard to assessment of student learning.

Research Questions:

1. How effective are Montclair State University’s assessment processes at the university, college/school, department and program levels including assessment at the various degree levels, certificate programs and General Education offered?
2. How effective is Montclair State University in engaging students and other stakeholders in the various assessment processes?
3. What are the current processes used by key decision makers to respond to the recommendations that arise from current assessment processes?

4. How effective is Montclair State University at disseminating the results of assessment processes and using these results for continuous quality improvement in educational offerings, General Education, degree programs and certificates?
5. How effective is Montclair State University in evaluating and using the information derived from the data provided by the Office of Institutional Research to continue to improve key indicators of student success (e.g. retention rates, on time graduation rates, time to degree, transfer rates, job placement rates, etc.)?
6. How effective are the processes used to assess differences and inconsistencies between assessment results and curricular goals for a given program, including General Education, regardless of degree level?

Standard VI: Planning, Resources, and Institutional Improvement

Standard VI: Planning, Resources, and Institutional Improvement	<u>Chair:</u> Judith Lin Hunt, Dean, Library Services <u>Members:</u> Zacrah Battle, College Administrator, College of the Arts Brian Beckett, Director of Systems and Security Yolanda Brandon, Exec. Asst. to VP of University Facilities Greg Bressler, Vice President for University Facilities Randal Cain, Program Assistant for Library Public Services Don Cipullo, Vice President for Finance, and Treasurer Shawn Connolly, Associate Vice President for University Facilities David Josephson, Executive Director of Budget and Planning Mame Kani Diop, Doctoral student Pam Kirby, Administrative Assistant, Sprague Library Nicole Koppel, Professor, Information and Operations Management Gilbert Rivera, Associate Vice President for Human Resources Roger Salomon, Director of Technology Services, School of Business
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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.

Charge:

- Understand how processes, resources and structures align to fulfill the mission of Montclair State University.
- Examine how Montclair State University responds and adapts to change.
- Examine how Montclair State University engages in reflective practices that allow ongoing improvement.

Research Questions:

1. How are Montclair State University’s planning processes (financial and budgeting), resources (infrastructure, physical, human and fiscal) and structures periodically assessed for effectiveness and aligned to the institution’s strategic plan and to each other?
2. How are the processes used by Montclair State University linked to our stated mission and goals and the strategic plan?
3. How do the processes that underlie the planning and deployment of resources provide opportunities for institutional improvement and effective responses to challenges?
4. How does the Montclair State University community determine its effectiveness in assessing the processes used to plan for institutional change and growth in a systematic and regular way?
5. How effective are the mechanisms for documentation, communication and the use of assessment results for planning and improvement processes at the institution?
6. How do the institution’s resources (i.e. infrastructure, physical, human and fiscal) support the institution’s operations?
7. What comprehensive planning processes does the institution have to address issues of sustainability and deferred maintenance with regard to resources and institutional improvement?
8. What mechanisms does the institution have to assess the effectiveness of its planning, resource allocation, and renewal processes? How are the planning processes used to assess the adequacy of resources and the efficient use of those resources to allow the institution to achieve its mission and goals and fulfill its strategic plan?

Standard VII: Governance, Leadership, and Administration

Standard VII: Governance, Leadership and Administration	<u>Chair:</u> Ken Sumner, Associate Professor, Psychology <u>Members:</u> Katrina Bulkley, Professor, Educational Leadership Harry Haines, Professor, School of Communication and Media Margaree Coleman Carter, Dean of Students Jack Baldwin LeClair, Associate Professor and Chair, Political Science and Law Quinn Vega, Professor, Biology and Molecular Biology Leslie Wilson, Professor, History Zaman Zamanian, Associate Professor, Economics and Finance Tara Morlando Zurlo, Director of Academic Success and Retention Programs
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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.

Charge:

- Understand how the mission of Montclair State University is actualized through its governing and administrative structures.
- Examine how Montclair State University prioritizes its academic purpose and functions with autonomy at all times.

Research Questions:

1. What is governance at Montclair State University in terms of formal structures and functional relationships in the institution?
 - a. Who are the leaders/key players/structure of organizations that are relevant to governance and who occupies these formal structures and functional roles?
 - b. What decisions are made by each formal governance structure and how are these made, communicated, rolled out and assessed for effectiveness?
 - c. What process is used at the institution to evaluate the President, Board, and other key leaders in each governance structure and how is this process done relative to peer and aspirant institutions and professional standards?
 - d. What are the existing opportunities for community members to interact with the governance structures at Montclair State University?
 - e. How is communication among stakeholders facilitated in the institutional community?
 - f. How does governance facilitate short and long-term student success?
2. What assessment tools are available and how are they used in order to measure and assess governance at Montclair State University?
 - a. What are “key events” in governance and how can they be represented and assessed to ensure student and institutional success?
 - b. How is the information from key events used as evidence of the quality and transparency of governance in terms of ensuring student and institutional success?
3. What is the adequacy of assessment measures used in governance at Montclair State University?
 - a. How do we assess that extant advisory roles in governance are useful and beneficial to student success?
 - b. How do we assess that extant authority roles and structures in governance make and enforce policy beneficial to student success?

Guidelines for Reporting

This guideline was created to describe the expectations for the style and structure of each working group report. Because all of the reports will need to be integrated into one report, it is very important that each group adheres to these guidelines. To facilitate adherence to these guidelines the following template has been developed. The structure and elements of the document that are captured in the template are as follows:

Title Page

- Standard # and Text
 - Working Group Chair(s)
 - Working Group Members
 - Name of file that contains the report
 - Web address of the file
 - Version number of the report
 - Date
-
- Overview
 - The purpose of this section is to orient the reader to how this document fits in the whole project. The expected sequence of the material is as follows:
 - Background – describes the research questions/objectives for this working group and the steps taken to address the questions.
 - Approach – a description of how the work of the group was accomplished.
 - Techniques used to gather data.
 - Assumptions that were made.
 - Steps used to arrive at the conclusions that were drawn.
-
- Analysis, Summary of Findings, and Directions for Improvement
 - This part of the document is used to present the data that were collected, the critical analysis of the data, and conclusions that were drawn.
 - The body of the report should be organized around each of the research questions developed by the working group.
 - The body of the report should not have more than three levels
 - **Title**
 - **Subtitle**
 - Sub-subtitle
 - The body of the report should also include any cross-references among the research questions that are noted by the working group.
-
- Appendices (supporting evidence/documentation as needed)
 - Should contain links to the shared documentation roadmap.
 - Should contain lists of supplementary material (reported in the form of a weblink).
 - Include documents/results of interviews etc. that were used in the documentation roadmap and should be reported as weblinks.

Editorial Style and Format

Expected settings to use in MS Word (facilitated by proper use of the template)

Option	Setting
Font	Times New Roman 11
Spell check	Use American English spelling dictionary
Date settings	MM-DD-YYYY
Justification	Left justified
Margins	1" on left and right; ½" margins on top and bottom
Line Spacing	Single
Paragraph	Left justified, no indentation
Length	10-15 pages excluding support documentation
Headings, Level 1	Bold
Headings, Level 2	Underlined
Formatting	Bold – paragraph titles, table column heads, figure and table identifiers but not the text of the caption, use italics to emphasize words, phrases Underlining – don't use rather use italics Italics – use to emphasize words in the body of the report
Page footers & Numbering	Standard xxx and sequential numbering of the pages; right aligned.
Tables	Create tables with the insert table function in Word; use shading only in the first row and first column (as appropriate). Content of the table should be single spaced
Table captions	Each caption should be in the top left corner of the table. For example, Table I Caption of the table
Graphics	Raw format
File Name	Working Group Number Date (Working Group 1 2.26.16.doc)

General Conventions for Style, Grammar, and Readability

- Use normal rules of grammar
- Do not use underlining
- Use two spaces after periods and colons
- Spell out numbers under 10 (five) but use numerals for 10 and higher
- Don't use punctuation in vertical lists (bulleted lists) that are not sentences
- Avoid using dashes; rather, use a colon
- Put the period inside the quotation marks
- Use correct punctuation for etc., and i.e.; use a comma after etc., and i.e.,
- Use plural verb with data e.g., data are
- Use present tense not future tense
- Use third person
- Use active voice not passive voice
- Use title case for departments and position titles
- Do not use abbreviations unless absolutely necessary
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. Consider using an appendix with a list of acronyms if you use more than a few acronyms

- Use Self-Study when making any reference to the Self-Study
- Any lists that involve the names of individuals should be provided in alphabetical order

Cross-References. Use cross-referencing freely as long as the references are in the same document. If the cross-reference refers to a different document then use the title of a section or paragraph not a page number.

When referencing a specific part of another document use an upper case letter. For example,

- discussed in Section 2
- refer to Paragraph 1.a.i

If there is no need to reference a particular section, table, figure, page number use lower case

- the figures in this document
- the sections that follow

Organization of the Final Self-Study Report

The reports from all Working Groups will be synthesized into the final Self-Study report to be submitted in the spring of 2017. The final report will be organized along the following lines:

1. Executive Summary of Major Findings and Recommendations
2. Description of the Self-Study Process
3. Institutional Profile
4. Standard I: Mission and Goals
 - a. Overview
 - b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
5. Standard II: Ethics and Integrity
 - a. Overview
 - b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
6. Standard III: Design and Delivery of the Student Learning Experience
 - a. Overview
 - b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
7. Standard IV: Support of the Student Experience
 - a. Overview

- b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
8. Standard V: Educational Effectiveness Assessment
- a. Overview
 - b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
9. Standard VI: Planning, Resources and Institutional Improvement
- a. Overview
 - b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
10. Standard VII: Governance, Leadership, and Administration
- a. Overview
 - b. Analysis, Summary of Findings, and Directions for Improvement
 - c. Appendices (Links to Documentation Roadmap and Other Evidence/Support)
11. Conclusion: Summary of Major Findings and Recommendations
12. Appendices
- a. Documentation Roadmap
 - b. Other Evidence/Support Documents
 - c. References

Timetable for the Self-Study

	ACTIVITIES & PRODUCTS	BODY RESPONSIBLE	DUE DATES
SPRING 2015 Institution initiates Self-Study	1. Complete design for Self-Study assignment <ul style="list-style-type: none"> a. Institutional overview statement (200-300 words) b. Intended outcomes of Self-Study (5-6) 	Working Groups	Monday, February 16
	2. Complete Standard/Criteria template <ul style="list-style-type: none"> a. Identify stakeholders b. Identify documentation roadmap c. Identify deliverables 	Working Groups	Monday, March 16
	3. Finalize Self-Study design document & Steering Committee Membership (CUE)	CUE & Executive Leadership Team	Monday, April 6
	4. Plan and complete visit by MSCHE Liaison <ul style="list-style-type: none"> 1. CUE and Working Group members available for meetings 	Please reserve date on calendar.	Tuesday, April 28

	ACTIVITIES & PRODUCTS	BODY RESPONSIBLE	DUE DATES
SUMMER 2015 Self-Study design approved	1. WG Chairs Meeting: Review feedback on draft design and discuss documentation roadmap and research questions	Working Group Chairs, Leadership Team	Thursday, June 4 9-11 am
	2. Submit revised documentation roadmap: Appendix D and research questions	Working Groups	Tuesday, June 16
	3. Updated Self-Study design document	Leadership Team	Week of June 22
	4. CUE Meeting: Updates on Self-Study design and review of Federal Compliance MSCHE documents	CUE, Leadership Team	Tuesday, June 23 1-3pm
	5. Review and finalize Self-Study design document	Working Groups, CUE, Leadership Team	June 22-June 26
	6. Submit final Self-Study design document to MSCHE	Leadership Team	July 1
	7. Status Update Meeting: Assignments TBD	Working Groups, Leadership Team	Monday, July 27 9-11 am
Fall 2015	1. Continue inquiry and collect new data as needed	Working Groups	September - December
	2. Progress report	Working Groups	Monday, November 23
Spring 2016 Draft document prepared	1. Select Chair of Evaluation Team and set date for visit (Jan 17- April 15, 2017)	Leadership Team	January 2016
	2. First rough draft of chapters prepared and submitted	Working Groups,	Monday, February 8
	3. First draft of chapters reviewed and discussed to identify gaps	Leadership Team	Monday, March 7
	4. Second draft of chapters prepared and submitted	Working Groups	Monday, April 4
	5. First draft of document prepared and discussed to begin integration	Leadership Team	Monday, May 2
Summer 2016 Draft document reviewed	1. Second draft of document discussed, documentation roadmap completed, reviewed by wider campus community and stakeholders to polish and finalize recommendations	Working Groups, CUE, Leadership Team, Provost, President Cole	June-July
Fall 2016 Final document prepared	1. Draft of Self-study report prepared (digital and print versions of self-study report generated)	Working Groups, CUE, Leadership Team,	Monday, September 28
	2. Chair of Evaluation Team conducts preliminary visit, reviews, and provides feedback	Working Groups, CUE, Leadership Team	October-November

	ACTIVITIES & PRODUCTS	BODY RESPONSIBLE	DUE DATES
	3. Finalize arrangements for hosting Evaluation Team Visit	Leadership Team	TBD
	4. Verification of Compliance with Accreditation-Relevant Federal regulations	Leadership Team	December 12, 2016
Spring 2017 Final Self-Study report reviewed	1. Final Self-Study report (digital and print versions) completed and submitted to all Team Members	Leadership Team	Monday, February 6
	2. Prepare and hold campus visit for Accreditation (before April 15 th)		TBD
	3. Institutional Response to Findings		May 2017

Profile of the Evaluation Team

Montclair State University requests that the chairperson and evaluation team members consist of individuals who have an understanding of and experience in, the mission and challenges facing institutions of similar size and type, diversity of students and faculty and similar institutional priorities.

The context to keep in mind when selecting the team should include the following:

- Montclair State University is a public, doctoral granting institution located in a suburban setting 15 miles from New York City.
- The University continues to undergo dramatic growth and change in its student population, faculty composition and expectations, in its curriculum offerings, and in physical structures.
- Both student and faculty bodies are diverse, with representation across racial, ethnic, and cultural backgrounds.
- The student body is expected to grow to 25,000 in the next five years.
- While most Montclair State students still commute, 20% of the students are now residential and the activities of the University continue to grow to meet the needs of both commuter and residential students.
- Graduate students account for 20% of the total student body.
- The number of faculty hires has grown from 569 to 612 in the last five years.
- Across the board faculty continue to be expected to focus more intentionally upon scholarship.
- There are 350 majors, minors and concentrations available to students across more than 36 departments or centers.
- The most popular undergraduate majors include Biology, Psychology and Business.
- Our existing doctoral programs are: Audiology, Au.D.; Communication Sciences and Disorders, Ph.D.; Counselor Education, Ph.D.; Environmental Management, Ph.D.; Family Studies, Ph.D.; Mathematics Education, Ph.D.; Teacher Education and Teacher Development, Ph.D.
- Montclair State intends to create and offer three new doctoral programs within the next five years.

- The University has two fully online graduate programs and intends to create and offer up to 10 more in the next five years.
- Construction of new facilities and structures, as well as renovation of existing buildings, will continue into the foreseeable future.

The decision to conduct a Self-Study using the Comprehensive model is in part due to Montclair State University's participation in the CIP pilot of new standards and also due to the institution's mission and extensive and comprehensive Strategic Plan. The University community strongly believes in the importance of planning effectively for the academic, social and emotional experiences of all students and looks forward to working with members of an evaluation team who share these values and experiences.

Montclair State University understands that the evaluation team who will conduct the review of MSU will be drawn from institutions found in the Middle States region. It is important to recognize that Montclair State University considers the following institutions as aspirational institutions, which it emulates or would like to emulate:

- Ball State University, Muncie, IN
- Bowling Green State University, Green, OH
- Illinois State University, Normal, IL
- San Diego State University, San Diego, CA
- Towson University, Towson, MD
- University of Massachusetts Boston, Boston, MA
- University of North Carolina Charlotte, Charlotte, NC
- University of North Carolina Greensboro, Greensboro, NC

The following is a list of the top non-NJ competitor institutions for the purposes of Middle States visiting committee selection screening. They are (in no particular order):

- Drexel University, Philadelphia, PA
- Fordham University, Bronx, NY
- Penn State University, State College, PA
- Towson University, Towson, MD
- Temple University, Philadelphia, PA
- University of Delaware, Newark, DE

and, to a lesser degree

- NYU, New York, NY
- West Chester University, West Chester, PA

Appendix D

Documentation Roadmap

STANDARD I: Mission and Goals

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

STANDARD I: Mission and Goals		
An accredited institution possesses and demonstrates the following attributes or activities:	Source of Information/ Document	Location
1. clearly defined mission and goals that: <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; 	2007 Self-Study Report to MSCHE	http://www.montclair.edu/media/montclairedu/provost/middlestatesdocuments/middle-states-self-study.pdf
	Alumni feedback	Office of Alumni Relations and Colleges
	Board of Trustees minutes	http://www.montclair.edu
	College Meeting minutes	Deans' Offices
	Dean's Council Meeting minutes	Provost's Office
	Enrollment reports for UG and G Programs	http://www.montclair.edu
	MSU Mission	http://www.montclair.edu/about-montclair/missionstatement/
	Scholarship Information and Reports	https://msua.az1.qualtrics.com/SE/?SID=SV_1BQyLWlJRYcpewl
	Career Services web sites across University Colleges and Schools	http://www.montclair.edu/campus-life/career-services/
	Study Abroad and On-Campus Global Education Programs Reports	http://www.montclair.edu/global-education/study-abroad/
2. institutional goals are realistic, appropriate to higher education, and consistent with mission;	Academic Issues Committee Manual (AIC Curriculum manual?)	www.montclair.edu/.../Co-nsultant-Criteria-Report-Guidelines-AIC-2013_2014.docx
	Faculty Research (FSP Reports)	Deans' Offices
	MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan/

	New Program Proposals	http://www.montclair.edu/provost/faculty-handbook/academic-policies/approved-procedures/new-programs/
	Reports from ORSP	http://www.montclair.edu/orsp/
	Tenure/Promotion Procedures	http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/
	Undergraduate admission standards	http://www.montclair.edu/admissions/learn-more/apply/
3. goals that 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; and	Assessment Plans Website	http://www.montclair.edu/provost/assessment/
	Faculty five-year self- study reports	http://www.montclair.edu/provost/administrative-calendar/academic-affairs-timetable/
	Faculty self-assessment and peer evaluation reports.	http://www.montclair.edu/provost/administrative-calendar/chronological-calendar/february/
	Graduate Assistantships - Reports	http://www.montclair.edu/graduate/
	MSU Calendar of Campus Events	http://www.montclair.edu/calendar/
	New Student Experience Reports	http://www.montclair.edu/provost/faculty-handbook/academic-policies/success-center/news-student-experience/
	Student Research Symposium Reports	http://www.montclair.edu/research-symposium/
	First-Year Book Reading Program and Events	http://www.montclair.edu/center-for-writing-excellence/montclair-book/
4. periodic assessment of mission and goals to ensure that they are relevant and achievable.	Center for Academic Development and Assessment Reports	http://www.montclair.edu/student-development-campus-life/center-academic-development-assessment/
	Center for Advising and Student Transitions Reports	http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions

Annual Reports from Departments, Schools, and Colleges	Deans' Offices
Learning Communities Reports	http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions/cast-programs/learning-communities/
2012 PRR to MSCHE	http://www.montclair.edu/media/montclairedu/provost/middlestatesdocument/2012-PRR-Reviewers-Report-to-MSU-8.1.12-1.pdf
Accreditation Reports from MSU Programs across Colleges and Schools	Dean's offices
Resident Advisor Program Reports	http://www.montclair.edu/student-development-campus-life/student-leadership/leadership-positions/officeofresidence/

STANDARD II: Ethics and Integrity

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

Standard II Criteria	Source of Information/ Document	Location
An accredited institution possesses and demonstrates the following attributes or activities:		
1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	Faculty Handbook, Academic Freedom	http://www.montclair.edu/provost/faculty-handbook/academic-policies/freedom/
	NJ State AFT, AFL-CIO Agreement Article V	http://www.cnjscl.org/AFT%20FT-PT%202011-2015%20Agreement.pdf
	Academic Integrity:	http://www.montclair.edu/center-for-writing-excellence/digital-dashboard/teacher-resources/academic-integrity/
	Policy on Responsible Use of Computing:	http://www.montclair.edu/oit/tech-solutions-center/computing-labs/policy-responsible-use-computing/
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	1. Student Handbook, Equity and Diversity	http://www.montclair.edu/equity-and-diversity/
	2. Student Handbook, Code of Conduct	http://www.montclair.edu/dean-of-students/student-conduct/code-conduct/ LGBTQ, Safe Space Program; http://www.montclair.edu/student-development-campus-life/lgbtq-center/programs/safe-space/
	3. HR, International Hiring Policies	http://www.montclair.edu/global-education/international-services/hiring/guidelines/
	4. Sexual Harassment Complaint Procedure Involving Students	http://www.montclair.edu/sexual-harassment/sexual-harassment-complaint-procedures-students/
	5. EO/AA and Diversity, Tolerance to Create a Climate for Civility and Human Dignity	http://www.montclair.edu/human-resources/about-us/eo-aa-and-diversity/

	6. International study and services	http://www.montclair.edu/global-education/international-services/ ; http://www.montclair.edu/chss/international-studies/
	7. Technology Training and Development Services	http://www.montclair.edu/oit/training-events/
	8. Career services	http://www.montclair.edu/employee-services/
	9. Health center	http://www.montclair.edu/university-health-center/
	10. Recreation	http://www.montclair.edu/campus-life/the-basics/student-recreation-center/
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.	Grievance Policy and Procedures	http://www.montclair.edu/disability-resource-center/policies-procedures/#GRIEVANCEPOLICY
	Student Handbook, Grade Grievance	http://www.montclair.edu/dean-of-students/handbook/university-policies/#d.en.44247
	Employee Discrimination and Complaint Procedures:	http://www.montclair.edu/human-resources/about-us/eo-aa-and-diversity/discrimination-complaint-procedures/
	4. Policies and Procedures, Greek Letter Organizations:	http://www.montclair.edu/media/montclair.edu/centerforstudentinvolvement/greekaffairs/policyandprocedures11-12.pdf
	5. PAC/AFT Requirements	http://www.montclair.edu/provost/faculty-handbook/personnel/contractual-provisions/
	Employee Handbook	http://www.montclair.edu/human-resources/policies-and-procedures/employee-handbook/
	Civility/Tolerance/Diversity	http://www.montclair.edu/human-resources/about-us/eo-aa-and-diversity/#tolerance

4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	Compliance Guidelines, Conflict of Interest	http://www.montclair.edu/orsp/compliance/
	Outside Employment	http://www.montclair.edu/human-resources/policies-and-procedures/employee-handbook/university-policies-regulations/guidelines-on-outside-
	MSU Standard Contract Terms and Conditions (Procurement)	http://www.montclair.edu/media/montclairedu/finance/treasurer/forms/procurementforms/StdTC.pdf
	MSU Ethics Liaison Officer and NJ Conflicts of Interest Law	http://www.montclair.edu/ethics/ethics-liaison-officer/
	NJ Conflict of Interest Form for MSU BOT	http://www.montclair.edu/media/Montclair.edu/bot/conflict_form.pdf
	Accreditation Agency Handbooks on Rules of Practice and Procedure	e.g., http://nasd.arts-accredit.org/site/docs/NASD%20HANDBOOK%20AND%20ADDENDA/NASD_HANDBOOK_2014-15.pdf
	**Privately Accessible: Personal and Business Relationships Disclosure Form	http://www.state.nj.us/ethics/docs/forms/bdf.pdf
	**Privately Accessible: Annual College and University Disclosure Form	http://www.state.nj.us/ethics/docs/ethics/scholarlycapacityform.pdf
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.	Human Resources: Union Contracts	http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/
	Human Resources: Unclassified Hiring, Reappointment, and Promotion Policies	http://www.montclair.edu/human-resources/resources/forms/unclassified/
	International Services Hiring Guidelines	http://www.montclair.edu/global-education/international-services/hiring/guidelines/
	Affirmative Action Recruitment Guidelines for Faculty and Staff	http://www.montclair.edu/media/montclairedu/humanresources/aboutus/guidelinesandprocedures/aarecruitmentguidelines.pdf

	Policy on Search Committees	http://www.montclair.edu/media/montclairedu/humanresources/aboutus/guidelinesandprocedures/policy_on_search_committee.pdf
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communication.	Faculty Handbook, University Code of Ethics	http://www.montclair.edu/provost/faculty-handbook/personnel/ethics-code/
	Annual Institutional Profile of MSU	http://www.montclair.edu/oit/institutionalresearch/AssessmentDocs/Excellence/Annual%20Institutional%20Profile-NJ%202013.pdf
	Committee Charters (Executive Committee; Audit, Finance, and Investment Committee; Academic Affairs and Facilities Committee; and Personnel Compensation, Nominations, and Governance Committee)	http://www.montclair.edu/dean-of-students/handbook/universitypolicies/#d.en.44247
	Capital Master Plan and Building Integrity:	http://www.montclair.edu/media/montclairedu/facilities/Capital_Master_Plan.pdf
	Annual Campus Security Report	http://www.montclair.edu/montclair-state-university-police-department/jeanne-clery-act/
	Managerial and AFT procedures and deadlines in the Academic Calendar	http://www.montclair.edu/human-resources/resources/forms/managerial/
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.	Cost of Attendance	http://www.montclair.edu/financial-aid/financing/
	Financial Aid Process, Checklist, and Handbook; Financial Aid information for parents	https://studentaid.ed.gov/ ; https://msuaa.az1.qualtrics.com/SE/?SID=SV_1BQyLWIJRYcpewl ; http://www.montclair.edu/financial-aid/application-process ; http://www.montclair.edu/financial-aid/financial-aid-checklist ; http://www.montclair.edu/financial-aid/studenthandbook ; http://www.montclair.edu/financial-aid/information-for-parents ; https://studentaid.ed.gov/ ; https://msuaa.az1.qualtrics.com/SE/?SID=SV_1BQyLWIJRYcpewl

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:		
a. The full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates	Institutional Research Enrollment and Graduation reports	http://www.montclair.edu/oit/institutional-research/
b. The institution's compliance with the Commission's Requirements of Affiliation	MSU Website; resources listed in 8c	http://www.montclair.edu/middle-states/
c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion.	Faculty Handbook, Student Handbook, Academic Integrity statement, Policy on Responsible Computing; AFT, AFL-CIO Agreement, Article V; MSU website; Periodic communications from President, Vice Presidents, or heads of relevant units	http://www.montclair.edu/provost/faculty-handbook/academic-policies/freedom; http://www.montclair.edu/dean-of-students/handbook; http://www.montclair.edu/center-for-writing-excellence/digital-dashboard/teacher-resources/academic-integrity; http://www.montclair.edu/oit/tech-solutions-center/computing-labs/policy-responsible-use-computing; http://www.cnjscl.org/AFT%20FT-PT%202011-2015%20Agreement.pdf
d. The institution's compliance with the Commission's policies.	MSU Website; resources listed in 8c	http://www.montclair.edu/middle-states/
9. Periodic Assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	MSU Website: statement on Ethics; Ethics hotline; periodic Ethics modules sent via email	http://www.montclair.edu/ethics; https://www.mysafeworkplace.com/SplashPages/MontclairState/MontclairState.html

STANDARD III: Design and Delivery of the Student Learning Experience

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

Standard III Criteria	Source of Information/ Document	Location
An accredited institution possesses and demonstrates the following attributes or activities:	<p>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;</p>	<p>Accreditation http://www.montclair.edu/provost/</p> <p>Catalog / website http://www.montclair.edu/catalog/</p> <p>Curriculum guides (4 year plan) http://www.montclair.edu/catalog/view_requirements.php?EditionID=8&View=Program</p> <p>Employment after degree College Surveys & Career Services</p> <p>New Program Proposals http://www.montclair.edu/provost/faculty-handbook/academic-policies/approved-procedures/new-programs/</p> <p>Academic Affairs Reports http://www.montclair.edu/provost/</p>
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are: a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;	<p>Faculty Handbook</p> <p>Five Year External Committee Program Reviews (FERC) Reports</p> <p>Student Feedback Reports</p> <p>MSU Mission</p>	<p>http://www.montclair.edu/provost/faculty-handbook/</p> <p>Deans' Offices, Provost's Office</p> <p>http://www.montclair.edu/oit/institutional-research/</p> <p>http://www.montclair.edu/about-montclair/missionstatement/</p>
b. qualified for the positions they hold and the work they do;	<p>Faculty Research (FSP Reports)</p> <p>Faculty self-assessment and peer evaluation reports.</p> <p>Grant funding (applications & documents)</p>	<p>Deans' Offices</p> <p>http://www.montclair.edu/provost/administrative-calendar/chronological-calendar/february/</p> <p>http://www.montclair.edu/orsp/</p>
c. sufficient in number:	<p>Enrollment reports for UG and G Programs</p>	<p>http://www.montclair.edu/oit/institutional-research/</p>

c. sufficient in number,	Trends in class sizes reports	Registrar
	Comparison to Benchmark Institutions	Websites - IR for benchmarks
d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;	Faculty five-year self- study reports	http://www.montclair.edu/provost/administrative- calendar/academic- affairs- timetable/
	Research Academy for University Learning (RAUL)	http://www.montclair.edu/academy/
	Technology Training and Development Services	http://tti.montclair.edu/training/training-offerings/
e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;	Faculty Evaluation Policy	http://www.montclair.edu/provost/faculty- handbook/
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;	Academic Advising Activity Reports	Center for Advising and Student Transitions (CAST)
	Center for Academic Development and Assessment Reports	http://www.montclair.edu/student-development- campus-life/center- academic- development- assessment/
	Catalog / website	http://www.montclair.edu/catalog/
	Curriculum guides (4 year plan)	http://www.montclair.edu/catalog/view_requirements.php?EditionID=8&View=Program
	General Education Requirements	http://www.montclair.edu/chss/general-education- requirements/
	Graduation Reports & Rates	http://www.montclair.edu/oit/institutional- research/data-and- reports/graduation-reports/
	Time to Degree Reports	http://www.montclair.edu/oit/institutional-research/
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	Center for Academic Development and Assessment Reports	http://www.montclair.edu/student-development- campus-life/center- academic- development- assessment/
	Center for Advising and Student Transitions Reports	http://www.montclair.edu/student-development- campus-life/center-for- advising-student- transitions
	Career Services (e.g. internship database)	http://www.montclair.edu/career-services/
	Center for Community Engagement Reports	http://www.montclair.edu/center-for-community- engagement/
	Clinical/ Field Work, etc. Reports	Deans' Offices

	Co-op education and Service Learning information	http://www.montclair.edu/career-services/cooperative-education/what-is-cooperative-education/
	NSSE Data	http://www.montclair.edu/oit/institutional-research/survey-research/NSSE/NSSE%202003.pdf
5. at institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:	Catalog / website	http://www.montclair.edu/catalog/
	General Education Requirements	http://www.montclair.edu/chss/general-education-requirements/
a. 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;	Catalog / website	http://www.montclair.edu/catalog/
	MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan
	Curriculum guides (4 year plan)	http://www.montclair.edu/catalog/view_requirements.php?EditionID=8&View=Program
	University Undergraduate Curriculum Committee	http://www.montclair.edu/provost/faculty-handbook/academic-policies/approved-procedures/new-programs/
c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	Not Applicable	
6. in institutions that offer graduate and professional	Enrollment reports for UG and G Programs	http://www.montclair.edu/oit/institutional-research/
	Graduate admission standards	http://www.montclair.edu/graduate/prospective-students/application-requirements-and-deadlines/

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;	Graduate Assistantships - Reports	http://www.montclair.edu/graduate/
	Graduate Council	http://www.montclair.edu/graduate/council/
	Policies on thesis committee composition & involvement (Thesis, dissertation, portfolios, performance)	http://www.montclair.edu/graduate/
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers; and	Not Applicable	
8. periodic assessment of the programs providing student learning opportunities.	Accreditation	http://www.montclair.edu/provost/
	Alumni/ Employer Surveys	Office of Alumni Relations
	Assessment data	http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions
	Five Year External Committee Program Reviews (FERC) Reports	Deans' Offices, Provost's Office

STANDARD IV: Support of the Student Experience

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

Standard IV Criteria	Source of Information/ Document	Location
An accredited institution possesses and demonstrates the following attributes or activities:		
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;	Federal Student Aid Reports, Federal Student Aid Application (FAFSA), Financial Aid Checklist, Financial Aid Process, Student Accounts website, Undergraduate Admissions website, Graduate Admissions website	https://studentaid.ed.gov/ ; https://fafsa.ed.gov/ ; http://www.montclair.edu/financial-aid/financial-aid-checklist/ ; http://www.montclair.edu/financial-aid/application-process/ ; www.montclair.edu/financial-aid/scholarships/ ; http://www.montclair.edu/admissions/learn-more/apply/ ; http://www.montclair.edu/graduate/current-students/financial/scholarships/ ; http://www.montclair.edu/student-accounts/policies-and-procedures/refunds-and-withdrawals/

<p>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;</p>	<p>Office of Undergraduate Admissions website; EOF reports; Athletics Advising reports; CAST activity reports; NCAA regulations; Graduate School conditional admit reports; Institutional Research reports</p>	<p>TracDat; NCAA Division III Manual; http://www.montclair.edu/admissions/learn-more/apply/#d.en.47917; http://www.montclair.edu/graduate/prospective-students/application-requirements-and-deadlines/; http://www.montclair.edu/oit/institutionalresearch/AssessmentDocs/Excellence/Annual%20Institutional%20Profile-NJ%202013.pdf; Center for Advising & Student Transitions</p>
<p>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p>	<p>Center for Advising & Student Transitions reports; Graduate School reports; Institutional Research retention reports</p>	<p>TracDat; http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions/; www.montclair.edu/; http://www.montclair.edu/oit/institutional-research/</p>
<p>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</p>	<p>Center for Advising & Student Transitions reports; Graduate School reports; The Office of the Dean of Students (Student Handbook); The Office of the Registrar</p>	<p>TracDat; http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions/; www.montclair.edu/; http://www.montclair.edu/dean-of-students/handbook/; www.montclair.edu/registrar</p>
<p>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;</p>	<p>Office of Undergraduate Admissions website; Center for Advising & Student Transitions website; Office of Academic Success & Retention Programs website; The Graduate School website; Student Handbook; New Jersey Statewide Transfer Agreement</p>	<p>http://www.nj.gov/highereducation/PDFs/XferAgreementOct08.pdf; www.montclair.edu/admissions; www.montclair.edu/graduate; http://www.montclair.edu/student-development-campus-life/student-academic-services/academic-success/; http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions/</p>
<p>3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p>	<p>FERPA regulations and information</p>	<p>http://www.montclair.edu/student-development-campus-life/ferpa/; http://www.montclair.edu/student-development-campus-life/ferpa-families/; http://www.montclair.edu/student-development-campus-life/ferpa-faculty-staff/</p>

<p>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;</p>	<p>NCAA regulations, Institutional Research reports; Athletics and Center for Student Involvement reports; Student Government Association reports</p>	<p>NCAA Division III Manual; http://www.montclair.edu/oit/institutional-research/; TracDat; http://www.montclair.edu/student-government-association/</p>
<p>5. if applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers; and</p>	<p>OneMontclair vendor reports and contracts</p>	<p>OneMontclair project office</p>
<p>6. periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>Annual reports from Student Development & Campus Life departments; Institutional research reports; 2007 Self Study Report to MSCHE; 2012 PRR to MSCHE</p>	<p>TracDat; http://www.montclair.edu/oit/institutional-research/; http://www.montclair.edu/media/montclairedu/provost/middlestatesdocuments/middle-states-self-study.pdf; http://www.montclair.edu/media/montclairedu/provost/middlestatesdocuments/2012-PRR-Reviewers-Report-to-MSU-8.1.12-1.pdf</p>

STANDARD V: Educational Effectiveness Assessment

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

Standard V Criteria	Source of Information/ Document	Location
An accredited institution possesses and demonstrates the following attributes or activities:		
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;	Academic Assessment Database	https://midstates- assessment.montclair.edu/programAssessment/programAssessment/StartPage.aspx
	Annual Impact Reports from Departments, Schools, and Colleges	Annual Reports Canvas Community: https://montclair.instructure.com/courses/33981
	Accreditation Reports	Deans' Offices, Provost
	MSU Mission	http://www.montclair.edu/about-montclair/missionstatement/
	MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan/
	TracDat	https://montclair.tracdat.com/tracdat/faces/login.jsp
	Five Year External Committee Program Reviews (FERC) Reports	Deans' Offices, Provost's Office

<p>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:</p> <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders; 	<p>Academic Assessment Database</p>	<p>https://midstates-<u>assessment.montclair.edu/programAssessment/programAssessment/StartPage.aspx</u></p>
	<p>Annual Impact Reports from Departments, Schools, and Colleges</p>	<p>Annual Reports Canvas Community: https://montclair.instructure.com/courses/33981</p>
	<p>Accreditation Reports</p>	<p>Deans' Offices, Provost</p>
	<p>MSU Mission</p>	<p>http://www.montclair.edu/about-montclair/missionstatement/</p>
	<p>MSU Strategic Plan</p>	<p>http://www.montclair.edu/president/strategic-plan/</p>
	<p>Five Year External Committee Program Reviews (FERC) Reports</p>	<p>Deans' Offices, Provost's Office</p>

	Enrollment reports for UG and G Programs	http://www.montclair.edu/oit/institutional-research/
	Dean's Council Meeting minutes	Provost's Office
	Department Meetings Minutes	Chairs' Offices, Deans' Offices
	Graduation Reports & Rates	http://www.montclair.edu/oit/institutional-research/data-and-reports/graduation-reports/
	TracDat	https://montclair.tracdat.com/tracdat/faces/login.jsp
<p>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:</p> <ul style="list-style-type: none"> 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 	Academic Assessment Database	https://midstates-assessment.montclair.edu/programAssessment/programAssessment/StartPage.aspx

	Annual Impact Reports from Departments, Schools, and Colleges	Annual Reports Canvas Community: https://montclair.instructure.com/courses/33981
	Accreditation Reports	Deans' Offices, Provost
	MSU Mission	http://www.montclair.edu/about-montclair/missionstatement/
	MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan/
	Five Year External Committee Program Reviews (FERC) Reports	Deans' Offices, Provost's Office
	Enrollment reports for UG and G Programs	http://www.montclair.edu/oit/institutional-research/
	Dean's Council Meeting Minutes	Provost's Office
	Department Meetings Minutes	Chairs' Offices, Deans' Offices
	Advising	http://www.montclair.edu/student-development-campus-life/center-for-advising-student-transitions/academic-advising/
	TracDat	https://montclair.tracdat.com/tracdat/faces/login.jsp

CADA	http://www.montclair.edu/student-development-campus-life/center-academic-development-assessment/
Curriculum Procedures/Forms	http://www.montclair.edu/provost/forms/
Technology Training and Integration	http://www.montclair.edu/oit/training-events/
Deans' Retreats Munites	Deans' Offices
University Communications	http://www.montclair.edu/university-communications/
OIR data	http://www.montclair.edu/oit/institutional-research/
Factbook	http://www.montclair.edu/oit/institutional-research/fact-book/
Assessment Newsletters	http://www.montclair.edu/provost/assessment/newsletter/
Assessment Webpage	http://www.montclair.edu/provost/assessment/
Budget Call from Budget and Planning	http://www.adaptiveinsights.com/
Budget Forms, Resources, and Procedures and Policies	http://www.montclair.edu/budget-planning/
Program Coordinators	Departments/Programs

	On/Off Campus Professional Development Conferences, Workshops, etc.	Deans' Offices, Provost's Office
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers	CLA/Gen Ed	http://www.montclair.edu/chss/general-education-requirements/
	Surveys	http://www.montclair.edu/oit/institutional-research/survey-research/
5. periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	Annual Impact Reports from Departments, Schools, and Colleges	Annual Reports Canvas Community: https://montclair.instructure.com/courses/33981
	Accreditation Reports	Deans' Offices, Provost
	MSU Mission	http://www.montclair.edu/about-montclair/missionstatement/
	MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan/
	Five Year External Committee Program Reviews (FERC) Reports	Deans' Offices, Provost's Office
	PRR	http://www.montclair.edu/provost/middle-states-accreditation/
	Self-Study	
	Departmental Strategic Plans	Deans' Offices

STANDARD VI: Planning, Resources, and Institutional Improvement

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

Standard VI Criteria	Source of Information/ Document	Location
An accredited institution possesses and demonstrates the following attributes or activities:		
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;	Strategic plan Mission and Goals Assessment results	http://www.montclair.edu/president/strategic-plan/ http://www.montclair.edu/president/mission-statement/ http://www.montclair.edu/oit/institutional-research/institutional-performance-data/
2. clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results;	TRACDAT Capital Master Plan	http://www.montclair.edu/oit/institutional-research/institutional-performance-data/ http://www.montclair.edu/media/montclair.edu/facilities/Capital_Master_Plan.pdf
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;	Budget Policies and Procedures Manual Policies and Procedures Finance Policies and Procedures <u>Planning and Budgeting</u>	http://www.montclair.edu/media/montclair.edu/budgetandplanning/ http://www.montclair.edu/finance-and-treasury/university-controller/accounting-services/policies-and-procedures/ http://www.adaptiveinsights.com/
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;	Procurement Policies and Procedures Human Resources Policies and Procedures	http://www.montclair.edu/media/montclair.edu/finance/treasurer/forms/procurementforms/Procurement_Policies.pdf http://www.montclair.edu/human-resources/policies-and-procedures/employee-handbook/university-policies-regulations/
5. well-defined decision-making processes and there is clear assignment of responsibility and accountability;	Finance and Treasury Policies and Procedures	http://www.montclair.edu/finance-and-treasury/policies-and-procedures/

<p>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;</p>	<p>Annual Institutional Profile of Montclair State University, 2014</p> <p>Capital Master Plan</p>	<p>http://www.montclair.edu/oit/institutionalresearch/AssessmentDocs/Excellence/Annual%20Institutional%20Profile-NJ%202014.pdf</p> <p>http://www.montclair.edu/media/montclair.edu/facilities/Capital_Master_Plan.pdf</p>
<p>7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;</p>	<p>Annual Financial Statements - Financial Reporting and A-133 Reports</p>	<p>http://www.montclair.edu/finance-and-treasury/university-controller/financial-reporting/</p>
<p>8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and</p>	<p>Strategic plan Mission and Goals</p> <p>Facilities use</p>	<p>http://www.montclair.edu/president/strategic-plan/</p> <p>http://www.montclair.edu/president/mission-statement/</p> <p>http://www.montclair.edu/registrar/</p>
<p>9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>President's page on MSU site</p> <p>Mission and Goals</p>	<p>http://www.montclair.edu/media/montclair.edu/president/internalaudit/internal-audit-procedures-manual.pdf</p> <p>http://www.montclair.edu/president/mission-statement/</p>

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.

<i>An accredited institution possesses and demonstrates the following attributes or activities:</i>	<i>Source of Information/ Document</i>	<i>Location</i>
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;	2007 Self-Study Report to MSCHE	http://www.montclair.edu
	2012 PRR to MSCHE	/media/montclair.edu/prov_ost/middlestatesdocuments/middle-states-self-study.pdf /media/montclair.edu/prov_ost/middlestatesdocuments/2012-PRR-Reviewers-Report-to-MSU-8.1.12-1.pdf
	Accreditation Agency Handbooks on Rules of Practice and Procedure	e.g., http://nasd.arts-accredit.org/site/docs/NA_SD%20HANDBOOK%20AND%20ADDENDA/NASD_HANDBOOK_2014-15.pdf
	Accreditation Reports	Deans' Offices, Provost
	Alumni feedback	Office of Alumni Relations and Colleges
	Annual Institutional Profile of MSU	http://www.montclair.edu /oit/institutionalresearch/AssessmentDocs/Excellence/Annual%20Institutional%20Profile-NJ%202013.pdf
	Annual Reports from Departments, Schools, and Colleges	Deans' Offices
	Board Charter	http://www.montclair.edu /board-of-trustees/committee-charters/
	Board of Trustees - NJ Conflict of Interest	http://www.montclair.edu

Form	/media/Montclair.edu/bot/ conflict_form.pdf
Board of Trustees minutes	http://www.montclair.edu/board-of-trustees/minutes/
CIP Institutions	MSCHE
College Meeting minutes	Deans' Offices
Dean's Council Meeting minutes	Provost's Office
Governance Policies and Procedures	http://www.montclair.edu/provost/faculty-handbook/governance/
Employee Handbook	http://www.montclair.edu/human-resources/policies-and-procedures/employee-handbook/
Faculty Handbook, Academic Freedom	http://www.montclair.edu/provost/faculty-handbook/academic-policies/freedom/
Five Year External Committee Program Reviews (FERC) Reports	Deans' Offices, Provost's Office
FSEE Reports	Provost's Office
Human Resources, International Hiring Policies	http://www.montclair.edu/global-education/international-services/hiring/guidelines/
Human Resources: Unclassified Hiring, Reappointment, and Promotion Policies	http://www.montclair.edu/human-resources/resources/forms/unclassified/
Human Resources: Union Contracts	http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/
Managerial and AFT procedures and deadlines in the Academic Calendar	http://www.montclair.edu/provost/faculty-handbook/governance/unions/
MSU Ethics Liaison Officer and NJ Conflicts of Interest Law	http://www.montclair.edu/ethics/ethics-liaison-officer/
MSU Mission	http://www.montclair.edu/about-montclair/missionstatement/
MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan/
NJ State AFT, AFL-CIO	http://www.cnjscl.org/AFT%20FT-PT%202011-

	Agreement Article V	2015%20Agreement.pdf
	NSSE (Publically Available on Web)	http://www.montclair.edu/oit/institutional-research/survey-research/NSSE/NSSE%202003.pdf
	PAC/AFT Requirements	http://www.montclair.edu/provost/faculty-handbook/personnel/contractual-provisions/
	Policy on Responsible Use of Computing	http://www.montclair.edu/oit/tech-solutions-center/computing-labs/policy-responsible-use-computing/
	Accreditation Reports from MSU Programs across Colleges and Schools	Dean's offices
	Tenure/Promotion Procedures	http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/
	University Annual Fact Books	http://www.montclair.edu/oit/institutional-research/fact-book/
	University Legal Counsel Reports	http://www.montclair.edu/president/university-counsel/
	University Senate	http://www.montclair.edu/UniversitySenate/constitution/
	University Undergraduate Curriculum Committee	http://www.montclair.edu/provost/faculty-handbook/academic-policies/approved-procedures/new-programs/
a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;	2007 Self-Study Report to MSCHE	http://www.montclair.edu/media/montclair.edu/provost/middlestatesdocuments/middle-states-self-study.pdf
b. has appropriate credentials and professional experience consistent with the mission of the organization;	Accreditation Agency Handbooks on Rules of Practice and Procedure	e.g., http://nasd.arts-accredit.org/site/docs/NA_SD%20HANDBOOK%20AND%20ADDENDA/NA_SD_HANDBOOK_2014-15.pdf
c. has the authority and autonomy required to fulfill the responsibilities of the position, including	Accreditation Reports	Deans' Offices, Provost http://www.montclair.edu

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;

Annual Institutional Profile of MSU	/oit/institutionalresearch/AssessmentDocs/Excellence/Annual%20Institutional%20Profile-NJ%202013.pdf
Annual Reports from Departments, Schools, and Colleges	Deans' Offices
Board Charter	http://www.montclair.edu/board-of-trustees/committee-charters/
Board of Trustees - NJ Conflict of Interest Form	http://www.montclair.edu/media/Montclair.edu/bot/conflict_form.pdf
Board of Trustees minutes	http://www.montclair.edu/board-of-trustees/minutes/
Governance Policies and Procedures	http://www.montclair.edu/provost/faculty-handbook/governance/
Employee Handbook	http://www.montclair.edu/human-resources/policies-and-procedures/employee-handbook/
Faculty Handbook, Academic Freedom	http://www.montclair.edu/provost/faculty-handbook/academic-policies/freedom/
Human Resources: Union Contracts	http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/
Managerial and AFT procedures and deadlines in the Academic Calendar	http://www.montclair.edu/provost/faculty-handbook/governance/unions/
MSU Ethics Liaison Officer and NJ Conflicts of Interest Law	http://www.montclair.edu/ethics/ethics-liaison-officer/
MSU Mission	http://www.montclair.edu/about-montclair/missionstatement/
MSU Strategic Plan	http://www.montclair.edu/president/strategic-plan/
NJ State AFT, AFL-CIO Agreement Article V	http://www.cnjscl.org/AFT%20FT-PT%202011-2015%20Agreement.pdf
PAC/AFT Requirements	http://www.montclair.edu/provost/faculty-handbook/personnel/contractual-provisions/

	Tenure/Promotion Procedures	http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/
	University Annual Fact Books	http://www.montclair.edu/oit/institutional-research/fact-book/
	University Legal Counsel Reports	http://www.montclair.edu/president/university-counsel/
	University Senate	http://www.montclair.edu/UniversitySenate/constitution/
<p>3. a Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>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;</p> <p>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;</p>	NJ State AFT, AFL-CIO	http://www.cnjscl.org/AF T%20FT-PT%202011-

<p>4. an administration possessing or demonstrating:</p> <ul style="list-style-type: none"> a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and 	<p>Agreement Article V</p>	<p>2015%20Agreement.pdf</p>
<p>5. periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>NSSE (Publically Available on Web)</p> <p>PAC/AFT Requirements</p> <p>Policy on Responsible Use of Computing</p> <p>Accreditation Reports from MSU Programs across Colleges and Schools</p> <p>Tenure/Promotion Procedures</p> <p>University Annual Fact Books</p> <p>University Legal Counsel Reports</p>	<p>http://www.montclair.edu/oit/institutional-research/survey-research/NSSE/NSSE%202003.pdf</p> <p>http://www.montclair.edu/provost/faculty-handbook/personnel/contractual-provisions/</p> <p>http://www.montclair.edu/oit/tech-solutions-center/computing-labs/policy-responsible-use-computing/</p> <p>Dean's offices</p> <p>http://www.montclair.edu/human-resources/policies-and-procedures/union-contracts/</p> <p>http://www.montclair.edu/oit/institutional-research/fact-book/</p> <p>http://www.montclair.edu</p>

	University Legal Counsel Reports	<u>/president/university- counsel/</u>
	University Senate	<u>http://www.montclair.edu</u> <u>/UniversitySenate/constit ution/</u>
	University Undergraduate Curriculum Committee	<u>http://www.montclair.edu</u> <u>/provost/faculty- handbook/academic- policies/approved- procedures/new- programs/</u>