



Summary of the
MCLA Self-Study
for NEASC Reaccreditation

September 2013

NEASC Team Visit: November 3-6, 2013

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Introduction

We are pleased to share our institutional self-study for Massachusetts College of Liberal Arts (MCLA) prepared in support of our November 3-6, 2013, NEASC team visit.

The self-study represents the outcome of two years of careful, thoughtful work on the part of the entire MCLA community. Nearly 100 faculty, staff, and students served on Standards teams (see the team list at the end of this document) and contributed to the process of developing our self-study. In addition, we provided information and sought input from the entire campus community, as well as our Board of Trustees, as we worked to tell the MCLA story to NEASC and our visiting team members. We look forward to the team's visit in November, and to have the opportunity to benefit from their perspective on MCLA's strengths, and their observations about areas where we still have work to do.

As we prepare for the visit, we invite you to take time to read and become familiar with our self-study. During the visit, you will have the opportunity to meet with members of the visiting team, and equally as important, they will have the opportunity to meet with and hear from members of the MCLA campus.

While we encourage you to read the entire document, we suggest you pay particular attention to those Standards that align most closely with your particular role on campus. Below is a summary of the NEASC Standards which may serve as a guide to identify the Standards you wish to review.

Summary of the Accreditation Process

What is accreditation?

Accreditation is a system of voluntary self-regulation that complements the requirements outlined by state educational systems, federal oversight of financial aid, and professional licensure in many fields. Accrediting bodies establish standards of best practice that: 1) provide a framework for institutional development and self-evaluation; and 2) articulate what a college or university must do in order to deserve the public trust.

What is the self-study?

The self-study is a comprehensive review of MCLA's organization and operation. We organize the self-study in response to eleven standards that cover everything from our mission and purpose, to our academic program and student profile, to our physical plant and technology infrastructure. In the self-study, we describe the ways in which we meet the standards, identify areas of progress and improvement, and offer plans to continue moving the college forward in the next ten years. The self-study will be drafted by eleven standard committees, with over 80 members of the MCLA community involved.

How often does NEASC accreditation happen?

Every ten years we prepare a self-study in advance of a “comprehensive” visit by a team of peer reviewers. We also provide periodic updates and interim reports as recommended by the visiting team, including a standard fifth-year report.

Who certifies MCLA's accreditation?

The New England Association of Schools and Colleges (NEASC) is the regional accrediting agency that serves MCLA. NEASC is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Every region in the country has a similar organization that is responsible for reviewing the schools in its area both K-12 and postsecondary institutions. If you are interested in more information, visit the web site at www.neasc.org.

When will our campus visit take place?

A visiting team representing NEASC will be at MCLA from November 3-6, 2013.

Summary of the NEASC Standards

According to NEASC, each of the eleven Standards articulates a dimension of institutional quality. In applying the Standards, the NEASC Commission on Institutions of Higher Education (CHIE) assesses and makes a determination about the effectiveness of the institution as a whole. The Standards demonstrate that we:

- 1 have clearly defined purposes appropriate to an institution of higher learning;
- 2 have assembled and organized those resources necessary to achieve our purposes;
- 3 are achieving our purposes;
- 4 have the ability to continue to achieve our purposes.

Standard 1: Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the Commission's *Standards for Accreditation*.

Standard 4: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Standard 5: Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

Standard 6: Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Standard 7: Library and Other Information Resources

The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

Standard 8: Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Standard 9: Financial Resources

The institution's financial resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

Standard 10: Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, timely, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

Standard 11: Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

Self-Study Content

Text from the NEASC Self-Study Guide

Like all narratives, the self-study report includes over-arching themes, supporting detail, and a proper balance of quantitative and qualitative evidence for its assertions. Adequate attention may be paid to institutional history, but the focus is on present circumstances and future directions.

The narrative content is organized in chapters, each of which is a three-part response to one of the standards. The Commission asks institutions to use the analytical framework of Description - Appraisal - Projection to organize complex content most effectively. The triad of Description – Appraisal – Projection raises three questions: What does the institution do to meet the standard? How well does it meet the standard? What commitments does it make to improve? Following this format allows the institution to show concisely how it evaluates itself today and plans for the future.

- **Description.** A realistic and objective presentation of the present status of the institution with respect to each standard. The team and the Commission need a comprehensive understanding of how the institution operates. Concise summaries are most effective; extensive details can be provided in workroom documents.
- **Appraisal.** A thorough analysis and evaluation of institutional practices in a given area, recognizing both achievements and areas for improvement. It should include sufficient evidence so that the reader understands the basis on which the evaluation has been made. This critical and candid self-judgment forms the single most significant internal activity in the entire self-study process. It requires deliberation and critical thinking. The visiting team and the Commission will pay particular attention to the judgments made in the Appraisal section, for these provide insight into the internal planning and management of the institution's resources to achieve its objectives. Equally important, the Appraisal section demonstrates the accuracy of the institution's self image and its integrity in identifying areas for improvement.
- **Projection.** Specific, realistic institutional commitments to maintain and enhance strengths and to address areas of concern. In accordance with the Commission's overall view that self-study is inextricably linked to planning, projections are expected to be part of the institution's planning process.

Summary of MCLA's NEASC Self-Study

We believe the self-study reflects both an honest self-reflection of MCLA's progress over the course of the past decade, and also is a model for building on that progress in the coming years. More than that, however, this document showcases the shared pride that students, faculty, staff, Trustees, and community members feel toward our College and its mission.

Our self-study efforts tie into and complement MCLA's strategic plan. Indeed, one important outcome of MCLA's 2003 NEASC accreditation was the development of the strategic planning process itself that serves as a blueprint for our continued progress. The strategic goals of Excellence in Teaching and Learning, Supportive and Inclusive Community, Responsive and Intentional Stewardship, and Public Purpose and Engagement provide the framework through which we set priorities, allocate resources, and implement action plans to strengthen the College.

The self-study tells the story of MCLA over the past 10 years. It is a story guided by the NEASC standards, but also a story through which we can identify the markers of success and points of pride. These accomplishments have been realized through the dedication, commitment, hard work, and talent of faculty, staff, students, Trustees, alumni, community partners, members of our legislative delegation and other public officials, and the donors, supporters, and friends who help to support and sustain their efforts. Through our shared commitment, the MCLA story is a story of achievement, progress, and success.

Standard 1: Mission and Purposes

In March 2013, the MCLA Board of Trustees adopted a new mission statement for the College:

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. The College promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

After endorsement by the All College Committee, each committee of the Board of Trustees reviewed and voted to recommend the mission statement for adoption by the Board. The full Board subsequently voted to adopt and implement MCLA's new mission statement. The mission statement is published on the College Web site, and in the College Catalog and other publications. The mission statement also was shared with and endorsed by the Department of Higher Education (DHE).

The new mission statement reflects the College's role as the Commonwealth's public liberal arts college and a campus of the Massachusetts State University System. In accordance with this statewide role, the mission statement also reflects the goals and aspirations of the Massachusetts Board of Higher Education Vision Project which is a "vehicle through which public higher education has come together to stay focused on" ensuring Massachusetts remains a leader among state systems of higher education in the areas of college participation and completion, student learning and workforce alignment, civic engagement, and the elimination of disparities among students from different ethnic, racial, gender and income groups.

The College has successfully aligned its mission to an active, participatory, and transparent strategic planning process. Over the past decade, the college has widened the participation in strategic planning, and now the annual campus-wide review of the plan has become a regular, even a celebratory event. The most recent iteration of the MCLA Strategic Plan is a forward-looking blueprint for development and progress closely tied to the mission. The plan emphasizes excellence in teaching and learning, community, stewardship, and public engagement, and demonstrates the interdependence that contributes to the development of an inclusive, effective, and innovative living and learning community.

PROJECTION

The College will promote and ensure wide awareness of its new mission statement and continue to connect its strategic plan to its mission and purpose as vehicles to support ongoing self-examination and improvement.

Standard 2: Planning and Evaluation

Consistent with our mission and purpose, MCLA's strategic planning process has guided our progress over the past ten years. New academic programs; investments in recruitment, student life, and athletics; deeper connections in the community and across the region; and the advocacy and planning work that led to the construction of MCLA's new Center for Science and Innovation, all reflect the commitment to planning that has become central to MCLA's culture.

The strategic planning process includes a strong evaluation element. As a way of introducing new concepts around planning and securing buy-in, we encouraged members of the campus community to develop prototypes, action plan models, and pilot initiatives as proofs of concept for planning. Through this work, we have identified new opportunities and innovations, allocate resources to conduct pilot initiatives to test and validate assumptions, and determine whether any of these model action plans demonstrated potential to succeed at a larger scale. One of the most important components of this practice is the connection between models and resources. The prototyping process creates opportunities for strategic investment in innovation, important characteristics of successful planning. This practice has become embedded in the College's annual action planning process.

This process has led to several institutionalized programs at MCLA, such as the Center for Student Success and Engagement (CSSE) and the reinstitution of First Year Seminar courses.

MCLA's strategic planning process represents a best practice in public higher education in the Commonwealth of Massachusetts. A signature characteristic of our strategic planning is the deep participation and engagement of faculty, staff, students, and college Trustees in the process. Every academic department and administrative area develops action plans annually, and aligns its budget requests to the strategic plan.

Despite the active engagement of the campus community and the development of realistic strategies and action plans, our efforts remain subject to variability in the external environment. In particular, economic trends, financial aid program cuts at the national and state levels, and the changing needs of the student population make enrollment planning a perennial challenge.

Members of the campus community understand and embrace planning as a shared commitment. Managers and staff use the college planning process as guides and models for thoughtful planning at the departmental level. As one example, Freel Library developed a plan to chart progress and set new directions that are aligned with the College's strategic plan. Similarly, the planning process led to the addition of a CIO position in the information technology (IT) function.

MCLA's updated mission statement, approved in March 2013, reflects an intentional and close alignment with the strategic plan, and the values statements that accompany the mission statement echo and reflect planning goals.

MCLA has a commitment to assessment and evaluation and is working to deepen and refine these practices. Our principal concern is to devise methods of evaluation and accountability that complement students' learning and our teaching.

Faculty provide essential leadership to MCLA's evaluation efforts, and many engage in professional development to enhance their assessment skills. Through the TechFest hosted by the Center for Academic Technology (CAT), faculty annually have the opportunity to build capacity in teaching with technology. At the state level, the associate dean for assessment and planning and a senior faculty member represent MCLA on the Advancing a Massachusetts Culture of Assessment (AMCOA) initiative, a program of the statewide Vision Project. The dean of academic affairs also serves as a member of the task force on statewide assessment. Nationally, faculty have participated in annual meetings of the American Association of Colleges and Universities, faculty summer institutes sponsored by COPLAC, the National Collegiate Honors Council, and the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) initiative.

PROJECTION

Campus planning: Continue to focus on campus planning efforts and to communicate planning processes and outcomes to the campus community.

Standard 3: Organization and Governance

Organization and governance at MCLA reflect a commitment to collaboration, participation, and transparency. In addition to the formal structures of governance, the College provides a range of opportunities for engagement and information sharing among campus constituencies.

As a campus of the Massachusetts State University System, MCLA operates in accordance with state Board of Higher Education (BHE) policies with coordination through the Department of Higher Education (DHE). The DHE is “the statutorily created agency in Massachusetts responsible for defining the mission of and coordinating the Commonwealth’s system of public higher education and its institutions.”

By state statute, local authority for the College rests with the Board of Trustees (Board), with responsibility “for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority.” MCLA’s Board of Trustees has a strong tradition of active, engaged, and thoughtful service. Our Board is committed to and engaged in the mission and work of the College.

The Board has authority and responsibility for hiring and evaluating the College president, and may delegate to the president any powers and responsibilities statutorily reserved to the Board. The president oversees an administrative team (the Cabinet) that includes direct reports and other senior leaders and key staff members. The Cabinet includes the executive vice president; the vice president and dean of academic affairs; the vice president of administration and finance; the chief advancement officer and president of the MCLA Foundation, Inc.; the vice president of student affairs; the director of communications and marketing; and the executive assistant to the president. The Cabinet meets at least bi-weekly, with additional meetings convened as needed. In addition, the president holds three day-long extended Cabinet planning meetings throughout the year to provide time for more in-depth planning. Individual Cabinet members meet with the president in regular staff meetings.

In 2012, the president convened a President’s Council, a working group comprised of faculty, staff, and students, in order to share information and engage in conversation about important issues at MCLA and in the community, as well as issues affecting public higher education at the local, state, and national levels.

Governance at MCLA includes the four statewide collective bargaining units, which operate in accordance with labor contracts negotiated with the BHE. These include the Massachusetts State College Association (MSCA), serving full- and part-time day faculty; the Division of Graduate and Continuing Education (DGCE), serving part-time evening and graduate faculty; the Association of Professional Administrators (APA), serving administrative staff; and the American Federation of State, County and Municipal Employees (AFSCME), Council 93, Local 1067 of the AFL-CIO, which serves clerical, facilities, and public safety staff. The president, vice presidents, deans, and certain members of their support staffs are non-unit employees.

The Agreement Between the Board of Higher Education and the MSCA (MSCA Agreement) outlines the charge and faculty, administrator, and student membership of the committees that

delineate academic policy at the College. These include the All-College Committee and four subsidiary committees; Academic Policies; Curriculum; Graduate Education Council; and Student Affairs.

In addition to these committees, the MSCA Agreement makes provision for the establishment of ad hoc groups. The College president may from time to time convene such groups to study and make recommendations around specific initiatives. Examples include the Strategic Planning Task Force, the Diversity Task Force, the Student Success and Retention Task Force, the President's Athletic Advisory Council (PAAC), and the College's accreditation self-study working groups.

Communication and interaction between the bargaining units and the institution are generally candid, cordial, and professional. There is significant collaboration and a sense of shared purpose among these units, best exemplified by the annual Tri-Union luncheon which celebrates the contributions of organized labor to the campus and the Commonwealth.

The MCLA Foundation, Inc., is a separately organized 501(c)(3) nonprofit corporation, "operated exclusively for charitable, scientific, and educational purposes to benefit Massachusetts College of Liberal Arts." These purposes include holding and administering properties, providing financial aid, and promoting and supporting the College's educational activities. The Foundation is governed by its own Board of Directors. MCLA's Chief Advancement Officer serves as president of the Foundation.

The MCLA Alumni Association Board of Directors provides opportunities for alumni to serve and promote the College in conjunction with the Alumni Office. The Alumni Board plans, reviews and implements programs and activities consistent with the College's vision and mission.

MCLA has a tradition of student governance as a vehicle for leadership development. The MCLA Student Government Association (SGA) consists of "elected representatives of the student body, empowered by the SGA to represent the needs of all MCLA students." The elected Student Trustee serves as a member of SGA. SGA offers the community a wide variety of activities and programs to fulfill educational goals and provide a means for student expression in a professional and social environment. SGA administers the Student Activities Trust Fund for all recognized organizations and student-centered activities.

As the College Advancement program has evolved over the past decade, there has been a corresponding and intentional focus on the growth and development of the MCLA Foundation Board and the Alumni Association Board of Directors. These groups have deepened their connection with the College.

As part of the Commonwealth's system of public higher education, MCLA operates in a larger context of accountability and shared goal setting. The Board of Higher Education's Vision Project provides statewide guidance on assessing and enhancing graduation rates, learning outcomes assessment, and workforce alignment, among other priorities. MCLA works to balance participation in these strategic initiatives with efforts rooted in the singular character, challenges, and strengths of the MCLA campus and Berkshire County region.

PROJECTION

Campus governance culture: Continue to promote active, collaborative, and effective governance at all levels.

Statewide governance systems: The president and Board of Trustees will engage and advise as appropriate on state initiatives that have implications for campus governance.

Standard 4: The Academic Program

The past decade has been a period of significant change for the academic program at MCLA. Characteristic of our academic approach is an emphasis on the goals and essential learning outcomes of the Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) initiative. Through this identification of LEAP as a guiding principle for liberal learning, we have embraced High Impact Practices – deep, integrative learning opportunities such as internships, participation in undergraduate research, study away courses, community service, and co-curricular experiences – as frameworks for learning.

High Impact Practices help to extend learning beyond the classroom, and provide students with a range of educational and leadership opportunities that offer multiple points of connection. In this work Academic Affairs partners closely with Student Affairs to create a comprehensive learning-living experience that interweaves academic, service, personal, and career-related experiences across the undergraduate curriculum.

Through our strategic planning process, the MCLA community affirms the pursuit of academic excellence as a key aspiration and commitment. Excellence in teaching and learning is one of the four interrelated and mutually reinforcing goals that will guide MCLA's progress.

MCLA offers programs of high quality that align with our mission. Our strategic plan has guided efforts by faculty and staff to advance and enhance learning outcomes assessment, departmental action plans, and resource allocation. Through the work of our faculty and staff, our high-quality academic and co-curricular programs, and our regional and state partnerships we have enjoyed significant recognition: in 2011, 2012, and 2013, MCLA was named as one of *U.S. News & World Report's* Top Ten Public Liberal Arts Colleges.

In addition to MCLA's embrace of LEAP and High Impact Practices at the campus level, our understanding of these practices is enhanced by several key relationships. In 2012 the Commonwealth of Massachusetts and COPLAC each were designated as LEAP states by AAC&U. The alignment of MCLA, COPLAC, and the state provides us with an integrated community of practice, and reflects the leadership role president Grant plays at the College, with COPLAC (as past president and current executive committee member), and in Massachusetts public higher education community.

Each major or concentration provides students with both disciplinary knowledge and experiential learning in experiences such as internships, undergraduate research, service learning, independent study, and other options. Examples of internships created by MCLA in partnership with the community include the Berkshire Hills Internship program (BHIP) with Arts Management, the New England Center for Children with Psychology, Berkshire Medical Center and Medical Technology, and Williamstown Physical Therapy with Athletic Training.

Since our last accreditation MCLA has added majors in art, arts management, athletic training, chemistry, environmental studies, and political science and public policy. Several departments

have also added additional areas of study (concentrations) as well as minors, such as the Creative Writing minor (2013).

Faculty members and administrative staff develop new college programs and courses. Academic departments are an integral part of this process. Proposed new course and programs go through a rigorous approval process from departmental curriculum committee to college governance. All new degree programs need to be reviewed and approved through the governance process, by the academic affairs committee of the Board of Trustees (the Board), and by the full Board before being submitted to the Massachusetts Department of Higher Education for final approval.

The Office of Academic Affairs takes responsibility for ensuring sufficient and appropriate course offerings. The chairs of all academic programs meet individually with the vice president and dean of academic affairs to annually review budget requests and engage in long range planning for the departments.

Since our last accreditation in 2003, MCLA established the Center for Academic Technology with support from the Davis Educational Foundation. The Center supports faculty with integration of technology in teaching, hybrid classroom/online course offerings, and support for faculty in the use of the College's learning management system, ePortfolio software, and other technologies. The Center offers individual as well as group faculty and staff professional development sessions. The Center plans and implements an annual TechFest, provides faculty media integration instruction, and supports course-based integration of ePortfolios.

MCLA offers graduate programs in Education and a Professional Master in Business Administration (Professional MBA). The Education Department offers: post-baccalaureate initial teacher certification; professional license certification; Masters of Education (M.Ed.); administrative certification; and a CAGS (Certificate of Advanced Graduate Study).

Learning outcomes for the Education Department are aligned with state standards for educator licensure. These include subject matter knowledge (SMK) and Pre-service Performance Assessment (PPA). All students must demonstrate proficiency in all content and professional practice standards and indicators as required by state regulation.

EPortfolios for Professional MBA students were evaluated in August 2013 to document learning and program development. Resulting data will be used to make projections to enhance the effectiveness of the program. The evaluation of student work from ePortfolio submissions was valuable to faculty who acquired more insight into and understanding of the assessment process. This was the department's and the College's first experience in evaluating program level evidence using ePortfolio.

The associate dean for assessment and planning works closely with academic departments to assess program effectiveness. Achievement is benchmarked against program peers, and measured through student work and alumni success. The results of regularly-administered student and faculty assessments of learning, NSSE and FSSE, are circulated to AAG members.

PROJECTION

Excellence in Teaching and Learning: Program Development and Expansion: With a focus on academic excellence and a commitment to innovation and experiential learning MCLA will continue to modify and expand its program offerings to meet the needs of business and industry and of the larger society, as well as of our students.

Civic Engagement: MCLA values civic engagement and will continue to participate in a range of civic education and engagement partnerships as aligned with the mission of the College. The College will also participate in these activities as a member of COPLAC, which advances civic engagement as a cornerstone of liberal learning, and in statewide initiatives that advance civic engagement as a priority for the Commonwealth.

Academic Program Reviews: MCLA will continue its academic program review process, according to its seven-year review cycle, including assessment and evaluation of courses, programs and learning outcomes, and also continue the comprehensive review of the Core Curriculum. The College will establish review cycles for its graduate education programs.

Campus culture of assessment: Develop and deepen data-driven assessment efforts and program review for academic and co-curricular programs that incorporate an implementation phase for recommendations.

Explore the use of electronic media for disseminating assessment information. Develop a campus wide survey inventory that routinely shares/communicates data collected and data results with all levels of the institution, and uses this information to support decision making.

Integrate information literacy into the curriculum: Investigate the status of learning outcomes assessment at the department level to determine how information literacy is currently being assessed.

Standard 5: Faculty

Excellence in teaching and learning is a central goal of MCLA's strategic plan, and our faculty are in the forefront of delivering on that commitment. Many members of our faculty are teacher-scholars whose work directly addresses the College's student-centered, liberal arts mission. The preparation and qualifications of both full- and part-time faculty members are appropriate to the field or subject and level of degree program in which they teach. Many bridge disciplines through courses in the Core Curriculum and Honors Program, and contribute to campus governance, student organization advisement and other duties in service to the College's mission.

MCLA faculty balance their teaching, advising, research, and service commitments, and meet the challenges presented by an increasing number of concurrent initiatives, such as requests for participation in statewide initiatives.

The faculty guide the content of academic programs and courses, instructional methods, and program improvement through well-documented governance and review procedures; institutional strategic planning results in departmental action plans that include considerable attention to program development, assessment, and improvement. The program review and accreditation processes afford the opportunity for external review that assists faculty to engage in ongoing improvement of their instruction and programs.

Faculty participate in college service; for example, non-governance committee work, admission open houses, undergraduate research; advising 20+ majors; and summer admissions work. Faculty workload as comprised of both contractual obligations and these voluntary contributions required for the ongoing support of MCLA's academic environment continues to increase.

The faculty search process is consultative and dependent on several factors including department enrollment trends, academic specialty, and budget. The College tracks applications and complies with EEOC requirements.

As MCLA is a teaching-centered institution, faculty pursue scholarship and creative activities in addition to their teaching loads. Many faculty members focus their scholarly and /or research efforts on improving pedagogy, including the development of new materials for their classrooms. Professional development funds guaranteed by the MSCA Agreement may not always cover the full costs of individual professional development experiences. As appropriate and available, Academic Affairs may offer supplemental funds. In addition to participating in professional development activities, faculty also share experiences through venues such as the Brown Bag Lecture Series or informal information exchange through the faculty center.

Academic freedom is central to MCLA's strategic goal of excellence in teaching and learning, and the Agreement supports such freedom as critical to the intellectual mission of the College. We understand that academic freedom empowers the faculty to speak their minds openly and responsibly on matters regarding the academic life of the college.

Faculty provide key leadership to program and institutional assessment efforts. The institution is heavily engaged in a number of internal and external assessment initiatives. Academic Affairs

and in particular the associate dean for assessment and planning helps to coordinate the various assessment initiatives. Faculty members participate in the Assessment Advisory Group (AAG), program review, Core curriculum review, and respond to external assessment initiatives including the Vision Project. Academic Affairs and the faculty jointly ensure that as an institution, we have initiated the process for validation that stated learning outcomes are being achieved in all the academic majors and across the core curriculum. Faculty are challenged to address the data demands from a variety of internal and external assessments. Assessment has been and continues to be embedded into curriculum and is used to advance the quality of the programs. However, competing assessment initiatives translates to increased reporting requirements and shorter deadlines for some of the projects.

PROJECTION

Align resources according to strategic plan: The College will develop an academic plan that is aligned with the MCLA strategic plan, and that will inform the development of a strategic plan for each department. These plans will align human and physical resources with program development, student enrollment and success patterns, and other changing needs.

Faculty professional development and support: Develop faculty mentoring for all newly hired faculty members. Augment on campus professional development opportunities for faculty and assign appropriate resources to those opportunities.

Standard 6: Students

MCLA students are dedicated learners, active community members, supportive peers, and committed leaders. Through support, individualized advisement, and high expectations, we strive to provide a campus environment that supports all students in these aspirations. To do so we rely on the talents and expertise of our faculty, staff and students, developing programs to build an effective educational living and learning community.

MCLA attracts students seeking a highly engaging, affordable education. We have aggressively advanced outreach activities to multiple populations both in and out of state. These strategies have proven successful in attracting a larger and more diverse applicant pool. Since our last accreditation visit, applications for admission increased by 37%. New students, both first year and transfers, increased by 26% since 2003. Due perhaps to changes in the way most students apply for college, yield percentages have not increased consistently over this period. Our overall undergraduate enrollment increased by 9.7%; however our graduate education enrollment did not grow.

We have put resources into multicultural outreach and recruitment and strengthened the effectiveness of our multicultural recruitment programs. We have fostered close relationships with counselors from high schools and organizations throughout Massachusetts and New England (Bottom Line, Upward Bound, etc.) and charter schools. We host specialized programs for accepted students to experience the college environment and begin building community and establishing networks. MCLA's representation of students who self report as being from diverse backgrounds increased from 7.6% in 2003 to 17.2% in fall 2012.

Economic conditions have contributed to increased competition, with higher levels of tuition discounting by private colleges. This has proved a challenge as has the financial status of our applicants and enrollees. Serving a student population of which 50% are Pell-eligible affects our recruitment and retention efforts. The average household income of financial aid applicants since 2008 has dropped by 5% to \$66,355. During the same period, we have seen a decline in state financial aid resources available to support student access to higher education.

The College designs and implements a variety of experiences to introduce prospective students to student services through orientation, First Days activities and First Year Experience program. In addition to making this information available to new students, faculty and staff also remind students about the constellation of services available to them at the College. The New Student Transitions Team monitors and coordinates critical components of students' transition into the college and progress through their sophomore year.

We established the Center for Student Success and Engagement (CSSE) to address identified student needs and integrate existing support services. As a result of this intentional work placement testing, remedial courses, disability services, tutoring, STEM and Writing Associate programs, and supplemental instruction (SI), have all evolved.

CSSE's alignment of services and integrative work focused on academic support with a "case management" method has created a welcome and popular resource. The CSSE team continues to

pay attention to roles and responsibilities and to balance this model with support for traditional learner-centered advising and support methods. Continued collaborations with offices and academic departments are crucial to ensuring the CSSE staff act as equal partners in student success and that the student success goals are reached involving the entire campus.

MCLA offers a number of opportunities for student leadership development. From a robust and engaged Student Government Association and residence life advisory boards to a newly approved leadership studies minor, the College prepares students and provides pathways for them to assume roles as engaged citizens. The student affairs division supports centers for thought and action that convene and inspire social justice work: The Multicultural Education Resource Center; Susan B. Anthony Women's Center and the Center for Service and Citizenship. These centers are also aligned with related academic programs of study. Similarly, the Berkshire Cultural Resource Center (BCRC) provides high impact learning experiences that contribute to the development of leadership and professional skills.

Student success as measured by achievement and persistence towards graduation serves as one indicator of quality for academic programs and support services. Aware that these evaluations are inherently limited to students who seek services, we employ broad campus wide surveys such as the NSSE and the Alumni survey. We are committed to adapting services as student needs evolve. Consequently, we support our professional staff with access to literature, conferences, and other professional development opportunities.

PROJECTION

Establish a multi-year enrollment management plan: Recruit and retain a diverse, outstanding student body integrated with institutional planning efforts. The plan will align with programmatic needs and will assess enrollment factors such as demographics, targeted marketing, recruitment and admission and retention efforts.

Institutionalize and evaluate the work of the Center for Student Success and Engagement: CSSE will continue its work to strengthen undeclared student advising, placement and skill course management, and marshaling of peer lead academic support programs.

Collect, assess, and use data to enhance program effectiveness: The core team of faculty, staff and students will continue to focus on data that speak to student success. This team will distill information needs and involve experts to provide professional development around student engagement, enhanced academic advising processes student interventions that increase students' understanding of their academic and co-curricular interests. MCLA will continue to work to use data to actively effect program changes aimed at increasing persistence, graduation rates, and the overall student success, and share best practices statewide through the Vision Project and the Advancing a Massachusetts Culture of Assessment (AMCOA) initiatives.

Examine institutional policies and practices that promote multicultural awareness: Focus the work of the Diversity Task Force to ensure that all members of the campus community understand and are responsive to the cultural context and norms of students from diverse backgrounds.

Standard 7: Library and Other Information Resources

Through the vehicles of the College and library strategic plans, Freel Library has found renewed purpose in its strategic emphasis on inviting learning spaces, relevant services and collections, sustainable improvement, and meaningful collaboration. The library's strategic plan has achievable goals, and its staff members actively follow and understand it. The plan has helped library staff strengthen library offerings and advocate for and manage change. Students, faculty and other users have embraced these changes and use of the library has increased, as has use of its services and resources.

The library's vision of offering students a rich blend of resources, technology, services, and physical and virtual learning spaces is now closer to reality with new information formats like streaming video, expanded computing options like the laptop loan program, experimental services like "roving reference," and repurposed spaces. Although space constraints still exist, progress has been made in incorporating learning-commons ideas throughout the library. We are also making strides in creating a virtual learning commons to complement the physical space through the use of social media, resource guides, and chat and text options.

Through its strategic plan, the library has structured a phased approach to space and resource needs. Resources for new and expanding programs, e.g., STEM fields, or for programs with resource needs (e.g., expanding online database holdings to a level comparable to COPLAC and Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions, Inc. (MCCLPHEI) peers, are managed through the library strategic plan as requests for funds above the library's base budget allocation. In this way, library goals such as hiring a space consultant, improving the reading room, and increasing faculty funding for acquisitions have become part of multi-year strategic plans aligned with the overall College goal of responsive and intentional stewardship. This allows for targeted investments over time.

At MCLA, Freel Library is at the forefront of the expansion of technology in learning and teaching. The library has moved closer to an integrated learning commons model by increasing student technology and digital resource options to facilitate learning. In the past five years we have grown from a library with limited in-house computing options for students to one that offers convenient multiple research options both inside and outside the physical library. The library has become a more active learning space for students as increased attendance statistics show.

Student interest in the library is high and its use as a study and work space is increasing. The 2010 survey received a 24% response rate from the student body and found that 78% of respondents visited the library at least once a week with 15% visiting daily. Most students (61%) reported that they usually stayed more than one hour per visit and almost 10% stayed more than three hours. Since then attendance has continued to increase; in fall 2011 the average attendance per week was 2,995 rising to 4,213 during finals, with the highest number of visitors in a single day equaling 923 students. The library can be crowded, particularly at night. Our 2010 survey indicates that more quiet study areas and comfortable seating are top student priorities. Since then a staff desk was added on the upper level, which has helped control noise; actions in the library strategic plan for furniture upgrades are pending.

The Center for Academic Technology (CAT) is involved in key College initiatives such as the First Year Experience, Professional MBA, and ePortfolio Fellowship programs. It also plays a central role in ensuring technology competency and “buy in” from faculty and students. CAT’s ongoing workshop series for the College’s learning management system and ePortfolio software has produced statistically significant increases in faculty use of these platforms. By mandating faculty training for Canvas, we have improved the experience of using an LMS. Many faculty have now expanded its use to all courses, and by the end of the 2012 fall semester 85% of MCLA students will have used Canvas in a course. To reach busy faculty, CAT has introduced mini-videos that address specific ways to use Canvas more effectively.

PROJECTION

Continue to enhance library and information resources: The associate dean will lead the development of a plan to advance the vision of a learning commons model and delineate options and priorities for changes in space and technology use.

Expand the use of technology: Develop new strategies for collection development. Reimagine the collection in terms of emerging digital formats and resources to develop actions within the strategic plan. Deepen the integration of technology into curriculum. Support planning for continued strengthening of technology tools and capacity throughout the College.

Standard 8: Physical and Technological Resources

MCLA's facilities and technology support the College's mission and purpose as the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. The operation and management of these resources reflects the College's commitment to responsive and intentional stewardship, and to the innovative, informed, and strategic development of our complement of resources, including human, capital, and renewable resources.

The College's strategic planning process and campus master plan serve as vehicles for aligning renovation and construction projects with campus priorities and resources.

We have made significant, deliberate, and strategic investments to campus facilities and technology over the past decade. Starting with the renovation of Murdock Hall in 2006, every academic and administrative department has benefited to varying extents from new space or space improvements.

Residence life programs promote the development and enhancement of MCLA's robust and engaged living and learning community. Staff and students develop programs to foster an active residential experience, and we have paid attention to our residential facilities as places where community building happens. Investments in residence area improvements are primarily managed by the MSCBA through bond funding, re-paid through a portion of collected room rents. Examples of improvements include new Flagg Townhouse Apartment Complex windows, and new entry and student programming spaces in Berkshire Towers and Hoosac Hall. Infrastructure improvements include geothermal heating and cooling, roof replacements, lighting upgrades, and emergency generator replacement. The Berkshire Towers and Hoosac Hall renovations also have included increasing the amount of gathering, function, and meeting space to promote an engaging residential experience.

Recent office relocations focused on strengthening programs and services have supported programmatic and student support needs. In a major move in 2012, the advising, career, and learning services offices relocated to Eldridge Hall uniting the functions organized under the banner of the Center for Student Success and Engagement (CSSE) at the heart of campus. In addition, the Academic Affairs, Admissions, President's Offices and the Public Safety department have recently relocated.

We know that conditions vary among facilities. In particular, we recognize there are significant needs in Bowman Hall (to be addressed through a scheduled renovation project), as well as in Mark Hopkins and Venable Halls, Church Street Center, Freel Library, and Eldridge Hall (to be prioritized as part of the work of updating the Master Plan). Classroom spaces in particular show variability in technology and resources that will be addressed initially through the renovation of Bowman Hall, which will include the development of a new classroom infrastructure baseline that will serve as a template for classroom upgrades in all campus buildings.

On the IT side, MCLA's strategic plan emphasizes the use of technology throughout the institution to support its academic goals. Consistent with that, the college created the position of

Chief Information Officer (CIO) in 2008 to guide the institution in planning, expanding, and supporting that role. The CIO and the professional team in IT have in turn created an Information Technology Strategic plan, which is tied to the college's strategic plan. Planning and budgeting for information technology happen on an annual basis with a three-year outward-looking forecast. The IT budget is designed to be fluid so that we are able to react to budgetary challenges as well as take advantage of opportunities.

In the area of environmental sustainability, the College has made progress through the installation of new lighting, digital controls, thermal windows, geothermal heating and cooling (Berkshire Towers); exploring electrical co-generation capacity, and pursuing LEED certification for CSI. We have been successful in securing state performance contracts to support several of these efficiency projects. In parallel with these efforts, MCLA's membership in the American College & University Presidents' Climate Commitment provides an opportunity to explore, understand, and address these issues from a national and global perspective, while the MCLA Sustainability Committee, or "Green Team," serves as a vehicle to raise awareness and promote action on campus and in the local community.

PROJECTION

Campus Master Plan: We will develop an updated Campus Master Plan, which will provide a blueprint and guide for targeting investments in renovation and deferred maintenance. The master plan will be aligned with the goals and strategies of the strategic plan to guide and direct resource planning and make the case to state agencies regarding campus needs and opportunities.

IT infrastructure: Projects are underway to address current issues and prepare for future enhancements. A central design goal of each project is to incorporate automation, monitoring, and management tools that will lower the IT maintenance burden and free up time for further enhancements. As part of this work, we will enhance and expand the use of the online tools to support Facilities work, including development of the preventive maintenance component of the work order system to ensure more complete facility history, through electronic record archiving. We will ensure that all staff receive appropriate and effective training in the use of these tools.

Bandwidth and computer support: Host the northern Berkshire node of the MBI network to increase bandwidth campus wide and control bandwidth expense. Facilitate access to specialized College-owned software by using desktop virtualization to deliver applications to any computer on the College network. Enable the library to increase its technological capacity by providing appropriate equipment and support.

Standard 9: Financial Resources

The past decade has been a period of significant growth and progress for MCLA, achieved in challenging financial times through the careful, responsible management of our financial resources. Guided by our strategic planning process, the College has added new academic programs, invested in our faculty and students, and expanded facilities and technology. Our most recent strategic plan established the responsive and intentional stewardship of our human, ecological, and financial resources as one of our four planning goals.

Despite the challenges presented by state appropriation and broader economic cycles, MCLA effectively manages and deploys financial resources to support the College and its mission. Deliberate planning and the allocation of resources in support of the strategic plan have served the College well.

As the cost of attendance to college increases, the financial need within our student body continues to grow. MCLA's tuition and fees are competitive within the state university system, and our residence halls are among the most affordable. In addition, our cost of attendance is significantly lower than that of private colleges. Despite these advantages, cost remains a significant barrier to educational access, particularly for low-income students.

In recent years, the Commonwealth has made reductions to several state financial aid programs, including the MassGrant and CashGrant programs, and the Massachusetts Adopted Children Tuition Waiver and Fee Assistance Program. When these cuts occur, we invest institutional resources to backfill them. While this is important evidence of our commitment to affordability, it takes resources that would otherwise support programs and operations.

MCLA's consultative and collaborative budget process represents a best practice for public higher education. The combination of a base budget with the opportunity to propose additional investment aligned with the strategic plan provides continuity and enables divisions to engage in thoughtful planning to support key initiatives.

PROJECTION

Sources of financial support: We will continue to advocate for public funding at the level necessary to support the College. In addition, guided by our strategic plan, we will fund new programs, manage increased costs, and enhance financial aid resources through expanded philanthropic and entrepreneurial efforts. Through the capital campaign, we will continue to focus on increasing the level of alumni giving, expanding planned giving opportunities, and establishing and cultivating new relationships for resource development. We also will focus efforts to enhance graduate and continuing education offerings and entrepreneurial programs to increase non-state revenue to the College.

We recognize that MCLA's size, the variability of state funding, and enrollment trends make careful, strategic budget management essential to our success. We will continue to be guided by the processes and practices that have enabled us successfully to navigate changing budget conditions.

Operational efficiencies: We will continue to pursue opportunities to reduce costs through collaboration, energy efficiency projects, and careful budget management.

Standard 10: Public Disclosure

Effective communication is part of the way we deliver on our strategic commitment to public purpose and engagement. We have a story to tell – about MCLA’s active and engaged students, distinguished faculty, accomplished alumni, high-quality academic and co-curricular programs, and service to the Commonwealth and community. The audience for this story includes prospective students and families, College donors and supporters, public officials, the community at large, and the media. To reach these audiences, the College makes information available across a variety of communication channels.

The Student Affairs division provides information to enrolled students and their families through their Web site, including the Student Handbook, MCLA Annual FERPA Notification, annual security and fire safety report (known as the Clery Report), and information about student activities, athletics, and student media. The online course registration process presents students with compliance statements related to the Drug Free Schools and Communities Act and Student Right to Know policies. Students must click through to acknowledge receipt of these policies.

The MCLA community also receives information through the campus email system. This system also provides a way to disseminate information via electronic bulletin boards, announcements, and group conferences. The Campus Announce function provides a mechanism for communicating information that requires direct attention. Announce messages pop up in a separate mail window. As examples, information about weather-related delays or closings, our Commencement speakers, and the president’s *Notes & News* are distributed by Announce.

Admissions and Financial Aid use their pages to disseminate current information about admission and transfer policies, institutional costs and financial assistance. Administration and Finance publishes current information on employment opportunities, employment policies, holiday schedule and various forms and policies. The Athletics Department and Student Affairs division publish extensive information for students regarding policies, activities, clubs and organizations.

The Web site also portrays the most current academic information, including the catalog, class schedules and links to all academic department pages. In an effort to show transparency in the governance process, all approved curriculum and policy items since 2002 are available online. The current and most recent previous editions of the catalog can be viewed online. The archived catalog in PDF format is also available.

PROJECTION

The Communications and Marketing team will manage the College Web site to ensure and maintain consistency and accuracy. Offices and departments are encouraged to create and maintain their interdepartmental Web pages and presence, and will follow standard templates provided to them. The Web communications team will provide clear standards and policies around Web content.

Increase Accountability: We will develop and enhance policies and practices that encourage and enable departments and offices to provide information in a timely and appropriate fashion. The vice president of academic affairs will direct academic department chairs and directors to review the catalog and policies for accuracy and for information that must be updated and ensure they submit a list of necessary and proposed changes according to a regular schedule.

Standard 11: Integrity

Within the Massachusetts State University System MCLA has a unique and long-standing mission aligned with the institution's strategic plan that embraces excellence in teaching and learning in the liberal arts as well as community, stewardship, and public purpose and engagement. The recent redrafting of our mission and values statement, as described in Standard One, serves as evidence of the integrity of our processes and active involvement of our community in reflecting on the values of the College and how we portray ourselves.

In support of its work on behalf of the College, the Board of Trustees receives detailed information and engages in discussion about matters relating to integrity. As a particular example, the Board annually reviews and discusses the annual security and fire safety report (Clery Report) in order to be knowledgeable about the state of safety and security on campus. The Board approves the College budget and accepts the annual audit; through meetings of the Fiscal Affairs Committee, it receives thorough briefings and has detailed conversations about College finances to ensure they have complete information on which to base these actions. Through the work of the Academic Affairs Committee, Trustees get to know the work of the faculty throughout their pathway from initial appointment through tenure and post-tenure review.

The Agreement Between the Board of Higher Education and the Massachusetts State College Association (MSCA Agreement) ensures a transparent and comprehensive process for all faculty personnel actions. Required and explicit documentation at all stages of the process allows for constructive feedback and mentoring with respect to integrity of faculty responsibilities and contributions. The processes help assure integrity of these processes. Representatives from Academic Affairs and the Faculty Association hold workshops each academic year, promoting clarity of procedures for all parties. While the College's academic honesty policy is available online, it may be difficult to find and there is currently no regular orientation for faculty in reporting policy violations.

All research involving human subjects comes before the IRB whose members have received training evaluating applications to ensure compliance with federal guidelines. The IRB continues to work to make its purpose and processes known to the community. With the impending completion of the Center for Science and Innovation, the college is exploring establishing an Animal Use and Care Committee.

MCLA is committed to academic freedom. MCLA expresses support through the relevant agreements, catalogs, and handbooks. The College expects all community members to challenge themselves with a rigorous, critical, compassionate, and constructive attitude in all aspects of learning. There exists an atmosphere where students, if available, are encouraged to explore courses of study outside of their selected major. In support of this academic exploration, MCLA has a robust offering of classes and other enriching academic experiences both in and outside of the major areas of study.

MCLA is bound by an increasing number of laws and regulations from the state and federal governments. We are committed to operating with integrity in full compliance with all applicable laws, regulations, and policies. Throughout the institution, there are substantial resources

dedicated to achieving this end. In particular, staff in Academic Affairs, Administration and Finance, Human Resources, and Student Affairs bring attention and professional expertise to our compliance efforts.

PROJECTION

The College will further develop and implement a proactive and programmatic approach to enhance compliance and policy awareness, including enhancing a unified approach to compliance with all applicable policies, procedures and laws.

Institutional Review Board: The Institutional Review Board will continue to communicate its policies, practices, and procedures and will survey the College community in order to gauge awareness and understanding of its policies, practices, and procedures.

Academic Integrity: Academic Affairs and Student Affairs will promote understanding of and facility with the academic integrity policy, and will develop a program of community education on issues of academic integrity and the policy.

Diversity Task Force: The Diversity Task Force will ensure that its mission, purpose, and work are widely known in the College community.

MCLA Standard Teams as of Fall 2013

Standard 1: Mission and Purposes

David Langston, English/Communications faculty, Chair
Marianne Drake, Chief Advancement Officer and President, MCLA Foundation, Inc.
Ed Miano, Business Administration faculty
Scott Nichols, Director of Athletics

Standard 2: Planning and Evaluation

Jim Stakenas, Vice President of Administration & Finance, Chair
Kris Bendikas, Associate Dean for Planning and Assessment
Charlie Cianfarini, Computer Support Services, APA Chapter President
Petra Hejnova, Political Science and Public Policy faculty (*on leave fall 2013*)
Celia Norcross, Director of Student Development and Campus Activities

Standard 3: Organization and Governance

Len Paolillo, Sociology faculty, Chair
Tom Bernard, Executive Assistant to the President
Jenn Craig, Coordinator of Student Activities
Petra Hejnova, Political Science and Public Policy faculty (*on leave fall 2013*)
Liz Manns, MCLA Copy Center/Mailroom, AFSCME Unit 1 Steward
Nancy Ovitsky, Business Administration faculty
Dana Rapp, Education faculty (*served Spring 2012*)
Ama Adwetewa-Badu, Class of 2016 (*serving 2013-2014*)
Jason Brown, Class of 2013 (*served 2012-2013*)
Todd Foy, Class of 2012 (*served Spring 2012*)

Standard 4: The Academic Program

Monica Joslin, Dean of Academic Affairs, Co-Chair
Adrienne Wootters, Physics faculty, Co-Chair
Kris Bendikas, Associate Dean for Planning and Assessment
Sumi Colligan, Sociology faculty
Anthony Daly, History faculty
Rosanne Denhard, English/Communications faculty
Jake Eberwein, Dean of Graduate and Continuing Education
Ben Kahn, Business Administration faculty
Ann Scott, Education faculty
Jonathan Secor, Director of Special Programs
Chris Thomas, Mathematics faculty
Allie Kadell, Class of 2014 (*serving 2013-2014*)
Brycen Waters, Class of 2013 (*served 2012-2013*)
Rhea Werner, Class of 2015 (*serving 2013-2014*)

Standard 5: Faculty

David Eve, Computer Science faculty and Chair of Business Administration, Chair
Michael Dilthey, Fine & Performing Arts faculty
Dale Fink, Education faculty
Ben Jacques, English/Communications faculty
David Johnson, Philosophy faculty
Monica Joslin, Dean of Academic Affairs
Emily Maher, Physics faculty (*on sabbatical 2013-2014*)
Graziana Ramsden, Modern Languages faculty

Standard 6: Students

Charlotte Degen, Vice President of Student Affairs Co-Chair
Kate Heekin, Assistant Director- CSSE, Co-Chair
Carrie Dempsey, Financial Aid
Deb Foss, Psychology faculty and Coordinator of Advising
Tim Jay, Psychology faculty
Holly McGovern, Head Women's Basketball Coach
Annette Jeffes, Dean of Admissions and Enrollment Management
Josh Mendel, Admissions
Spencer Moser, Center for Service and Citizenship
Melanie Mowinski, Fine & Performing Arts faculty
Nancy Pearlman, Licensure Office, Graduate and Continuing Education
Denise Richardello, Executive Vice President
Heidi Riello, Director of Counseling
Ann Scott, Education faculty
Asia Andrews, Class of 2014 (*serving 2013-2014*)
Brendan Peltier, Class of 2015

Standard 7: Library and Other Information Resources

Maureen Horak, Associate Dean of Library Services, Chair
Peter Allmaker, Computer Services
Ian Bergeron, Computer Services
Pamela Contakos, Digital Services Librarian
David Eve, Computer Science faculty
Peter Gentile, Staff Associate, TV Production
Anne Goodwin, Biology faculty
Ely Janis, History faculty
Frances Jones-Sneed, History faculty
Linda Kaufmann, Public Services Librarian
Curt King, Chief Information Officer
Lauren Feeney, Class of 2015 (*served 2012-2013*)
John Powers, Class of 2014 (*serving 2013-2014*)

Standard 8: Physical and Technological Resources

Tom Bernard, Executive Assistant to the President, Co-Chair
Chuck Kimberling, Director of Facilities, Co-Chair
Mike Birch, English/Communications faculty
Rob Harris, Chemistry faculty
Dot Houston, Assistant Director of Athletics
Mary Kavanaugh, Academic Technology
Dianne Manning, Director of Residential Programs and Services
Tony Mirante, Assistant Director of Facilities
Christine Naughton, Director of Donor Engagement and Stewardship
Jeremy Smith, Chemistry department
Jim Stakenas, Vice President of Administration & Finance
Osa Igiede, Class of 2015 (*serving 2013-2014*)
Alyson Stolz, Class of 2015

Standard 9: Financial Resources

Laura Brown, Administration & Finance, Chair
Gerald Desmarais, Treasurer (*Retired October, 2013*)
Jennifer Macksey Ethier, Bursar
Terry Miller, Director of Corporate and Foundation Relations
Marc Morandi, Advancement Operations Officer
Beth Petri, Director of Financial Aid
Dick Yanow, Business Administration faculty

Standard 10: Public Disclosure

Steve King, Associate Dean and Registrar, Chair
Jason Canales, Staff Associate, Institutional Research
Bernadette Lupo, Director of Communications and Marketing
Lisa Milanese, Assistant Registrar
Emily Mooney, Biology faculty
Jeff Puleri, Head Baseball Coach and Sports Information Director

Standard 11: Integrity

Theresa O'Bryant, Associate Dean of Student Affairs, Chair
Tom Byrne, Psychology faculty
Paul Nnodim, Philosophy faculty
Denise Richardello, Executive Vice President
Marilyn Truskowski, Director of Human Resources (*Retired 2012*)
Elizabeth Doughty, Class of 2015 (*serving 2013-2014*)

One voice editor: Matt Silliman, Philosophy faculty