

From: All UAlbany Faculty and Staff
To: ALLFACSTAFF-L@LISTSERV.ALBANY.EDU
Subject: Invitation to participate in Middle States Self-Study
Date: Thursday, June 28, 2018 2:12:58 PM



UNIVERSITY AT ALBANY
OFFICE OF THE PRESIDENT

Havidán Rodríguez, President

June 28, 2018

Dear Colleagues:

As the University at Albany begins its decennial accreditation process with the Middle States Commission on Higher Education (MSCHE), I invite you to consider joining one of seven workgroups that will help draft our self-study during the 2018-2019 academic year. Our ability to produce an effective self-study depends on robust participation by the campus community.

The accreditation process involves several steps, the first of which is to develop our self-study during the next academic year. There will also be broad-based campus-wide consultation in the fall of 2019 as we revise and fine-tune our self-study. This will then be followed by a visit from an external review team during the spring 2020 term.

The workgroups are organized around the seven Standards for Accreditation that MSCHE uses to evaluate college and university self-studies (listed below). If you would like to serve on a workgroup or nominate a colleague to serve, please contact Kristen Senecal in my office at ksenecal@albany.edu by **Monday, July 16, 2018**. Please also indicate your workgroup preferences, noting first and second choices.

I would like to thank Dr. Jeanette Altarriba, Vice Provost and Dean for Undergraduate Education, and Dr. Jason Lane, Chair of the Department of Educational Policy and Leadership, who will serve as co-chairs of our MSCHE Steering Committee.

With a new strategic plan in hand and many powerful initiatives under development, I believe we are in a very strong position to create a meaningful and internally useful accreditation self-study, and to use the process to achieve excellence in all that we do.

Thank you for participating in this process—and for all you will continue to do as we work toward reaching our full potential as a leading public research institution.

Sincerely,



Havidán Rodríguez
President

The seven workgroups are:

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.

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.

III. Design and Delivery of the Student Learning Experience

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.

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.

V. Educational Effectiveness Assessment

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.

**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.

**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 purpose, and it operates as an academic institution with appropriate autonomy.

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