

New York Institute of Technology
Design for Institutional Self-Study



Submitted to:

Middle States Association of Colleges and Schools
Commission on Higher Education

Prepared by:

Middle States Self-Study Steering Committee

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Institutional Overview

Chartered by the Board of Regents of the State of New York in 1955, New York Institute of Technology (NYIT) is a private, degree-granting, not-for-profit institution with a global reach. NYIT is committed to educating the next generation of leaders, inspiring innovation, and advancing applications-oriented research and entrepreneurship. With programs and campuses in New York (Manhattan and Old Westbury, Long Island) and Arkansas as well as China, Canada, and the United Arab Emirates, NYIT provides a technology-infused education to 10,000 students. It offers 90 degree programs, including undergraduate, graduate, and professional degrees, within seven schools and colleges:

- School of Architecture and Design
- School of Engineering and Computing Sciences
- School of Health Professions
- School of Interdisciplinary Studies and Education
- School of Management
- College of Arts and Sciences
- College of Osteopathic Medicine

NYIT is guided by its mission to provide career-oriented professional education, offer access to opportunity to all qualified students, and support applications-oriented research that benefits the larger world. Enrolled students represent diverse age groups, ethnicities, and socio-economic backgrounds, and are accommodated in day, evening, and online sessions throughout the calendar year as well as in independent study programs conducted off-site and at several global campuses. NYIT's forward-thinking academic programs have propelled its graduates into successful careers in architecture and design; arts and sciences; education; engineering and computing sciences; health professions; management; and osteopathic medicine.

NYIT is a diverse, multi-campus institution with residential campuses in Manhattan and Old Westbury, NY. The significant presence of international graduate students in New York from China and India raises global awareness within the campus community. Results from NYIT's participation in both the 2014 and 2017 NSSE showed that our first-year freshmen and our seniors demonstrated global learning and intercultural understanding at educationally meaningful levels that were comparable to the scores of NSSE's high-performing institutions. While 92 percent of undergraduates from NYIT's US campuses are from the local New York/tri-state area, their experiences at NYIT are shaped by the diverse backgrounds of their fellow students in terms of race/ethnicity, socioeconomic status, languages, and religions.

NYIT international students represent 93 countries with the majority of students coming from India and China. Thirty percent of the undergraduate domestic student population are first-generation and 2 percent are veterans. Approximately 44 percent of students are female, and the average age of undergraduate and graduate students is 21 and 27, respectively. Approximately 85 percent of the undergraduate students and about 61 percent of the graduate students receive some form of financial assistance.

NYIT prides itself on high-impact educational experiences, technological innovation, and cross-disciplinary knowledge creation, all for the purposes of solving complex and emerging problems for the

betterment of the world. Today there are 97,097 NYIT alumni worldwide and in the 2015/2016 academic year, NYIT awarded 2,783 degrees. The college's operating budget exceeds \$265 million, and its endowment is valued at approximately \$103 million at the time of this report. In 2016/2017, NYIT awarded \$48 million in institutionally provided and administered financial assistance to its students. The college has been continually accredited by the Middle States Commission on Higher Education since 1969, and numerous of its academic programs are also accredited by specialized agencies and professional associations. Its accreditation status was most recently reaffirmed by the Middle States Commission in 2014.

Although NYIT operates in multiple locations, it is chartered as a single institution. The institution is governed by a single 16-member Board of Trustees, and in June 2017, NYIT welcomed its fourth President, Dr. Henry ("Hank") Foley. An experienced administrator and accomplished researcher who has dedicated more than 30 years to advancing the study of nanotechnology, Dr. Foley holds 16 patents, has written more than 150 articles and a textbook, and has mentored nearly 50 undergraduate and graduate thesis students. He received his doctorate in physical and inorganic chemistry from Penn State University. President Foley oversees all New York and Global NYIT locations. Reporting to President Foley are the members of the President's Council, who are responsible for academics, operations, long-range planning, and other administrative functions at NYIT.

Institutional Changes since the Periodic Review Report of 2014

New Leadership

Chair of the Board, President and Provost

NYIT is in the midst of a significant historical period. In 2015, Kevin D. Silva was appointed Chair of the Board of Trustees. In the following year, NYIT's president of 16 years, Dr. Edward Guiliano, announced his retirement, and was replaced on an interim basis by Provost Rahmat Shoureshi while the Board conducted a national search for a permanent president. In March 2017, Dr. Henry "Hank" Foley, Interim Chancellor of the University of Missouri-Columbia, was announced as NYIT's fourth president, effective June 1, 2017. Subsequent to this announcement, Dr. Shoureshi was named to the presidency of Portland State University. Dr. Lou Reinisch was named Interim Provost and Vice-President for Academic Affairs, and a national search for a new provost was launched and is underway. These top leadership changes are aligning at the very same time that the institution is engaged in its reaccreditation self-study and a review of its vision, mission, and strategic plan. As a consequence of new, engaged top leadership, there is a synergistic energy and a permeating hopefulness about re-envisioning the institution for the better.

Other Presidential Council Changes

In 2014, Dr. Jerry Balentine became Vice President for Medical Affairs and Global Health. In 2017, Dr. Barbara Ross-Lee, Vice President for Health Sciences and Medical Affairs, retired, and her responsibilities have been subsumed by Dr. Balentine.

Additional leadership changes accompanied the arrival of President Foley, with the departures of vice presidents for development, enrollment management, and student affairs. These positions have been filled on an interim basis by other administrators while the search for a new provost takes place.

In collaboration with vice-presidential leadership and academic deans, President Foley has set forth a new agenda intended to address a number of critical areas: management of the student life cycle, faculty and staff satisfaction, infrastructure needs, increased gross and net revenue, enterprise integration for analytical effectiveness, academic programs and scholarship, institutional development, athletics, and NYIT's institutional culture. Once a new provost has been named, searches for permanent leaders for NYIT's development, enrollment management, and student affairs divisions will be recruited both to complement the strengths of the new provost, and to best position NYIT to meet President Foley's new agenda.

Academic Deans

Since the last MSCHE mid-point review, NYIT has also experienced significant transition among its Academic Deans with new leadership for four of its seven schools and colleges:

School of Architecture and Design – Dean Maria R. Perbellini, M. Arch., AAIA, OAI

School of Health Professions – Dean Sheldon D. Fields, Ph.D., RN, FAAN

School of Interdisciplinary Studies and Education – Interim Dean Christian Pongratz, M.Arch., AKB

College of Arts and Sciences – Interim Dean Daniel Quigley, Ph.D.

These new leaders have been working closely with President Foley, and the pre-existing leadership team, in establishing a new vision for the institution. It is important to note that while there is new leadership, NYIT continues to have strong continuity in leadership with deans who have served for many years in their current role or as long-term faculty who have become deans. In addition, there is continuity through a core of academic department chairs and department heads who have been serving in their roles for an extended length of time. The blend of new and established leadership has contributed to a strengthening of the NYIT leadership team with the historical knowledge of the institution in place in addition to the introduction of new ideas based on the experience of newcomers.

The impact of new leadership at these various levels of the institution will be addressed in the Self-Study chapter on Standard VII – Governance, Leadership, and Administration.

Vision and Strategic Planning

Given the arrival of a new President, Hank Foley, in June 2017, NYIT is revisiting the last strategic plan approved by the Board of Trustees in December 2015. This plan, the 2030 2.0 Strategic Plan, was developed in a year-long process during which the strategic planning committee systematically reviewed the goals and progress from the original 2030 plan, conducted environmental scans, and incorporated the new institutional learning and achievement goals. The committee presented the updated plan to the academic senate in December 2015 for approval. The plan was then presented to, and approved by, the Board of Trustees. Specific action plans were developed for select initiatives. The institution continues to make progress toward implementation of these initiatives with the understanding that a new strategic planning process is underway and that priorities may change through this new planning process.

New President - Vision and Strategic Plan Revisited

In summer 2017, President Foley asked the President’s Council and Academic Deans to produce SWOT analyses for their respective areas and come together in a joint retreat to collectively begin the process of writing a new vision statement for NYIT. In addition, the Academic Senate was invited to appoint an *ad hoc* committee to undertake its own SWOT analysis and recommendations for a new vision. In support of this effort, members of the Strategic Plan Implementation Team are conducting an extensive series of informal focus groups with faculty, staff, and students. These “Campus Conversations” are intended to elucidate ways that the NYIT community can strengthen its interactions to be more relational and ultimately more transformative. As part of this effort, the team is working to help identify core/aspirational values that its faculty, staff, and students associate with NYIT. This information can help inform a new vision for NYIT. The mission statement will then be reviewed in light of the revised vision. Following these efforts, NYIT will be engaged in the development of a new strategic plan with an anticipated submission to the Board of Trustees in December 2017. While implementation of the 2030 2.0 Strategic Plan initiatives will continue, the new strategic plan aspires to provide a strategic response to the essential institutional questions identified in the Intended Outcomes section of this report.

Planning, Analytics, and Decision Support

Prior to the arrival of President Foley, and upon the retirement of the Vice President of Planning and Assessment, the area of planning and assessment was expanded to improve the depth and scope of data-driven decision-making throughout the institution. In August 2016, Dr. Mark Hampton joined NYIT as Vice President for Planning, Analytics, and Decision Support. This position oversees Institutional Research and Analysis, headed by Mr. Mike Lane; Planning and Assessment, headed by Dr. Kathleen Gill, who joined NYIT in June 2016; and the newly constituted Analytics and Business Intelligence division, headed by Mr. Michael Urmeneta (formerly the Divisional Director for Information and Data Management in Enrollment Services). The new vice presidency was established to better link assessment, planning, and decision making, to lead the implementation of the 2030 v. 2.0 strategic plan, and to coordinate and provide staff support for the development of the 2019 MSCHE Self Study.

Academic Advancements

AACSB Accreditation

In 2015, of the eight institutions accredited, NYIT's School of Management was the only US-based institution to receive AACSB accreditation. Less than five percent of the world's 16,000 institutions offering business degree have earned AACSB accreditation, a process that requires a rigorous self-evaluation and peer review in several areas, including: strategic management and innovation; learning and teaching; participation by students, faculty and staff; and academic and professional engagement. According to the AACSB, 83% of surveyed school reported an increase in the number of recruiters and employers that were interested in their graduates after they earned AACSB Accreditation.

Opening of NYITCOM at Arkansas State-Jonesboro

In 2016, NYIT College of Osteopathic Medicine at Arkansas State welcomed its first class of 120 medical school students, including 48 from Arkansas. (The approved class size is 115. NYITCOM is allowed up to 8% over the maximum number of students.) Housed in historic 86,000-square-foot Wilson Hall, which underwent a \$12.6 million renovation and modernization, the osteopathic medical school site features laboratories and specialized teaching spaces including a simulation emergency room, simulation operating room, clinical learning rooms, and a gross anatomy lab along with a state-of-the-art technology infrastructure linking it with NYITCOM's main campus facilities in Old Westbury, NY NYITCOM is the largest single-site osteopathic medical (D.O.) school, the third largest medical school (M.D. and D.O.) in the U.S. (by enrollment), and is accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA).

Application to Become a Ph.D. Granting Institution

In 2016, NYIT submitted a proposal to the New York State Education Department for a joint D.O./Ph.D. program in Medical and Biological Sciences. This proposal was accompanied by an Institutional Self-Study for Ph.D. Readiness and a Master Plan Amendment. The application to offer the joint D.O./Ph.D. Program in Medical and Biological sciences leverages the expertise and resources of NYIT's College of Osteopathic Medicine and its undergraduate and graduate programs in the life sciences and health

professions. While eight of the 24 US-accredited schools of osteopathic medicine have developed D.O./Ph.D. programs, there is currently no D.O./Ph.D. program in New York State.

[New School of Interdisciplinary Studies and Education](#)

As part of a strategic effort to provide more institutional support for interdisciplinary studies, a new School of Interdisciplinary Studies and Education opened in fall 2016. With its own dean and budget, this school serves as the “home” to interdisciplinary collaboration. The dean will be charged with promoting and facilitating interdisciplinary research and teaching by faculty from all academic schools.

[Integration of Vocational Independence Program into Old Westbury Campus](#)

The Vocational Independence Program at NYIT is a federally recognized Comprehensive Transition and Postsecondary (CTP) three-year certificate program for students with learning disabilities and higher functioning autism that focuses on independent living, academic success, and vocational exploration. It has long been the goal for NYIT VIP students to be fully integrated into daily college life. The relocation of this program to the Old Westbury Campus permits the realization of this goal. The majority of the curriculum will be delivered in classrooms located throughout the Old Westbury Campus. VIP students will now enjoy easy access to all the amenities that the Old Westbury Campus offers students, including NYIT libraries, student-run clubs and activities, athletic and other campus events, academic resources, and other student services.

[New Institutional Learning and Achievement Goals](#)

In January 2015, the Assessment Committee of the Academic Senate introduced the new Middle States requirement of educational goals to the faculty and deans, and led the group in devising a process for development of institutional learning and achievement goals. An *ad hoc* committee comprised of members of the Assessment Committee and members of the Strategic Planning committee, developed draft learning and achievement goals, which were shared with the faculty members of all seven schools and colleges in August 2015. After a larger discussion during a plenary “Assessment Day” meeting, each school / college met individually to critique the draft in the context of that school’s programs, checking for alignment with program-level goals and suggesting revisions as needed. Goals were revised and posted on a public web site in early September, and reactions were solicited from the broader NYIT community (faculty, staff, students, alumni, advisory board members) through an online forum. Goals were revised again to reflect community input and re-shared. The *ad hoc* committee then hosted a series of Town Hall meetings, open to all NYIT community members, for a final round of input. Final revisions were made mid-October, and the institutional educational goals were then shared with the 2030 2.0 strategic planning committee for incorporation into its process.

[Innovation Labs](#)

Opened in 2017, the NYIT Library Innovation Labs bring together faculty, staff, and students from all disciplines to collaborate, to create, and to discover new uses for specialized and emerging technologies. The labs serve an R&D function, bringing together emerging technologies from education and the workplace. Selected tools that strengthen the evolving curriculum are mainstreamed and provide long-term value to the institution. Lesser-used technologies are dismantled to make way for newer

technologies. The Innovation Labs currently offer 3D printers, virtual reality hardware and software, multimedia production equipment, and data visualization tools.

Entrepreneurship and Technology Innovation Center

Opened in 2015, the 8,000-square-foot Entrepreneurship and Technology Innovation Center (ETIC) is located inside Harry Schure Hall at NYIT-Old Westbury and is connected virtually to NYIT-Manhattan. Its mission is to consolidate and expand the School of Engineering and Computing Sciences' ongoing industry-academic partnerships, and promote collaborations between industry, the academic community at NYIT and beyond, professional organizations, and government. As a student talent incubator and startup accelerator, the Center will spur economic growth and ensure greater competitiveness for New York City, Long Island, and the broader metropolitan region in three main areas: IT, Big Data and Cybersecurity; Bioengineering and Medical Informatics; and Energy and Clean Technologies. ETIC has received more than \$3.2 million in funding from the New York State Empire State Development Corporation, the U.S. Economic Development Administration, and other State, federal, and private sponsors. NYIT was the first educational institution in New York to receive state funding for a technology grant to drive economic growth in New York under Governor Andrew Cuomo and is the only state and federally funded Economic Development Project on Long Island.

Enterprise Enhancements

TargetX

NYIT implemented TargetX, a customer relationship management system to manage data, information, and communications associated with building and cultivating relationships throughout the recruitment and admissions process. The system is being used for the 2018-2019 recruitment cycle, as well as future cycles. The system provides the Office of Admissions with the ability to track all interactions with students ensuring that each interaction is personal, relevant, and up to date. The office is able to integrate marketing automation, analytics and reporting, and develop more efficient processes.

Student Enterprise

Since 2014, NYIT has placed significant effort and resources toward expansion and development of our student enterprise including conversion to PeopleSoft, implementation of the Student Success Collaborative (SSC), redesign of the student portal, expansion of College Scheduler, and other student- and faculty- facing tools designed to optimize service to students, advisors and faculty. Our focus on mobile –friendly interfaces, integrated advising tools, and just-in-time communications is in keeping with our vision of being a student-centered, career-oriented global university. SSC allows faculty and advisors to proactively identify students in need of help using advanced search, early alerts, progress reports, and other risk identifiers.

CampusLabs

Campus labs is a platform used for student hosted events and engagement. This allows Student Affairs to create individual student co-curricular transcripts, monitor student involvement, and fully engage the student body in out of classroom college experiences.

Intended Outcomes of the Self-Study

NYIT is using the self-study process as an opportunity to engage the campus community in a collective analysis of the institution's current standing and how to best position ourselves to advance the institution's new vision under new leadership. The self-study effort will build upon recent institution-wide initiatives related to strategic planning and the establishment of institutional educational goals, and will take place concurrently, and in full articulation, with the process by which those activities are further developed into a formal strategic plan for the institution. The self-study will be an inclusive process with wide participation and clear avenues for communication and dialogue. The communication plan for the self-study process includes:

- NYIT Self-Study website
- MyNYIT intranet blogs regarding the work of the Steering Committee and Working Groups
- Communication updates from the President to the NYIT community
- Town Hall meetings to discuss the process, draft reports, and recommendations

As noted above, the self-study process will be intricately linked to the new strategic planning process. While there is an ambitious timeline for producing the new strategic plan, the strategic planning process at NYIT has been institutionalized as an ongoing, evolving process. Vice President for Planning, Analytics, and Decision Support, Dr. Mark Hampton, provides planning oversight. The work is supported by professional staff and by a joint faculty-staff Strategic Plan Implementation Team. The submission of a formal strategic plan to the Board of Trustees in December 2017, will provide important, time-sensitive guidance regarding key decision points for the institution, such as the determination of the investment in campus facilities, the degree of investment in Global Campuses, and clarity of vision for the hiring of new high-level leadership positions. The tactics used to address the strategies identified in the new strategic plan are likely to be developed starting in spring 2018, and linked to the budget allocation cycle for the next fiscal year. These tactics will be informed by the analytical reports produced by the self-study working groups in fall 2017.

The NYIT self-study has the following intended outcomes:

- To produce evidence of the degree to which NYIT meets the Middle States Commission on Higher Education accreditation standards and requirements of affiliation in the context of its mission;
- To produce a Self-Study Report that openly brings data, analysis, and discussion to the following four themes as they relate to NYIT's mission:
 - **Scope, Size, and Quality** – We will ensure that what we do, we will do well, do sustainably, and with high quality.
 - **Organizational, Operational, and Physical Infrastructure** – We will ensure that we are well-positioned to deliver on our promises.
 - **Assessment, Planning, and Resource Allocation** – We will ensure that the decisions we make reflect our priorities.

- **Climate, Culture, and Collaboration** – We will strive to empower all members of our community to do their best work. We value trust, transparency, institutional pride, collaboration, and thoughtfulness.
- To integrate the strategic planning and self-study processes, setting the stage for ongoing implementation and assessment of planning strategies and self-study recommendations;
- To offer institution-level recommendations for improvement grounded in a clear vision for the institution, evidence-based analysis of strengths and weaknesses, and institution-wide engagement in identifying the steps needed to advance the mission of NYIT.
- To formalize and mobilize a framework for decision-making based on assessments of institutional effectiveness of programs, processes, and organizational functions relative to the vision and strategies established in the new strategic plan.

The four themes noted above emerged from the Working Groups' review of preliminary data and information gathered for the documentation roadmap for each standard. Working Groups were asked to perform gap analyses that compared the documentation and other evidence of NYIT's compliance to the criteria within each standard to the criteria themselves. Gaps between either the stated policies and procedures of the institution, or the actual compliance with and implementation of those policies and procedures, were noted in these analyses. Once aggregated, these gap analyses cleaved into four relatively distinct themes, each of which correspond to the four themes listed above.

Furthermore, a sequence among the themes began to emerge, suggesting that as one area of inquiry was explored and issues related to that area were resolved, the next theme in the sequence would be enriched, and its associated questions more easily resolved. A brief summary of the aggregated gap analysis associated with each theme, as well as a general sense of the flow from one theme to the next, follows:

- **Scope, Size, and Quality:** Evidence of “mission creep” was found in NYIT's academic programs, the sites where its programs were offered, and the capacity for ongoing support at a high level of quality for the myriad offerings of the institution. Such evidence included programs with few students in a given location, high costs associated with offering the same program in multiple locations, an over-reliance on contingent faculty, and highly variable faculty workloads throughout the institution. Further evidence supporting this theme included declining enrollments overall, and critical declines in key programs. Finally, a lack of rigorously derived enrollment targets for programs, schools, locations, or the overall institution, as well as the lack of a vision that could guide the institution in setting such targets, rounded out the evidence supporting this as an area of inquiry for the self-study.
- **Organizational, Operational, and Physical Infrastructure:** Evidence of a clear need to augment and update NYIT's physical plant – offices, labs, classrooms, spaces that support student life and learning – as well as NYIT's administrative systems, organizational structures, policies, and procedures was found throughout the documentation roadmaps. Much of this evidence was related to a lack of clarity regarding the priorities for, and best uses of, capital reserves for infrastructure renewal and augmentation. It was felt that, with a vision in place and with the guidance of emergent findings from the first theme, “Scope, Size, and Quality,” the institution would benefit greatly from including this as a key focus of its self-study.

- **Assessment, Planning, and Resource Allocation:** Documentation roadmaps showed strong fiscal management and compliance. However, a lack of documentation or other evidence of the use of assessments of academic and/or institutional effectiveness as the basis for resource-allocation decisions was commonly noted. It was further noted that, although units across the institution might be doing planning, the planning is not integrated with other units. This lack of effective integration might be driving these discrepancies. Given the emergent findings of the second theme, which would suggest the kinds of physical and organizational investments and improvements that needed to be made at NYIT, it seems that a tighter integration of assessment, planning, and resource allocation is critical to NYIT’s achieving its vision, and that exploring this was, therefore, appropriate as a theme to this self-study.
- **Climate, Culture, and Collaboration:** Finally, evidence throughout the various documentation roadmaps suggested a number of obstacles to high-quality outcomes are related to the campus culture. Poor morale, distrust of management or other divisions, atypically low levels of collaboration among academic units and/or administrative offices, and a general sense of being “stuck” or disengaged were noted in various surveys and consultant reports and in institutional effectiveness assessments. The tighter integration of assessment, planning, and resource allocation that emerges from the third theme will facilitate a culture of transparency in the decision-making process. The additional cultural challenges identified here can also be addressed, with the goal of creating a caring, collaborative environment that facilitates high-quality work. This fourth theme is appropriate to consider as the institution adopts values based on its current examination of vision, mission, and strategic plan.

Appendix A, Self-Study Matrix – Themes and Standards, outlines the specific questions that each Working Group developed for addressing the intersection of each theme with a given standard. While the Self-Study will be written in chapters representing each standard, the questions associated with the themes will allow each Working Group to ask fundamental questions about the extent to which we are meeting our mission from the lens of a given standard, such as Support of the Student Experience.

To summarize, the intended outcomes of this self-study are to position NYIT to achieve its strategic vision by gaining a better understanding of its strengths and how it can parlay those strengths into a stable enrollment with high-quality academic offerings, how it ensures that the organization and its physical assets allow it to deliver such programs, how its decision-making processes can be structured to reflect organizational learning and lead to attainment of NYIT’s vision, and how its faculty, staff, and students can all work together in a culture that supports and enables the best possible outcomes. While gaining such a broad understanding of institutional effectiveness will be challenging, it is a challenge that NYIT must meet at this critical time in its history.

Organizational Structure of the Middle States Steering Committee and Working Groups

In preparation for the NYIT self-study process, the Director of Planning and Assessment and the Vice President of the Academic Senate / Chair of the Life Sciences Program attended the October 2016 MSCHE Self-Study Institute. On December 20, 2016, then-President Edward Guiliano formed the Middle States Steering Committee, presenting the committee with the following charge:

The Middle States Commission of Higher Education (MSCHE) Steering Committee will oversee the design and implementation of NYIT's self-study and will represent the institution throughout the reaccreditation process. The Steering Committee will be aided by seven working groups who will address the seven Middle States standards, as well as a team of administrators who will demonstrate NYIT's compliance with accreditation-relevant federal regulations. As part of the reaccreditation process, the Steering Committee will prepare the institution for the Evaluation Team visit in 2018-2019 and respond to the findings of that visit.

The specific elements of the MSCHE Steering Committee's charge include the following:

- Determining the key issues and intended outcomes of the self-study
- Developing the design of the self-study
- Establishing, charging, and providing regular oversight to working groups
- Developing a timetable for the self-study process
- Ensuring that the NYIT community receives regular communications about the self-study process
- Ensuring an institution-wide review of the draft self-study, and to responding to feedback
- Ensuring that the key issues and intended outcomes of the self-study have been fully addressed and met
- Preparing and submitting the final self-study report
- Representing the institution during and after the evaluation team visit

Meetings of the Steering Committee will be held as needed, but roughly quarterly throughout the 2016-2017 and 2018-2019 academic years, and then as dictated by the MSCHE visit.

On January 16, 2017, then-President Edward Guiliano invited faculty and administrators to serve as Co-Chairs of each of the seven Self-Study Working Groups. The Working Group Co-Chairs were provided with a nominee membership list designed to include faculty and staff, and produced by the Office of Planning, Analytics, and Decision Support. The Co-Chairs were asked to use the list of nominations to form their own working groups. NYIT plans to collaborate with the Dean of Students to provide students opportunities to engage with each Working Group. At its first meeting on February 22, 2017, the Steering Committee discussed its charge and approved the proposed Self-Study timeline, the composition of Working Groups, and the generic Working Group charge reported in the following section.

Both the Steering Committee and Working Groups are intentionally co-chaired by a faculty member and staff member/administrator to ensure that the self-study is informed by both of these important, but different, stakeholder perspectives. The Steering Committee includes constituent representation from students, faculty, deans, trustees, administrators, alumni, and college officers. The committee also includes representatives from NYITCOM in Jonesboro, AR, and NYIT's global sites. To enhance consistency across Working Groups, staff members from the Office of Planning, Analytics, and Decision Support are either serving as co-chairs or as members for six of the seven Working Groups. Membership lists for the Steering Committee and all Working Groups are provided below:

Middle States Steering Committee

Mark Hampton	Vice President for Planning, Analytics, and Decision Support, Interim Vice President, Enrollment (Co-Chair)
Karen Friel	Department Chair and Professor, School of Health Professions (Co-Chair)
Nada Anid	Dean of the School of Engineering and Computing Sciences
Jerry Balentine	VP for Medical Affairs and Global Health
Patricia Burlaud	Dean of Operations, Assessments, and Accreditation, Global Academic Programs
Troy Camarata	Assistant Professor, NYITCOM (Jonesboro, AR)
Babak Beheshti	Academic Senate President, Professor and Associate Dean, School of Engineering and Computing Sciences
Farzana Gandhi	Associate Professor, School of Architecture and Design
Kathleen Gill	Director, Planning and Assessment
Francine Glazer	Associate Provost for Educational Innovation and Director, Center for Teaching and Learning
Maria Perbellini	Dean of the School of Architecture and Design
Veronica Southard	Associate Professor, School of Health Professions
Gabrielle St. Leger	Dean of Students
Will Udoh	Alumni Representative
Shreya Bendre	Student Government Association Representative (MA)
Ishmael Ifill	Student Government Association Representative (OW)
Sharon Greenberger	Trustee Representative

Working Group I: Mission and Goals

Nancy Donner	Vice President, Communications and Marketing (Co-Chair)
Shiang-Kwei Wang	Associate Dean, Professor, School of Interdisciplinary Studies and Education (Co-Chair)
Kathleen Gill	Director, Planning and Assessment
Wolfgang Gilliar	Dean, NYITCOM
Anand Santhanakrishnan	Assistant Professor, School of Engineering and Computing Sciences
Megan Siemers	Director of Campus Life (MA)
Irene Young	Executive Director, Campus Dean (Vancouver)

Working Group II: Ethics and Integrity

Deepa Bhalla	Senior Director, Enrollment Services (Co-Chair)
Jennifer Griffiths	Associate Professor, College of Arts and Sciences (Co-Chair)
Majid Davoodi	Assistant Professor, School of Management (Vancouver)
Rakesh Mittal	Assistant Professor, School of Management
Cheryl Monticciolo	Director, Compliance and Title IX Coordinator
Zenna Sewell	Senior Director, Campus Life (MA)
Kristen Smith	Registrar
Karen Vahey	Dean, Admissions and Financial Aid
Eileen Valerio	Director, Fiscal Compliance and Assistant Controller

Working Group III: Design and Delivery of the Student Learning Experience*

Francine Glazer	Associate Provost for Educational Innovation and Director, Center for Teaching and Learning (Co-Chair)
Farzana Gandhi	Associate Professor, Architecture (Co-Chair)
William Blazey	Associate Professor and Assistant Dean of Preclinical Education, NYITCOM
David Cirella	Librarian II, Emerging Technology
Sheri Kelleher	Interim Assistant Provost
Adrienne McNally	Director of Experiential Education
Ana Petrovic	Associate Professor, College of Arts and Sciences
Vanessa Vacchiano	Assistant Director, Planning and Assessment
Jonathan Voris	Assistant Professor, School of Interdisciplinary Studies and Education
Corri Wolf	Associate Professor, School of Health Professions

* A subcommittee of students from the New York and Global sites is being formed for this Working Group. This subcommittee will provide input regarding key documents that emerge from the Working Group efforts.

Working Group IV: Support of the Student Experience*

Gabrielle St. Leger	Dean of Students (Chair)
Danielle Apfelbaum	Librarian II
Justin Beauchamp	Associate Director, Campus Life (MA)
Victoria Farris	Senior Director, Campus Life (OW)
Cheryl Hall	Associate Professor, School of Health Professions
John Hyde	Executive Director, Career Services
Steven Lewis	Assistant Professor, NYITCOM (Jonesboro, AR)
Josheema Oliver	Assistant Director, Residential Life and Off-Campus Housing (MA)
Monika Rohde	Assistant Dean, Academic Enrichment
Vanessa Vacchiano	Assistant Director, Planning and Assessment

* A subcommittee of students from the New York and Global sites is being formed for this Working Group. This subcommittee will provide input regarding key documents that emerge from the Working Group efforts.

Working Group V: Educational Effectiveness Assessment

Kathleen Gill	Director, Planning and Assessment (Co-Chair)
Veronica Southard	Associate Professor, School of Health Professions (Co-Chair)
Matthias Altwicker	Assistant Dean, School of Architecture and Design
Steven Billis	Professor, School of Engineering and Computing Sciences
Patricia Burlaud	Dean of Operations, Assessments and Accreditations, Global Academic Programs
Susanna Lau-Kung	Director, Academic Analytics and Assessment, NYITCOM
Shifang Li	Associate Director, Planning and Assessment
Kate O’Hara	Assistant Professor, School of Interdisciplinary Studies and Education
Joanne West	Director, Administration and Operations, Student Affairs

Working Group VI: Planning, Resources, and Institutional Improvement

Hampton, Mark	Vice President for Planning, Analytics, and Decision Support; Interim Vice President, Enrollment (Co-Chair)
Karen Friel	Department Chair, Professor, School of Health Professions (Co-Chair)
Leonard Aubrey	Vice President, Financial Affairs, CFO and Treasurer
Jerry Ballentine	Vice President, Medical Affairs and Global Health
John Didomenico	Professor, School of Architecture and Design
Elizabeth Donaldson	Associate Professor, College of Arts of Sciences
Mike Lane	Director of Institutional Research and Assessment
Maria Perbellini	Dean of the School of Architecture and Design

Working Group VII: Governance, Leadership, and Administration

Babak Beheshti	Academic Senate President, Associate Dean, School of Engineering and Computing Sciences (Co-Chair)
Catherine Flickinger	General Counsel (Co-Chair)
Jess Boronico	Dean, School of Management
Shakib Farhat	Associate Professor, School of Engineering and Computing Sciences (Abu Dhabi)
Mark Hampton	Vice President for Planning, Analytics, and Decision Support; Interim Vice President, Enrollment
Ellen Katz	Associate Professor and Department Chair, College of Arts and Sciences; AAUP president
Joerg Leheste	Associate Professor, NYITCOM
Joanne Scillitoe	Associate Professor, School of Management

Charges to the Working Groups and Guidelines for Their Reports

The Co-Chairs of the Steering Committee met with the Working Group Co-Chairs on March 3, 2016 to review the Working Group charge and self-study timeline, communicate the management of documentation within Google drive folders, and set the tone that, although the self-study process entails a lot of work, it presents an important opportunity for the NYIT community to critique its structures and processes with the intention of making improvements that benefit the institution overall.

Each of the seven Working Groups were provided with the following charge:

The Middle States Commission of Higher Education (MSCHE) Working Groups will provide major assistance to the MSCHE Steering Committee in the design and implementation of NYIT's self-study, and the preparation of the final self-study report. Seven working groups will be established, with one working group assigned to each of the seven MSCHE standards. With the assigned standard in mind, the specific elements of the MSCHE Working Groups charge include the following:

- Assembling the document roadmap, a repository of documentation and data that articulates NYIT's goals and institutional outcomes relative to the assigned standard
- Identifying gaps between institutional goals and outcomes from the lens of that standard
- Analyzing those gaps to identify the key institutional issues and intended outcomes that will guide the self-study
- Making linkages, where appropriate, between the assigned standard and accreditation-relevant federal regulations
- Conducting the approved self-study design in the context of the assigned standard
- Drafting the portions of the self-study report related to the assigned standard
- Following the style guidelines set in the approved self-study design for reports and other materials submitted to the Steering Committee
- Following the timeline set by the Steering Committee
- Communicating regularly with the Steering Committee, particularly in advance of key decisions

Meetings of the MSCHE Working Groups will be held as needed, to ensure timely submission of materials to the Steering Committee as indicated in the self-study timeline.

In a communication on March 8, 2017, the Steering Committee Co-Chairs outlined the initial tasks to be undertaken by each of the Working Groups. Specifically, they were asked to focus on:

- 1) convening the Working Group and sharing the charge and timeline;
- 2) beginning to construct the "document roadmap" (i.e., repository of reports, data, and other relevant information) for the respective standard;
- 3) conduct a gap analysis of the information in that repository; and
- 4) begin identifying a handful of themes that might serve as the framework of the self-study.

In spring and summer 2017, Working Groups populated documentation roadmap templates, stored on pre-established Google drive folders for each standard. In addition, Co-Chairs reported themes regarding gaps between stated criteria and documentation gathered to date, which were used to inform the design of the self-study. The Steering Committee Co-Chairs reviewed the themes produced by each of the Working Groups and drafted the overall guiding questions that incorporated them.

During fall 2017, each Working Group will be expected to finalize the documentation roadmaps, perform a gap analysis, and collect new data as needed. Information will be analyzed to demonstrate compliance with the assigned standard and relevant requirements for affiliation. Each Working Group will also respond to the Guiding Questions developed in connection with the four themes.

At the same time, the institution will be moving forward to finalize its renewed vision and mission, as well as the broad themes of a new strategic plan. The first draft Working Group chapters are due in January 2018. The information, including responses to the Guiding Questions, will inform the development of tactics to achieve the strategic plan. Second drafts of each chapter are due in June 2018. Appendix B provides guidelines for the chapter outlines.

Documentation Roadmaps

Using the template provided by the Middle States Commission on Higher Education (MSCHE), Working Groups are embedding links or providing descriptions of documents that will serve as evidence for the criteria of the assigned standard in a documentation roadmap. A Google drive folder has been established for the documentation roadmaps and is available at <http://bit.ly/roadmapsMS>. Each roadmap has two additions to the MSCHE template, a section on Requirements of Affiliation associated with a given standard, and areas of institutional inquiry. Given that multiple standards align with a given Requirement of Affiliation, the Working Group Co-Chairs will collaborate to determine the best presentation of evidence for shared Requirements of Affiliation.

Organization of the Self-Study Report

The Middle States Steering Committee will base the writing of the Self-Study Report on the descriptive narrative, analysis, and recommendations produced in the Working Group draft chapter outlines. The Self-Study Report will be organized into seven main chapters, one for each standard with a review of the four institutional areas of inquiry embedded within each. The report will also include an executive summary, an overview of the self-study process, an introduction, a supplementary report on Distance Education Evaluation and a final section on recommendations and conclusions. The Compliance Verification Report will be submitted to MSCHE separately. Below is an outline of the report:

- I. Executive Summary
- II. Overview of the Self-Study Process
- III. Introduction
- IV. Standard I: Mission and Goals
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard I
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement
- V. Standard II: Ethics and Integrity
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard II
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement
- VI. Standard III: Design and Delivery of the Student Learning Experience
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard III
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement
- VII. Standard IV: Support of the Student Experience
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard IV
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement
- VIII. Standard V: Educational Effectiveness Assessment
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard V
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement

- IX. Standard VI: Planning, Resources, and Institutional Improvement
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard VI
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement
- X. Standard VII: Governance, Leadership, and Administration
 - a. Overview – How Standard and Requirements are Being Met
 - b. Analysis – Evidence of Meeting Standard and Requirements of Affiliation
 - c. Response to Guiding Questions in Context of Standard VII
 - d. Summary of Findings – Strengths and Weaknesses
 - e. Recommendations for Institutional Improvement
- XI. Supplemental Report: Distance Education Evaluation
- XII. Recommendations and Conclusions

Editorial Style and Format of Reports

The editorial style and format for the Self-Study Report and Working Group Reports will be primarily based on the [NYIT Editorial Style Guide](#), revised June 23, 2017. In addition, members of the Middle States Steering Committee and Working Groups have received an additional guide that highlights some key editorial/formatting decisions and provides examples to assist in the writing of reports (See Appendix C).

Timetable for the Self-Study and Evaluation

Completion Date	Task	Responsibility	Done
October 2016	Self-Study Institute	K. Gill/N. Nath	√
December 2016	Assemble Steering Committee	E. Guiliano/M. Hampton	√
January 2017	Assemble Working Group Leadership	E. Guiliano/M. Hampton	√
February 2017	Assemble Working Groups	M. Hampton/D. Quigley	√
	MSCHE Steering Committee Meeting	M. Hampton/D. Quigley	√
March 2017	Working Group Co-Chair Meeting	M. Hampton/D. Quigley	√
March-June, 2017	Working Groups gather data, identify gaps in goals & outcomes, and propose self-study intended outcomes as related to standard	Working Group Co-Chairs	√
June 2017	Working Groups submit documentation roadmap and themes for intended outcomes	Working Group Co-Chairs	√
	Communications plan meeting	B. Dell'Aquilo/S. Li	√
August 2017	Confirm MSCHE Liaison visit	M. Hampton/K. Gill	√
	Appoint Leader for Distance Education Evaluation	M. Hampton/K. Gill	√
	Appoint Verification Compliance Committee Chair	M. Hampton/K. Gill	
	Develop Profile of the Visiting Evaluation Team	M. Hampton	√
	Submit draft Self-Study Design to Steering Committee	M. Hampton/K. Gill	√
	MSCHE Steering Committee Design Approval	M. Hampton/K. Friel	
	Assessment Day Presentation on MSCHE	M. Hampton/K. Gill	√
September 5, 2017	Submit Self-Study Design to MSCHE Liaison	M. Hampton/K. Gill	√
September 2017	Working Group Co-Chair communication	M. Hampton/K. Friel	√
	Complete Communications Plan	B. Dell'Aquilo/K. Gill	√
Sep-Dec 2017	Working Groups prepare, conduct & analyze data	Working Group Co-Chairs	
September 19, 2017	MSCHE Liaison visit to NYIT	M. Hampton/K. Gill	√
October 2017	Liaison may request Self-Study Design revisions	MSCHE Liaison	√
	MSCHE Steering Committee Meeting	M. Hampton/K. Friel	√
	Working Group Co-Chair communication	M. Hampton/K. Friel	√
	Self-Study Design revisions complete	M. Hampton/K. Friel	√
January 31, 2018	Working Groups submit 1st draft chapter outlines	Working Group Co-Chairs	
	Draft Distance Education Evaluation due	S. Silverman	

February 2018	Draft Verification Compliance Report due MSCHE Team Chair selection reviewed by NYIT MSCHE Steering Committee Meeting Working Group Co-Chair communication	C. Monticciolo M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel	
June 30, 2018	Working Groups submit 2nd draft chapter outlines Final Distance Education Evaluation due Final Verification Compliance Report due MSCHE Steering Committee Meeting Working Group Co-Chair communication	Working Group Co-Chairs S. Silverman C. Monticciolo M. Hampton/K. Friel M. Hampton/K. Friel	
July 2018	Co-Chairs complete First Self-Study Draft MSCHE Steering Committee Meeting Working Group Co-Chair communication	M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel	
July-Aug 2018 August 2018	Community review of First Self-Study Draft Town Hall meeting Confirm Team Chair visit preparations MSCHE Steering Committee Meeting Working Group Co-Chair communication	M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel L. Matthews M. Hampton/K. Friel M. Hampton/K. Friel	
September 2018	Final Self-Study Draft distributed to community Community review of Final Self-Study Draft MSCHE Steering Committee Meeting Final Self-Study Draft to Team Chair and posted Team Chair visit to NYIT and provides feedback MSCHE Steering Committee Meeting Working Group Co-Chair communication Respond to Team Chair feedback	M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel	
October 2018	Verification Compliance Report due to MSCHE NYIT Board of Trustees approves Final Self-Study	M. Hampton/K. Friel M. Hampton/K. Friel	
November 2018	Confirm Evaluation Team visit preparations MSCHE Steering Committee Meeting Working Group Co-Chair communication	L. Matthews M. Hampton/K. Friel M. Hampton/K. Friel	
December 2018 December 9, 2018	Final Self-Study to Visiting Team Evaluation Team visit to NYIT MSCHE Steering Committee Meeting	M. Hampton/K. Friel M. Hampton/K. Friel M. Hampton/K. Friel	
January 2019 February 2019	Working Group Co-Chair communication Commission meets to determine accreditation	M. Hampton/K. Friel MSCHE	
March/April 2019 May 2019			
June 2019			

Profile of the Visiting Evaluation Team

In selecting members of the evaluation team for NYIT it will be important to consider the size, geography, disciplinary and professional program mix, and organizational complexity of the institution. In addition to visiting the institution's two main campuses in Manhattan and Old Westbury, New York, team members will want to interview or meet in person with representatives and leaders at NYIT's global sites in Canada, UAE, and China, and at NYIT's Jonesboro, Arkansas location.

Because of the degree of coordination and organization needed to conduct a peer review of this multi-campus institution, the Steering Committee believes it will be helpful for the evaluation team chair to have extensive experience in conducting an evaluation site visit. Ideally, he or she will have presidential experience with a mid-size to large, multi-campus, tuition-dependent, primarily commuter-student, public or private institution, with a relatively small endowment. It would be helpful for him or her to understand the opportunities and challenges associated with having a medical school, or other large professional school, that operates on a different calendar than the institution's other schools and programs and uses relatively distinct systems and administrative processes.

NYIT holds diversity and inclusion to be core institutional values and celebrates and strives for greater diversity of its students, faculty, employees, and the communities it serves. As such, ethnic and/or racial diversity within the evaluation team would be strongly requested. Evaluation team members who might be well suited to participating in this peer review include professionals with experience in urban institutions of higher education (like NYIT's Manhattan campus), in suburban universities or colleges (like the NYIT's Old Westbury campus), and in branch campuses and locations serving targeted graduate or professional student populations (like the NYIT College of Osteopathic Medicine's site in Jonesboro, Arkansas). Institutions outside of New York State that share similarities of mission or scope with NYIT include: Stevens Institute of Technology, Rowan University (which has a medical school), Worcester Polytechnic Institute, Towson University, University of New England (which has a College of Osteopathic Medicine), University of the Sciences in Philadelphia, and Illinois Institute of Technology. Finally, NYIT understands that because Middle States has approved the institution's offering of distance education programs, the evaluation team will include a member to review the NYIT's distance education offerings.

Appendices

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Mission and Goals	<p>Is there clarity in what NYIT does, and in where and how it does those things?</p> <p>Are mission and goals were reviewed with the consideration of the types of students we serve (international and domestic at our multiple locations), the resource context in which we serve them, the market in which we compete for students, and the pattern of success of our students?</p> <p>Does NYIT know where it is going?</p> <p>Can we create a vision that is sufficiently forward thinking and attainable?</p> <p>Will successful implementation of our mission lead us to our vision?</p>	<p>Do the physical plant, organizational structure, policies, procedures, and administrative systems fully support NYIT's mission and goals?</p> <p>What is the optimal size for NYIT, its campuses, and its programs?</p> <p>Are we an institution poised to adapt the shifting needs of students? (e.g., in terms of curriculum, space, technology, and online delivery)</p>	<p>Are assessment and planning activities aligned with the institution's mission and vision?</p>	<p>Are the stated mission and vision of the institution, as well as an operational plan for achieving them well understood and supported throughout all stakeholder groups?</p>

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Ethics and Integrity	Does NYIT represent itself fairly and accurately with prospective students, donors, and others?	<p>Do NYIT's policies, procedures, and systems promote ethical uses of resources?</p> <p>Are policies and procedures consistent with each other?</p> <p>Is there adequate training regarding why policies exist, to whom they apply, and where they can be found?</p> <p>Do all members of the community comply with stated policies and procedures?</p>	<p>Are resources allocated in a way that promotes their best and highest uses?</p> <p>Are plans and resource allocation decisions made ways that are fair and transparent?</p>	<p>Do members of all stakeholder groups feel that NYIT is ethical in its use of resources, and in the decisions the institution makes at various levels?</p> <p>Do members of the NYIT community hold each other to high standards of ethics and integrity?</p>

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Design and Delivery of the Student Learning Experience	<p>Does the design of NYIT's programs and other learning experiences support highest-quality learning?</p> <p>How do we ensure that the education on all campuses, virtual and physical, and in multiple sections of the same course, is comparable?</p> <p>When we create new programs, do we also remove outdated programs?</p> <p>Do we have sufficient full-time faculty to deliver programs of high quality while simultaneously meeting scholarship and service expectations?</p> <p>Do we have a stable pool of part-time faculty who are committed to the institution?</p> <p>Do we have sufficient support staff to deliver programs of high quality, and to implement critical improvement initiatives?</p>	<p>Do labs, classrooms, clinical sites, technology, and other physical assets of the institution support highest-quality learning?</p> <p>Do faculty (and students) have the opportunity to suggest improvements?</p> <p>Do we have sufficient technology infrastructure and support?</p> <p>What processes support curriculum growth and development, both in-person and on-line?</p> <p>Are external advisory boards involved in curriculum development and/or assessment of student work?</p> <p>How do we support faculty success?</p> <p>What data are available to department chairs to assist in schedule planning for the next academic year?</p> <p>Are the data useful, especially regarding new and transfer students?</p> <p>Do policies and procedures support student learning and student success?</p>	<p>How do we assess the quality and efficacy of our academic programs?</p> <p>Is student learning the highest priority in planning and resource allocation processes?</p> <p>Do we offer sufficient learning experiences (courses and co-curricular) to meet demand, and are they offered at times convenient to students?</p>	<p>Are faculty and staff members willing and able to collaborate to create the best possible learning experiences for NYIT's students?</p> <p>Do faculty and staff members feel empowered to contribute to meaningful change related to design and delivery of the student learning experience?</p> <p>What is the extent and nature of collaborations across units, both academic and non-academic?</p> <p>Do we create a culture of engaged learning that contributes to student retention and (timely) graduation?</p>

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Support of the Student Experience	Are student resources and services sufficient to support best-quality outcomes (quality of learning environment, in-class educational experience and overall student success)?	Do institutional spaces for co-curricular learning meet the needs of all students? Do facilities and infrastructure support the co-curricular and student-life needs of all types of students attending NYIT? Do institutional policies and procedures promote student success for all students?	Are student services regularly assessed to determine how well they are meeting student needs, learning, and development? Do plans to support the student experience and respective budgets reflect emerging trends in student demographics and changing student needs? Is assessment used to drive future decision-making and the allocation of resources (both human and financial)?	Are faculty and staff willing and able to collaborate with each other to ensure that the co-curricular needs of students are met? Is there a general feeling of trust and transparency among academic and administrative units that serve students? Is student success the most important goal of all academic and administrative divisions at NYIT? How are prejudices, biases and stereotypes affecting the institutional climate for students? How inclusive are we in our definition of diversity?

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Educational Effectiveness Assessment	<p>Are programs and services regularly assessed?</p> <p>Do students achieve similarly high levels of learning and success in all of our academic programs?</p> <p>Are assessment results used to improve academic programs?</p>	<p>Does the organizational structure of NYIT and its policies and procedures support ongoing assessment of learning, and use of assessment data for academic program improvement?</p>	<p>Do the assessments of academic programs relative to the mission and vision of the institution serve as the primary driver of space and financial resource allocation decisions?</p>	<p>Does the culture at NYIT support assessment and the use of assessment data for academic program improvement?</p> <p>Does NYIT tolerate "bad news" and see it as an opportunity to improve?</p>

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Planning, Resources, and Institutional Improvement	<p>Are clear processes in place to assess and improve all of NYIT's programs and services?</p> <p>How does NYIT benchmark itself against other institutions and the market when assessing its programs and services and determining what programs and services it should offer?</p> <p>How does NYIT determine the size and location of its programs?</p> <p>Do the organizational structure and the policies of NYIT facilitate the creation of new programs and services as well as the sun-setting of programs and services that are no longer relevant?</p>	<p>Does the organizational structure of NYIT support effective planning and resource allocation based on ongoing assessments of its programs and services?</p> <p>Are the appropriate data available to those who need data to make good decisions when they need them?</p> <p>Do NYIT's administrative systems and policies and procedures support the development and implementation of plans?</p> <p>Does NYIT regularly assess its organizational structure, its policies and procedures, and its business processes to ensure that they support NYIT's mission and its vision?</p>	<p>To what degree are assessment data used to drive decisions throughout the institution?</p> <p>Are assessment data connected to planning, budgeting, space allocations, and staffing levels in a direct and ongoing way?</p> <p>Are processes in place to make units that receive resources in order to improve programs and service accountable for that improvement?</p> <p>How does NYIT validate its assessment processes?</p>	<p>Do all constituents feel that they have a role in setting goals and priorities at NYIT?</p> <p>Are resource allocation decisions transparent and well-understood by all stakeholders?</p> <p>Do people trust plans to support the best work of the institution?</p>

Appendix A: Self-Study Matrix

	Scope, Size, and Quality	Organizational, Operation, and Physical Infrastructure	Assessment, Planning, and Resource Allocation	Climate, Culture, and Collaboration
Governance, Leadership, and Administration	<p>Do leadership and administrative processes at all levels reflect the mission and goals of the institution?</p> <p>Do they allow for, without impediment, ongoing institutional improvement?</p>	<p>Do the governance processes at NYIT support the attainment of the mission and vision of the institution and ongoing institutional improvement?</p>	<p>Do governance processes reflect the use of assessments to drive plans, and plans to drive resource allocation?</p> <p>Do governance processes, either official or unofficial, prevent this process from being be "short circuited?"</p>	<p>Do stakeholders trust their leaders, and the decisions those leaders make?</p> <p>Do they feel engaged in the governance of the institution?</p> <p>Are people willing to speak out when things are not right?</p>

Appendix B: Working Group Draft Chapter Outline Template

Standard X: (Roman numeral and name)

Standard description (from the MSCHE Standards for Accreditation and Requirements for Affiliation, 2014)

Overview

Describe the major components of the standard and its related requirements for affiliation that were examined by the Working Group. Provide an overview of the institutional processes ensure that NYIT meets the necessary expectations for the standard and related requirements for affiliation.

Subsection 2 Header (if needed)

Add narrative.

Subsection 3 Header (if needed)

Add narrative.

Analysis

Note. See "Style Guide for Preparing Working Group Chapter Outline" in MSCHE 2019 Self-Study Working Groups > Working Group Materials Google drive folder for table or chart formatting.

Discuss the types of evidence the Working Group examined for the standard and related requirements for affiliation. Include the link to the appropriate documentation roadmap in the MSCHE Self-Study Google drive folder. Use tables and charts to communicate evidence as appropriate. Provide context for the degree to which the evidence discussed is gathered routinely by the institution for ongoing review. Is the current routine for gathering evidence sufficient to show ongoing compliance with the standard and related requirements for affiliation? Please describe additional analyses were done by the Working Group for the institutional areas of inquiry.

Subsection 2 Header (if needed)

Add narrative.

Subsection 3 Header (if needed)

Add narrative.

Summary of Findings

Discuss the major findings of the Working Group’s review of evidence for the standard and related requirements for affiliation. What do the findings indicate regarding NYIT’s strengths and weaknesses for this area? Similarly, please describe the major findings for the additional analyses that were undertaken by the Working Group for the institutional areas of inquiry. What do the findings regarding the institutional areas of inquiry indicate regarding NYIT’s strengths and weaknesses for this area?

Subsection 2 Header (if needed)

Add narrative.

Subsection 3 Header (if needed)

Add narrative.

Recommendations for Institutional Improvement

Based on the major findings of the Working Group’s review of evidence for the standard and related requirements for affiliation, as well as findings from the analyses for the institutional areas of inquiry, what three to five recommendations does the Working Group have for institutional improvement in this area? Explain how each of these recommendations would address any areas of concern noted by the Working Group. Also, consider proposing recommendations that enhance the institution, adding an explanation of how such recommendations will benefit the institution as it relates to this particular standard and its related requirements for affiliation.

Subsection 2 Header (if needed)

Add narrative.

Subsection 3 Header (if needed)

Add narrative.

Important Note to Working Group Members:

The narrative in these outlines serve as inputs to the Self-Study writing process and will be substantially revised by the Middle States Steering Committee. As such, it is not necessary to fine-tune the language in these outlines. They are intended for informational purposes only.

Submission of Working Group Draft Chapter Outline:

Working Group Co-Chairs should post outline to MSCHE 2019 Self-Study Working Groups > Standard Google drive folder.

Appendix C: Style Guide for Draft Outlines and Self-Study Report

General

- All documents are to be prepared using Microsoft Office suite (Word, Excel, etc.). Please do not submit PDFs.
- In general, please follow NYIT editorial style guidelines, [available online](http://bit.ly/NYIT-editorial-style-guide) (http://bit.ly/NYIT-editorial-style-guide). See more under section “Editorial Style.”
-

Font and Formatting

Body of Document

- Font for body copy: Times New Roman, 11 point, regular, black. (See exceptions below under “Section Headings”.)
- Paragraph and line spacing: Single spacing, no space before and after paragraphs, two manual paragraph breaks between paragraphs
- Margins: 1 inch (left, right, top, bottom)
- Headers: Do not include a document header.
- Footer: Position ½ inch from the bottom of the page. Position page numbers on bottom right. Do not include any other information in the footers.
- Right justify paragraphs with no indentation for the first paragraph. Do not justify text.
- Quotations that exceed two lines should be in blocked quote format. Blocked quotes should be indented an additional ½ inch from both the left and right margins.
- *See examples below.*

Section Headings (Formatting)

- Heading 1 (Chapter): Times New Roman, 16 point, bold, black, left justified, space after: 6pt
- Heading 2 (subhead): Times New Roman, 14 point, bold, standard blue, left justified, space after: 6pt
- Heading 3 (subhead): Times New Roman, 12 point, bold and italic, standard blue, left justified, space after: 6pt
- *See examples below.*

Formatting for Tables and Figures

Tables

- Number all tables
- Title numbers/names of tables should be in Times New Roman, 11 point, bold, left aligned.
- The table number is to be followed by the title of the table.
- The table title should be an accurate, concise description of the table contents. The length of any table title should not exceed more than half the page width.
- One blank line should separate the table title from the table itself.

- Column headings should be Times New Roman, 11 point, bold, centered
- Alphabetic text within a cell should be Times New Roman, 11 point, regular left justified.
- Numeric text within a cell should be aligned using the decimal tab option (in word, use , not spaces).
- Do not break a table across two pages UNLESS the table is long enough that it exceeds one full page.
 - If a table must be broken across more than one page, the table number must be shown at the top of the subsequent page(s) [e.g., Table-2 (continued)].
 - If a table must be broken across more than one page, column headers must be repeated at the top of each page.
- Any notes referenced within a table should appear on the line directly following the table, in Times New Roman, 11 point, italicized.
- Percent signs (%) and dollar signs (\$) should only appear within the first and/or last rows of a table.
- Tables must be placed in the text as near to the initial reference as possible. Initial reference must include both the table title and number. Subsequent references may be to just the table number.

Figures

Figures follow the same general rules as tables and may include graphics, bar charts, line charts and pie charts. *See examples below.*

Photos

Photos, if any, should be included as appendices and not included within the narrative. Photos should be of high resolution and saved in .jpg or .jpeg format.

Examples for Font and Formatting:

Heading 1 (Chapter)

This is body copy—Times New Roman, 11 point, regular, black. Line spacing at 1.15, no space before and after paragraphs, two manual paragraph breaks between paragraphs. Dummy text follows: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam id pretium purus, non aliquet ipsum.

Paragraph two. Dummy text follows: Phasellus vitae pharetra libero, semper dapibus sapien. Curabitur commodo, nunc id scelerisque blandit, dolor ex consequat urna, et fringilla purus quam id ligula. Donec facilisis vulputate quam, id scelerisque leo efficitur eget.

Heading 2 (subhead)

This is body copy—Times New Roman, 11 point, regular, black. Single spacing, no space before and after paragraphs, two manual paragraph breaks between paragraphs. Dummy text follows: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam id pretium purus, non aliquet ipsum.

Heading 3 (subhead if needed)

This is body copy—Times New Roman, 11 point, regular, black. Single spacing, no space before and after paragraphs, two manual paragraph breaks between paragraphs. Dummy text follows: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam id pretium purus, non aliquet ipsum.

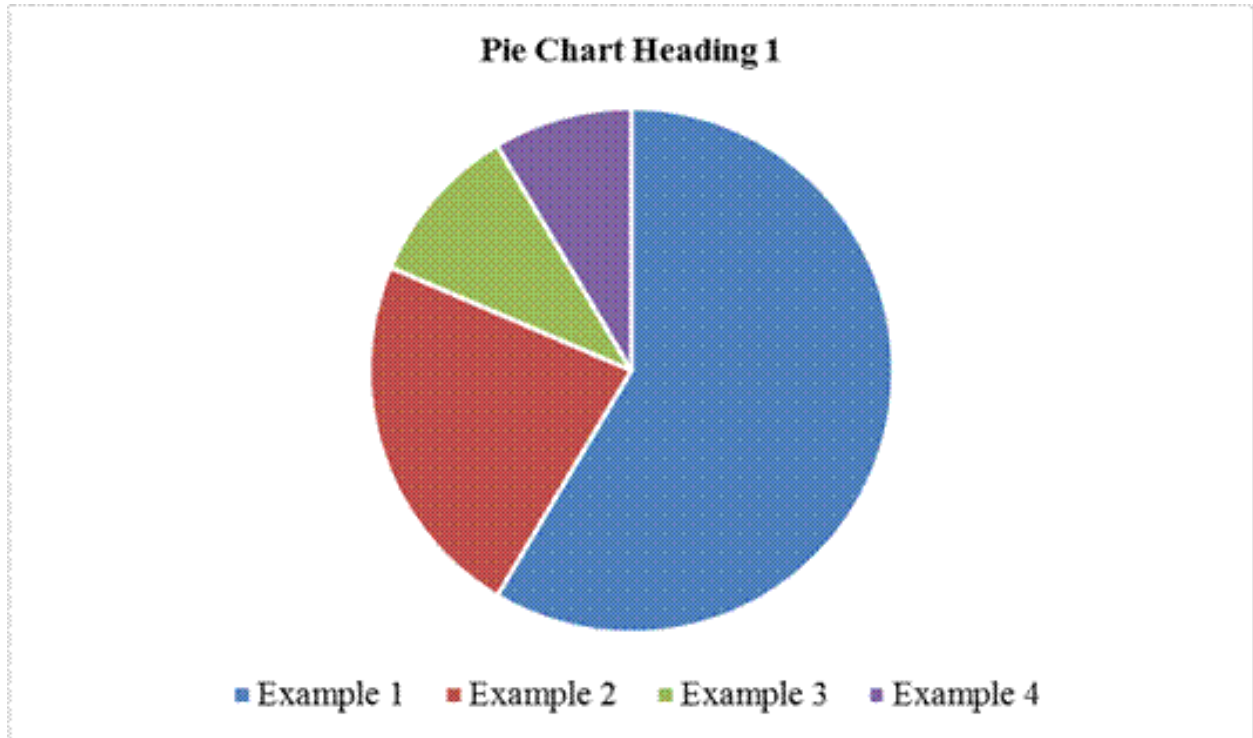
1: Example Table Title

	Column Heading 1	Column Heading 2	Column Heading 3
Row heading 1	800.00	800.00	800.00
Row heading 2	96.7%	96.7	96.7
Row heading 3	Description goes here*	Description goes here* With qualifying statement	Description goes here*

** Description of note indicated in table with an asterisk*

This is body copy describing the table or figure above—Times New Roman, 11 point, regular, black. Single spacing, no space before and after paragraphs, two manual paragraph breaks between paragraphs. Dummy text follows: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam id pretium purus, non aliquet ipsum.

2: Example Figure Heading



This is body copy describing the table or figure above—Times New Roman, 11 point, regular, black. Single spacing, no space before and after paragraphs, two manual paragraph breaks between paragraphs. Dummy text follows: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam id pretium purus, non aliquet ipsum.

Editorial Style

Follow NYIT editorial style guidelines, [available online \(bit.ly/NYIT-editorial-style-guide\)](http://bit.ly/NYIT-editorial-style-guide) for specific rules regarding grammar, punctuation, names, titles, and more. The style manual is based on the *Associated Press (AP) Style Guide* but does contain exceptions. Whenever conflicts exist between NYIT and AP style, the NYIT Editorial Style Manual takes precedence.

- For questions not answered in this document, consult the following sources in the order listed below:
 - *The Associated Press Stylebook 2013*
 - [Merriam-Webster online dictionary](#)

Some of the rules most commonly referenced are listed below.

New York Institute of Technology

NYIT may be used in all references to the university, but must be spelled out upon first reference in all communications as follows: NYIT (New York Institute of Technology). If the full name of a school is used first, NYIT does not need to be spelled out

Schools, Colleges, and Centers of NYIT

In all communications, always use the proper title of the school, starting with NYIT on first reference. The official names are:

- NYIT School of Architecture and Design
- NYIT School of Engineering and Computing Sciences
- NYIT School of Health Professions
- NYIT School of Interdisciplinary Studies and Education
- NYIT School of Management
- NYIT College of Arts and Sciences
- NYIT College of Osteopathic Medicine

If including “the” before the name of a school, never capitalize the “T” in “The” unless it begins the sentence. “The” should never be used before the full name of a school when the name stands on its own. Do not use “NYIT’s” before the name of a school or college.

Examples:

- She received a Bachelor of Arts in 1999 from NYIT School of Education.
- He earned a master’s degree from the School of Engineering and Computing Sciences.
- NYIT School of Health Professions is located on the Old Westbury campus.
- As a member of the NYIT School of Management Student Advisory Board, she developed important leadership skills.
- NYIT College of Osteopathic Medicine’s laboratories feature state-of-the-art technology.

superscript

Never use superscript, including in addresses, times, dates, etc.

numbers

Spell out zero through nine. Use figures for 10 and higher. Avoid starting a sentence with a number, but if you must, spell out the number.

comma

Use serial commas to separate elements in a series (this is an exception to AP style).

dashes and hyphens

Use **em dashes** to denote an abrupt change in thought in a sentence or an emphatic pause.

- We will fly to Paris in June—if I get time off.
- The development office created a plan—it was unprecedented—to raise funds.

When a phrase that otherwise would be set off by commas contains a series of words that must be separated by commas, use em dashes to set off the full phrase.

- He listed the qualities—intelligence, humor, independence—that he liked in a professor.

Use **en dashes** to denote a span or range of numbers; for years, do not leave space on either side, but for times and monetary spans leave space:

- The 2014–2015 tennis season was a success.
- My availability is 1 – 2:15 p.m.
- The event thanks those who have given \$100 – \$1,000.

Do not use an en dash when using from or between:

- I am available from 1 p.m. to 2:15 p.m.

(Note: in some programs, en dashes may not be available, in which case, substitute a hyphen.)

Do not use a space before or after each en or em dashes.

Use **hyphens** to connect two words that work as a joint modifier. Refer to [Merriam-Webster online dictionary](#) if you have a question about whether a common word or phrase requires a hyphen.

In print, avoid using hyphens to manually break words across lines, but if you must, refer to [Merriam-Webster online dictionary](#) to determine where to break the word.

capitalization

In general, capitalize the principal words, including prepositions and conjunctions of four or more letters for composition titles, headlines, and official names of events. Capitalize articles (e.g., “the,” “a,” “an”) only when they begin the title.

academic degrees

Official titles of degree programs and degrees: Capitalize and spell out degrees except in cases below. These terms are NOT possessive (i.e., no apostrophes).

- She received a Bachelor of Arts in 1999.
- He earned a Master of Science and a Doctor of Philosophy from NYIT.
- He earned a Bachelor of Arts in Communications and a Master of Arts in Advertising.
- I have a bachelor’s degree in communications and a master’s degree in advertising.

Referencing degrees after someone’s name:

Upon first reference, include degree information for faculty, visiting faculty, and high-level administrators who have earned a doctoral degree:

- NYIT Vice President Charles Dickens, Ph.D.
- Emily Post, Ph.D., dean

Following the name of a faculty member:

- Indicate only the highest-level degree earned. If a faculty member has earned two equivalent degrees (e.g., M.B.A., M.P.A.), both may be included. Degrees always get periods (e.g., D.P.T.).
- You may choose to include professional licensure designations prior to the degree. Professional licensure designations do not get periods (e.g., PT, CPA).
- You may include fellows designations (FACOP), but not certifications.

Alumni:

When mentioning NYIT alumni and their degrees, use abbreviations (B.S., B.A., B.F.A., B.Arch., D.O., M.S., M.F.A., M.Arch., Ph.D., etc.) along with the last two digits in their year of graduation in parentheses after names only on first reference:

- Buster Keaton (B.S. '02)
- Edith Wharton (B.A. '88, M.S. '90)

Do not follow the degree abbreviation with the word “degree.”

If a person received a degree from another institution, you may mention it but do not abbreviate it after his or her name with the year of graduation.

classes

Titles of classes and courses are always capitalized and do not require quotation marks or italics:

- I'm taking Introduction to American Literature this fall.

composition titles

- Use **italics** for titles of books, computer games, software titles, movie titles, operas, plays, long poems or a collection of poems, albums, television programs, newspapers, magazines, journals, reference materials, and encyclopedias.
- Use **quotation marks** for titles of papers, short poems, song titles, articles (in journals, magazines, newspapers, or on the web), television or radio episodes, paintings and sculptures (digital or physical).
- Titles of exhibitions and exhibits are always capitalized. Do not put names of exhibitions in italics or quotes.

conferences and lectures

Official conference names should be capitalized and do NOT require italics or quotation marks. Titles of lectures, speeches, and seminars are always placed in quotes, though the title of a lecture series (i.e., NYIT 21st-Century Speakers Series) is not. Note that lectures in this context should not be confused with traditional classroom lectures, which fall under the **classes** entry.

professional titles

Capitalize titles ONLY when used in front of an individual's name*:

- Vice President for Environmental Affairs Leslie Knope came to see us.
- Speakers included Leslie Knope, vice president for environmental affairs, and others.

Abbreviate certain titles before names (Gov., Sen., the Rev.).

Do not capitalize occupational or generic titles. Capitalize professor, assistant professor, associate professor, etc., before a name but not after.

- I met author Neil Gaiman
- I met Assistant Professor Neil Gaiman.
- I met Neil Gaiman, assistant professor.

departments

Capitalize and place before the name of the academic department:

- Department of English *or* Department of Physics.

Lowercase department in plural uses, but capitalize the proper name element:

- the departments of English and Physics

Do not place “department” after the name of an academic department (do NOT use: the English department).

Do not abbreviate to “dept.”

(see also “academic degrees” and “programs” sections)

program names

Do not capitalize academic program names; they are not official titles of degrees.

- He’s enrolled in the life sciences program.
- He is pursuing a B.S. in Biology.

courtesy titles

Do not use courtesy titles, such as Mr., Mrs., Ms., or Dr., except in a direct quote or when necessary to distinguish between two people with the same last name, such as a husband and wife. (For exceptions, see “professional titles” below.)

ampersand (&) and other symbols representing "and" (+)

In general, avoid using the ampersand or other symbols in place of “and” (e.g., +) in body copy, unless it is part of a formal name or you are forced to by space constraints.

academic years

When referring to consecutive or multiple years (i.e., 2006 and 2007), use 2006-2007. Do not use 2006-07, 2006/2007, or 2006/07.

dates

Spell out all months (no abbreviations) even when preceding a day of the month. Do not type “th” after a date, and only use years when necessary.

- October 20, 2007
- June 27

days of the week

Do not abbreviate Monday, Tuesday, Wednesday, etc.
See **dates** for additional information.

decades

Correct usages include: the 1980s, the '90s, the mid-1930s.

See all rules online: bit.ly/NYIT-editorial-style-guide.