Profile of Pace University

Pace University educates a diverse student body that is welcomed and included in the benefits of higher education by Pace's history and mission of *Opportunitas*:

> Our mission is *Opportunitas*. Pace University provides to its undergraduates a powerful combination of knowledge in the professions, real-world experience, and a rigorous liberal arts curriculum, giving them the skills and habits of mind to realize their full potential. We impart to our graduate students a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since our founding and is essential to preparing our graduates to be innovative thinkers who will make positive contributions to the world of the future.

At the heart of Pace's academic values is a historic commitment to excellence in teaching, as manifested by small classes, an emphasis on skill development and critical thinking, special tutoring and support services, and academic advising. Academic experiences at Pace emphasize teaching from both a practical and theoretical perspective, drawing on the expertise of faculty members who balance academic preparation with professional experience to bring a unique dynamic to the classroom. Pace has grown from its humble beginnings as a small accounting institute in 1906 to a robust liberal arts university offering 108 undergraduate majors, 51 master's degrees, six doctoral degrees, seven law programs, 20 self-contained certificate programs, and many other certificate programs within existing degree programs. At the core of a Pace education is a strong foundation in arts and sciences that enriches students intellectually and personally, preparing them to become lifelong learners. New degree programs and academic tracks continue to meet the 21st century's marketplace demands, while producing Pace graduates capable of inventing new futures for not only themselves, but for their communities and the world.

The University's educational mission is carried out by 490 full-time and 783 part-time faculty members (2016). Over 89 percent (89.8%) of these full-time faculty members have doctoral degrees or terminal degrees appropriate to their disciplines. The University employs 1,095 full-time and 817 part-time staff to support the academic and administrative needs of the institution.

Pace faculty includes some of the brightest minds in academia as well as professionals who have risen to the top of their chosen fields. Their commitment to intellectual discourse and research is surpassed only by their desire to help students realize their dreams. For the last few years, the University has hired approximately 20–35 new full-time faculty each year who have helped evolve the University's curriculum. This combination of Pace University's experienced faculty and new professors represents a powerful wave of intellectual growth to Pace's rising academic reputation.

The Pace mission serves its students well with post-graduation placement rates for undergraduate and graduate students at 82% and 94% respectively. In addition, 11% pursue further education in graduate school on a full or part-time basis. Students achieve these results through an emphasis on experiential learning that augments their academic work. The Pace Path helps each student develop strengths in managing oneself, interpersonal relations, and organizational awareness through curricular, co-curricular, and extra-curricular activities.

Pace delivers its mission on three degree-granting campuses: one in New York City (NYC) and two in Westchester County: Pleasantville (PLV) and White Plains. Pace's educational programs are executed through four schools and two colleges with approximately 13,000 graduate and undergraduate students in fall 2016:

- The Charles H. Dyson College of Arts and Sciences (Dyson) enrolls 4,577 undergraduate and graduate students with 3,318 in New York City and 1,259 in Westchester. The Doctor of Psychology in School – Clinical Child Psychology Degree (Psy.D.) is accredited by the American Psychological Association and the Bachelor's Degree Program in Chemistry is certified by the American Chemical Society.

- The Joseph R. Lubin School of Business (Lubin) enrolls 4,172 undergraduate and graduate students with 3,332 in New York City and 840 in Westchester. Lubin is accredited for business and accounting by the Association to Advance Collegiate Schools of Business (AACSB).

- The Ivan G. Seidenberg School of Computer Science and Information Systems (Seidenberg) enrolls 1,252 undergraduate and graduate students with 714 in New York City and 538 in Westchester. The BS in Computer Science is accredited by the Computing Accreditation Commission of ABET, Inc.

- The College of Health Professions (CHP) enrolls 1,206 undergraduate and graduate students with 622 in New York City and 584 in Westchester. The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice at Pace University are accredited by the Commission on Collegiate Nursing Education (CCNE). The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

- The School of Education (SOE) enrolls 708 undergraduate and graduate students with 450 in New York City and 258 in Westchester. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

- The Elisabeth Haub School of Law (Law) enrolls 563 students in Westchester. The School of Law is accredited by the American Bar Association through its Council of the Section of Legal Education and Admissions to the Bar Association, and is a member of the American Association of Law Schools.

An additional 365 students attend the University as non-matriculated students pursuing individual educational goals.

Pace prides itself on serving a diverse and dynamic body of students:

Fall 2016 Student Demographics
13,245 Graduate and Undergraduate Students
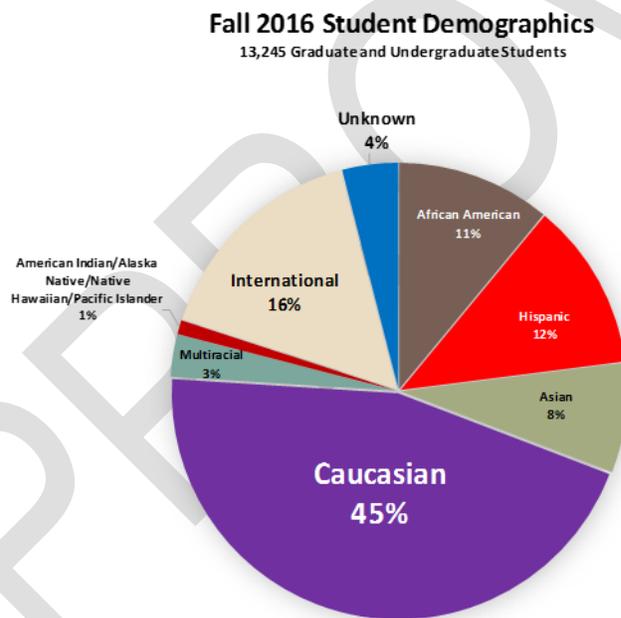
Since 2007, Pace has thrived under the leadership of President Stephen J. Friedman. In 2015, President Freidman announced that he would retire when his term ended on July 31, 2017. A search committee consisting of faculty, students and staff, and led by the Board of Trustees selected Marvin Krislov as Pace's eighth President. President Krislov assumed his role on August 1, 2017.

Intended Outcomes of the Self-Study

This Self-Study provides Pace with an opportunity to critically examine the University's performance and progress. Using a framework of the seven accreditation standards and the four themes of the Pace University Strategic Plan, 2015-2020, the anticipated outcomes of the 2018-2019 Self-Study are to:

1. Achieve reaccreditation from the Middle States Commission on Higher Education.

2. *Assess the effectiveness of experiential learning opportunities across the institution to evaluate how learning from those experiences contributes meaningfully to student education.*

3. Evaluate how assessment of student learning and related institutional improvement actions contribute to student and alumni outcomes.

4. Outline the processes by which Pace's institutional decision-making, including planning and resource allocation, are aligned and enable Pace to meet its mission in the current and future higher education environments.

5. Analyze whether the research and teaching requirements of Pace faculty are well supported by the university's administration and staff, and whether the university meets the needs of all its constituencies and provides adequate resources for continuous improvement.

6. Identify opportunities to improve the effectiveness and efficacy of University policies, processes, and procedures in support of Pace's mission.

Self-Study Structure

The Pace University Self-Study is led by an Executive Committee of four which provides overall leadership and direction to the process. The Executive Committee is the primary liaison to the President, Provost, and Board of Trustees. A Steering Committee consisting of the Chairs of each Working Group and other administrators and support staff ensures that the Working Groups' efforts are coordinated, and a cohesive report emerges from the process. Each Working Group has a member of the Executive Committee as its liaison to assist with leadership and direction.

The Working Groups were formed through an open nomination process. Faculty members were nominated by their respective location or school-based faculty councils.
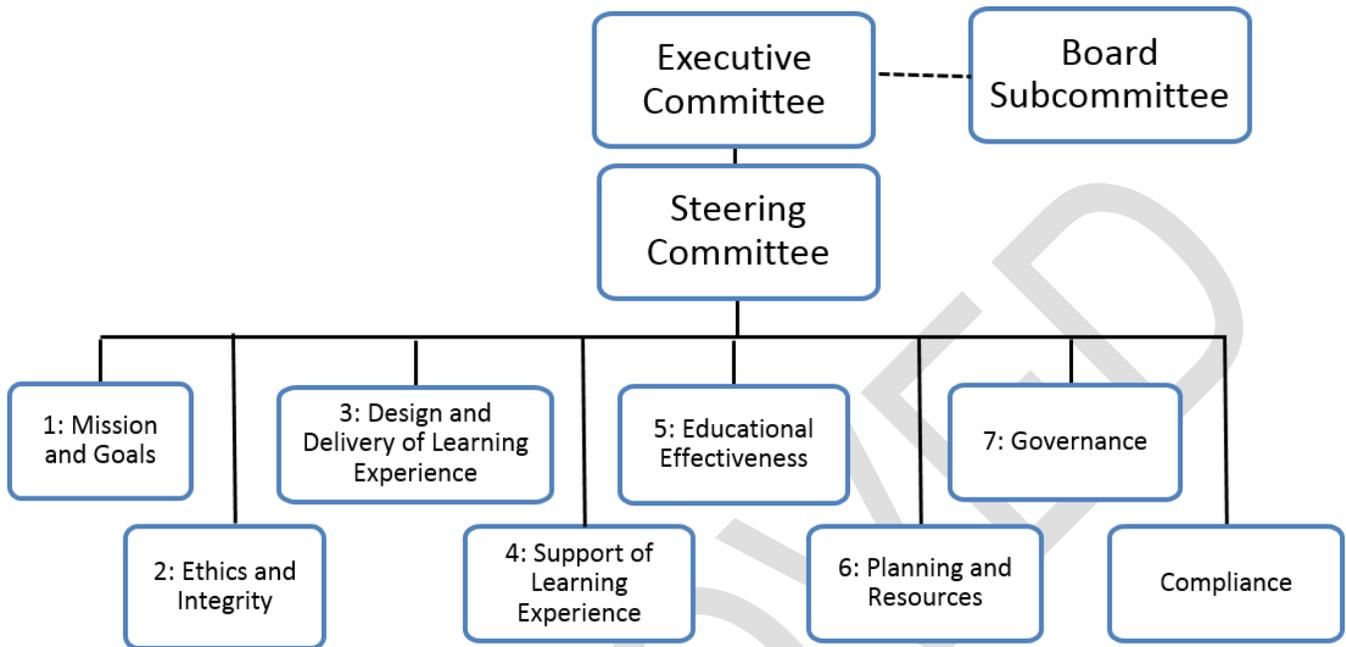
Executive and Steering Committee Membership

Executive Committee

Lisa Bardill Moscaritolo, Ph.D.	Associate Vice President and Dean for Students, PLV
Jean Gallagher	Vice President for Strategic Initiatives
Iuliana Ismailescu, Ph.D.	Associate Professor, Lubin School of Business
Hillary Knepper, Ph.D.	Associate Professor, Chair, Department of Public Administration, Dyson College of Arts and Sciences

Steering Committee

Lisa Bardill Moscaritolo, Ph.D.	Associate VP and Dean for Students, Pleasantville
Rachel Carpenter	Assistant Dean, Assessment and Planning/Director, Student Development and Campus Activities, Pleasantville (Standard I)
Cara Cea	Director, University Relations, Westchester (Standard II)
Jim Curry	Assistant Vice President, Office of Student Assistance (Standard IV)
Nancy DeRiggi	Assistant Vice President, Planning, Assessment and Institutional Research
Angelica Ferreira	Associate Vice President, Office of Budget and Planning (Standard VI)
Jean Gallagher	Vice President for Strategic Initiatives
Edward Goralski	Assessment Coordinator
Nira Herrmann, Ph.D.	Interim Provost and Executive Vice President for Academic Affairs
Iuliana Ismailescu, Ph.D.	Associate Professor, Lubin School of Business
Hillary Knepper, Ph.D.	Associate Professor, Dyson College of Arts and Sciences
Mariajose Romero, Ph.D.	Director of Assessment and Planning, Dyson College Arts and Sciences (Standard V)
Fiana Sandy	Staff Associate, OPAIR
Christine Shakespeare	Assistant Vice President, Continuing Professor Education (Compliance)
Jim Stenerson, Ph.D.	Executive Director, Faculty Center for Professional Development
Daniel Strahs, Ph.D.	Associate Professor, Dyson College of Arts and Sciences (Standard VII)
Andrew Wier, Ph.D.	Associate Professor, Dyson College of Arts and Sciences (Standard III)

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1: Mission and Goals	3: Design and Delivery of Learning Experience	5: Educational Effectiveness	7: Governance
2: Ethics and Integrity	4: Support of Learning Experience	6: Planning and Resources	Compliance

Charge to the Working Groups

The Working Group membership was finalized in spring 2017 and the groups began meeting with their Executive Committee liaison in April 2017. Each working group was given a copy of the MSCHE Standards, the University Strategic Plan, an Overview of the Accreditation process and the following charge.

- Fully understand the Standard, its associated criteria, and the related Requirements of Affiliation.

- Review and understand the research questions and how they are aligned with the Pace University 2015-20 Strategic Plan (Refer to Mapping attached).

- Develop a work plan and research methodology for addressing the criteria and the research questions.

- Develop milestones and establish an understanding of how the Working Group's work aligns with other Working Groups and with the final report

- Research and evaluate Pace against the criteria with an objective assessment of the University's processes. Take a clear-eyed view of what is done well and where there are opportunities to improve. Develop thoughtful recommendations that will result in meaningful institutional improvement.

This charge is reflected in the design summaries and data repositories included below.

Standard I: Mission and Goals

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

Working Group I Membership

Executive Committee Liaison: Lisa Bardill Moscaritolo, Associate Vice President for Student Affairs/Dean for Students, Pleasantville

Chair: Rachel Carpenter, Assistant Dean for Assessment and Planning for Student Affairs, PLV

Membership:

Linda Jo Calloway, Ph.D., Professor of Information Technology, Seidenberg School of CSIS, NYC

Luke Cantarella, MFA, Associate Professor of Design, Dyson College of Arts and Sciences, NYC

William Colona, Director, Government and Community Relations

Sumeet Sunil Gujaran, Graduate Student Representative, Lubin School of Business, NYC

Working Group I Charge

- Understand the mission, vision and strategic goals of Pace University.

- Examine how the mission, vision and strategic goals guide University planning, decision-making and are made manifest in the everyday life of the institution.

- Examine areas of success and areas for improvement in University's drive to fulfill its mission, vision and strategic goals.

- Address Requirements of Affiliation Seven and Ten.

Questions Specific to Standard I

1. In which ways does Pace provide a diverse student body with services and opportunities that support students' academic, personal, and professional growth in alignment with the idea of Opportunitas?

2. How does Pace engage external entities in helping to adapt course offerings, curriculum development, and new degree programs to current needs?

3. How does Pace leverage its locations and investments in institutional assets to advance its mission and vision?

4. Does Pace demonstrate sufficiently broad participation, both internal and external, in the development, promotion, and execution of departmental and college/school goals?

5. How does Pace's recruitment and retention of faculty, staff, and administrators support the mission?

Approach

Review of key documents, processes, and initiatives that are driven by, or connected to, the institution's mission and goals. This approach includes document review and analysis of the collected data. Any gaps in information from documents will be gathered by conducting interviews with those connected to mission and goal driven processes and initiatives

Collaboration

Working Group I will collaborate with the following Working Groups:

- III: Alignment of institutional learning outcomes/core curriculum objectives with the mission of liberal arts curriculum.

- IV: Assessment of the student experience in support of the mission.

- V: Assessment of student learning aligned in support of the mission.

- VI: Connections between planning processes and resource allocation and mission/goal.

- VII: Evaluate connections between decision-making and governance structures to the strategic plan and mission.

Standard II: Ethics and Integrity

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

Working Group II Membership

Executive Committee Liaison: Lisa Bardill Moscaritolo, Associate Vice President and Dean for Students, Pleasantville

Chair: Cara Cea, Director, Media Relations

Membership:

Roberta Cable, Ph.D., Professor, Accounting, Lubin School of Business, PLV

Andriy Danylenko, Ph.D., Professor of Modern Languages and Cultures, Dyson College of Arts and Sciences, NYC

Alan Eisner, Ph.D., Professor and Department Chair, Department of Management and Management Science, Lubin School of Business; NYC

Debbie Levesque, Assistant Dean for Community Standards and Compliance

Kim Porter, Director of Operations, Outcomes & Assessment, Career Services

Working Group II Charge

Collects and analyzes information related to Standard II: Ethics and Integrity to ensure that the institution is faithful to its mission, honors its contracts and commitments, adheres to policies, and represents itself truthfully.

Questions Specific to Standard II

1. In what ways does the University's representation of the Pace Path and other experiential learning opportunities reflect actual student experiences?

2. Are processes, practices, and policies that support students applied equitably to students enabling them to obtain their degrees and achieve post-graduation goals?

3. How do Pace policies ensure equitable treatment?

4. How effective are Pace decision-making structures in valuing academic freedom?

5. How do Pace policies and procedures foster respect and guarantee a safe and inclusive environment in which all students, faculty, and staff feel respected and valued?

Approach

- Identify university documents that address the criteria and research questions.

- Evaluate how these policies and processes are disseminated, conduct interviews to examine understanding and knowledge of the policies and processes.

- Complete an analysis of the effectiveness of the programs, policies and processes in terms of how well they serve the University and meet the criteria.

Collaboration

While reviewing the criteria for this standard it will be necessary to work with Working Group VII and Compliance.

Standard III: Design and Delivery of the Student Learning Experience

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

Working Group III Membership

Executive Committee Liaison: Iuliana Ismailescu, Ph.D., Associate Professor of Finance, Lubin School of Business, NYC

Chair: Andrew Wier, Ph.D., Associate Professor and Chair, Department of Biology and Health Sciences, Dyson College of Arts and Sciences, PLV

Membership:

Demosthenes Athanasopoulos, Ph.D., Professor and Chair, Department of Biochemistry and Molecular Biology, Dyson College of Arts and Sciences, NYC

Alexis Cusumano, Student, English Language and Literature, Dyson College of Arts and Sciences, NYC

Susan Feather-Gannon, Ph.D., Professor of Information Technology, Seidenberg School of CSIS, PLV

Beth E. Gordon, Ph.D., Assistant Vice President, Academic and Administrative Services

Shannon Marie Haick, Associate Director, Advising Center for Exploring Majors, Center for Academic Excellence, NYC

Thomas McDonnell, J.D., Professor, Elisabeth Haub School of Law, White Plains

Working Group III Charge

- Examine whether Pace provides its students the knowledge of their discipline, real-world experience, a rigorous liberal arts curriculum (to its undergraduate students), and connection to their professional community, as stated in the University mission.

- Address Requirements of Affiliation Eight, Nine, Ten, and Fifteen.

Questions Specific to Standard III

1. In what ways does the core curriculum contribute to students' progress toward their academic, personal and professional goals?

2. How does Pace ensure an appropriate level of academic rigor regardless of instructor status or course modality?

3. To what extent do academic programs:
    a. contain integrated experiential learning experiences?
    b. foster development of discipline specific technology and skills?
    c. integrate faculty research, teaching practices and networks to impact the student learning experience?

4. How well does the University's environment (physical and technological) support student outcomes?

5. How integrated are part-time faculty, administrators, and staff in the student learning experience?

Approach

- Review academic program requirements, course objectives and learning outcomes

- Conduct a student survey of personal and professional goals

- Review Pace program based assessments as well as Professional accreditation standards

- Survey of Chairs and program administrators of specific technology and dedicated spaces

- Review faculty-student publications, posters and presentations. e.g. Dyson Dean's Annual Scholarship reports, student research programs, and internships

Collaboration

Working Group III will work closely with Working Groups I, IV, V, and VII.

Standard IV: Support of the Student Experience

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

Working Group IV Membership

Executive Committee Liaison: Iuliana Ismailescu, Ph.D., Associate Professor of Finance, Lubin School of Business, NYC

Chair: James J. Curry, Jr., Assistant Vice President, Office of Student Assistance, Enrollment Management

Membership:

  Vincent F. Birkenmeyer, MPA, Associate Chair, Assistant Director Residential Life, Student Affairs, PLV

  Precious Hose, Student, Dyson College of Arts and Sciences, PLV

  Barry Morris, Ph.D., Associate Professor of Communication Studies, Dyson College of Arts and Sciences, NYC

  Michael Rosenfeld, MPhil, Director, Center for Academic Excellence, NYC

  Kathy Winsted, Ph.D., Associate Professor of Marketing, Director, Center for Student Enterprise, Lubin School of Business, PLV

Working Group IV Charge

Working Group IV will assess the student experience from acceptance to alumni status, in terms of how well the University
- supports those that it admits with a rich and diverse learning and living environment that fosters opportunities for transformational growth,
- works to ethically and effectively promote their persistence to graduation,
- cultivates qualities essential to life-long personal and academic growth
- upholds its commitment to our motto of Opportunitas and providing upward mobility for those who enroll

Working Group IV will address Requirements of Affiliation Eight and Ten.

Questions Specific to Standard IV

1. Does Pace routinely and innovatively support all students' experiential learning in policies, practices and resources?

2. How effective is Pace at identifying students who are not adequately prepared for study at the level for which they have been admitted, and supporting them in attaining appropriate educational goals?

3. To what extent do Pace's existing policies, procedures and practices support student success, retention and degree completion?

4. What processes does Pace use to identify and evaluate the most important performance factors in increasing retention, graduation, transfer, and placement rates? How do those processes result in the effective allocation of resources for student success?

5. How often does Pace assess the effectiveness of programs (including staff, space and financial resources) supporting the student experience, and how quickly are necessary changes implemented?

6. What collective efforts does the University make (faculty, administrators and staff) to create a positive experience for our students and keep them socially engaged with Pace post-graduation?

Approach

- Data review of existing surveys and reports (NSSE and BSSE, data that has been collected from various support programs)

- Interviews of program directors, administrators, faculty that lead support programs

- Possible primary research through interviews/surveys/ focus groups of students

Collaboration

Working Group IV will work with Working Groups I, III, V, and VI to review data points and collaborate on information shared.

Standard 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.

Working Group V Membership

<u>Executive Committee Liaison</u>: Jean Gallagher, Vice President for Strategic Initiatives

<u>Chair</u>: Mariajosé Romero, Ph.D., Director of Assessment and Planning, Dyson College of Arts and Sciences

<u>Membership</u>

Burcin Col, Ph.D., Assistant Professor, Lubin School of Business, NYC

Brian Evans, Ed.D., Assistant Provost for Experiential Learning, Coordinator of Pace Path, and Professor, School of Education, NYC

Martha Greenberg, Ph.D., Professor College of Health Professions

Jennipher Lombardo, Director of Assessment and Planning, College of Health Professions

Laurie McMillan, Ph.D., Associate Professor, Dyson College of Arts and Sciences, PLV

Working Group V Charge

Collect and analyze information related to Standard V: Educational Effectiveness to demonstrate that Pace students have accomplished educational goals consistent with their program of study, degree level, Pace's mission and expectations of higher education.

Address the Requirements of Affiliation Eight, Nine, and Ten.

Questions Specific to Standard V

1. Are there appropriate and effective processes in place to evaluate student learning across the university in all curricular, co-curricular, and extra-curricular activities? What measures does Pace take (and how quickly) to address any shortcomings in students' performance?

2. In what way does the assessment of student learning outcomes provide evidence that students have achieved the Pace learning outcomes? How effective and efficient is Pace in educating its students to be successful post-graduation?

3. How often is the effectiveness of Pace's educational assessment processes assessed, and how are the results used?

4. How is Pace providing staff and faculty with the appropriate training, knowledge and tools to know how to assess programs and implement improvements?

Approach

The team will collect assessment information from each program and ask each program to evaluate the level of assessment taking place within each department. This data collection will be closely coordinated with Standards III and IV to ensure that student learning outcomes are captured across curricular, co-curricular, and experiential learning areas. The Working Group's analysis will focus on the quality of assessment, the implementation of periodic, sustained assessment and the degree to which use of the assessment in planning and resource allocation is evident. Focus groups and interviews or surveys may also be used to complete the analysis.

Collaboration

Working Group V will collaborate with Working Group I, III, IV, VI, and VII.

Standard VI: Planning, Resources, and Institutional Improvement

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

Working Group VI Membership

Executive Committee Liaison: Jean Gallagher, VP for Strategic Initiatives

Chair: Angelica Ferreira, Assistant Vice President Budget and Planning

Membership:

  John Byrne, Ph.D., Professor Management and Management Science, Lubin School of Business

  Philip Cohen, JD, Associate Professor Legal Studies and Taxation, Lubin School of Business

  Vanessa Harmon, Director of Donor Stewardship

  Irina Kats, Budget Director, Student Affairs Dean for Student, Pleasantville

  Ashley Kelly, Budget Analyst

  Cathy Pagano, Assistant Vice President of Academic Finance, Office of the Provost

  Nikita Ptchelka, Assistant Budget Analyst

Working Group VI Charge

- How does Pace effectively align and allocate its resources to ensure the success of its mission.

- Examine how Pace engages in assessment that enables ongoing improvement and suggests revisions where appropriate.

- Address Requirements of Affiliation 11

Questions Specific to Standard VI

1. Are Pace's institutional resources (physical, financial, human etc.) adequate to support an effective learning environment?

2. How does Pace know that the right decisions are being made about resource allocation in support of the University's mission? Do Pace processes for resource allocation successfully support student outcomes (e.g., financial aid)?

3. How does Pace evaluate its physical and technical infrastructure to ensure students and faculty are adequately supported in all learning modalities?

4. What is Pace University's process to periodically assess the financial viability of the institution and utilization of its resources, and how is that information used to inform decision-making?

5. How does the institution measure effective recruitment, training and development, as well as succession and promotion plans, to facilitate excellence and support the diverse needs of students, faculty, and staff?

6. Are the research and teaching requirements of Pace faculty well-supported by the University's administration and staff?

Approach

- Review of processes, analysis, and documentation

- Interviews with leaders responsible for planning, resources and institutional improvement

- Surveys of faculty, and administration

- Interviews with individuals involved in select planning, resources and institutional improvement processes such as Budget Committee, Operations Committee, and Student Success.

Collaboration

Working Group VI will collaborate with Working Groups I, IV, V, and VII.

Standard VII: Governance, Leadership and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Membership

Executive Committee Liaison: Hillary Knepper, Ph.D., Associate Professor, Chair, Department of Public Administration, Dyson College of Arts and Sciences

Chair: Daniel Strahs, Ph.D., Associate Professor, Biology, Dyson College of Arts and Sciences, NYC

Membership:

Patricia M. Boustany, Administrative Director, Office of the Provost

Stephen Brodsky, University Counsel

Margaret Fitzgerald, Ph.D., Associate Professor, Criminal Justice and Security, Dyson College of Arts and Sciences, PLV

Tammy Frary, Assistant Director, Compensation and Benefits, Human Resources

Cindy Heilberger, Chief of Staff, Office of the President

Nancy Reagin, Ph.D., Professor and Chair Women and Gender Studies, Dyson College of Arts and Sciences, NYC, Chair of the New York City Faculty Council

Working Group VII Charge

Examine whether the manner in which the University is governed and led benefits the students and reflects the University's mission.

Examine whether the University's decision-making and governance processes support the realization of the goals of the Strategic Plan.

Address Requirements of Affiliation 12 and 13.

Specific Questions for Standard VII

1. How do Pace's governance structures and processes contribute to the delivery of effective programs at the ground level?

2. What is governance at Pace University in terms of formal structures and functional relationships in the institution?

3. How effectively do our student governing bodies contribute to institutional decision-making?

4. How effective is the faculty governance structure in maintaining accountability, transparency, oversight over the faculty's areas of primary responsibility, and academic freedom?

5. How effective are the administration, and location faculty councils as governance tools in areas outside the faculty's primary responsibility? How does the manner in which the University is governed increase the likelihood that its students benefit and that governance decisions support the University's mission?

Approach

Review of key policy documents and leadership relationships

Interviews with leaders, including Provost, deans, two faculty council chairs, Board of Trustees Chairman, President, and others as deemed necessary

Surveys of faculty, and administration

Interviews with individuals involved in select governance processes, such as Tenure and Promotion, Budget, Financial Aid Review, Academic Affairs, Board of Trustees Committee on Trustees

Collaboration

Working Group VII will work closely with Working Groups I, II, III, V, VI, and Compliance.

Working Group VIII: Compliance

Collects information to demonstrate Pace Compliance with Accreditation-Relevant Federal Regulations. Pace will provide documentation of policies and procedures that are (1) in writing, (2) approved and administered through applicable institutional processes, and (3) published and accessible to those affected.

Membership

Executive Committee Liaison: Hillary Knepper, Ph.D., Associate Professor, Chair, Department of Public Administration, Dyson College of Arts and Sciences

Co-Chairs: Yulexi Arango, University Registrar, and Christine Shakespeare, Assistant Vice President, Continuing and Professional Education

Membership:

Joseph Capparelli, Vice President and Controller, Finance and Planning

Maria Dressler, Associate Director of Undergraduate Admissions

Leila Franchi, Assistant Vice President, University Relations

Amanda Peterson, Compliance Manager, Office of Financial Aid

Working Group VIII Charge

Working Group VIII will focus on verification of institutional compliance in eight (8) areas:

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

Working Group VIII will address Requirements of Affiliation One through Six, and Fourteen.

Collaboration

Working Group VIII will work closely with Working Groups II and VII.

Timetable for the Self-Study

The Executive Committee developed summary timeline and established milestones for the Working Groups to provide guidance to the Groups and ensure Pace is well-positioned to meet deadlines.

Year	Semester	Action	Due By	Status
		Self-Study Milestones		
2016	Summer	• MSCHE reminds institution of the pending evaluation and invites it to The Self-Study Institute.	1-Sep-16	Completed
	Fall	• Executive Committee Chairs Selected	1-Oct-16	Completed
		• Self-Study Institute held to orient institutions beginning self-study	1-Nov-16	Completed
2017	Spring	• Self-Study Goals	30-Mar-17	Completed
		• Self-Study Structure and Working Groups Determined	30-Apr-17	Completed
		• Working Groups Charged, begin meeting	30-Jun-17	Completed
	Summer	• Self Study Design Draft	30-Jul-17	Completed
		• Documentation Roadmap 90% complete	August, 2017	Completed
		• Self-Study Design Sent to MSCHE	30-Aug-17	Completed
	Fall	• **MSCHE staff liaison conducts self-study preparation visit and approves Self-Study Design**	**13-Sep-17**	
		• Call for Data to Community	30-Sep-17	
		• Data Deadline (for reports, existing documentation, etc.)	31-Oct-17	
		• Assess for validity and completeness, determine gaps and what more is needed	30-Nov-17	
		• High-level draft key bullets based on initial data analysis	22-Dec-17	
2018	Spring	• Data Deadline (for surveys, interviews, focus groups)	31-Jan-18	
		• Final call for data, information	15-Feb-18	
		• All data/information received, first draft of report, bulleted points and key recommendations	30-Mar-18	
		• Draft report submitted to Steering Committee	30-Apr-18	
	Summer	• Executive and Steering Committees develops a draft self-study report	30-Jul-18	
		• Begin to prepare compliance verification report	1-Aug-18	
	Fall	• Draft prepared for Community Review	30-Sep-18	
		• BOT Reviews Draft	15-Oct-18	
		• Near-final draft self-study sent to Evaluation Team Chair	31-Oct-18	
		• Team Chair makes preliminary visit to Pace	30-Nov-18	
		• **Compliance verification report due**	**21-Dec-18**	
		• **Final Report Due to Evaluating Team**	**15-Jan-19**	
2019	Spring	• Team visit	April, 2019	
	Summer - Fall	• MSCHE Commissioners Meet	June, 2019	
		• Commission action	July, 2019	

Self-Study Communications Plan

A broad-based multi-channel communications process is necessary to effectively communicate the importance of the Self-Study to the Community, to aid in the institution's understanding of assessment and accreditation and to gather feedback from stakeholders about the Working Group reports and Self-Study.

Beginning with the Monitoring Report of 2015, Pace leadership made a concerted effort to communicate regularly with the Pace Community regarding accreditation status, changes to the Middle States Standards and processes, and the Self-Study. The following areas have been the focus of campus communications:

- The Operations Committee has been updated quarterly on the Progress Report (April 2016), and the Monitoring Report (April 2017), and the work being done to prepare for the Self-Study.

- Presentations to Faculty Councils in Pleasantville and New York City in FY16 and FY17 provided an overview of the current accreditation environment, Pace's current accreditation status and the Self-Study.

- Presentations to Management Council, consisting of approximately 40 administrative department heads, Deans and Associate Deans, in October 2016, focused on the revised strategic planning processes to better link institutional goals and mission with resource allocation and the Middle States processes.

- The Board of Trustees was been given a focused presentation at the March and May 2017 meetings. In addition, President Friedman incorporated comments about Pace's status with Middle States into his regular executive report beginning September 2015 through May 2017.

Moving Forward

Pace University recognizes that a more broad-based multi-channel communications process is necessary during the Self-Study process. The objectives for the University's communication plan are:

- To communicate effectively and consistently about the Self-Study process and findings with Pace University stakeholders.

- To gather input and feedback from stakeholders about the Self-Study reports and drafts.

- To build understanding about, and appreciation for, the Standards of Affiliation.

- Educate the Pace Community on the importance of the Self-Study for reaccreditation and institutional improvement.

To address these objectives, the following Communications Plan will be implemented.

- Develop a tagline so that the community understand the overall plan of the self-study process. We have decided to use the tagline: *Middle States Self-Study: Assessing and Progressing.*

- Develop a communications template to be sent to the university community at least two times a semester on any updates to the Self-Study process and ask for feedback using an online form through the web.

- Posters and a social media campaign will start this September/October on the self-study process, highlighting the website: www.pace.edu/middlestates.

- The following email address will be used to gather feedback throughout the process as well as an online form through the website: middlestates@pace.edu

- Town Hall meetings will be held on the New York City and Pleasantville campuses once a semester beginning in the fall 2017 through spring 2019.

- For the next three semesters, the Executive Committee will provide an update in writing and in person at each location Faculty Council meeting on both campuses.

- A member of the Executive Committee will provide an update at student government meetings each semester on both campuses.

- The Academic Affairs Committee of the Board of Trustees will be updated at each quarterly meeting.

- We will use online newsletters: *Pace Pulse* (target audience: students) and *Opportunitas* (target audience: faculty and staff) to provide updates on Middle States and gather feedback on the Self-Study process.

- Town hall meetings and milestones will be advertised using posters, email evites to targeted audiences, Homer screens (digital screens throughout the campuses) and social media.

Organization of the Self-Study Report

The reports from the Working Groups will be synthesized into the final report to be submitted in January 2019. The final report will be organized as follows:

- Executive Summary of Major Findings and Recommendations

- Description of Process

- Institutional Profile

- Standards I through VII. Each Standard will be organized as follows:
    - Overview of the Standard and Requirements of Affiliation
    - Analysis, Summary of Findings, Recommendations for Improvement
    - Appendices will include links to Documentation Repository and other Evidence

- Conclusion: Summary of Major Findings and Recommendations

- Appendices
    - Documentation Repository
    - Other Evidence
    - References
    - List of Participants

Formatting, Usage, and Style Standards

Option	Setting
Font	Times New Roman 11
Spell Check	American English
Date	MM-DD-YYYY
Justification	Left justified
Margins	0.75" left; 0.75" right; 1" top; 0.75" bottom
Line Spacing	Single
Paragraph	Left justified. No indent 6 pts space after each paragraph or hard return
Length	10-15 pages, excluding supporting documentation
Headings – Level 1	Bold – paragraph titles, table column headings, Figure and Table Identifiers
Headings – Level 2	Underlined
Emphasis	Use Italics to emphasize words, not underline
Bullets	Indent bullet .25" 0.25 from bullet to text, align subsequent lines with text No more than 2 levels of bullets
Page Numbering	At bottom of page. Right aligned. Page X of XX 0.3 from page bottom
Tables	Insert table function in Word. Center on page Bold and Shade first row Content is single space, 10pt font
Graphics	JPG format. Wrap text above and below only. Center on page. For charts and graphs, assume will be printed/read in black and white
File name	WGx Date Version (e.g., WG1 07.11.17.v1.docx)

General Conventions for Usage and Style

- Use one space after periods and colons
- Spell out number 0-9 but use numerals for 10 and over
- Do not punctuate bulleted lists that are not sentences
- Put period inside quotation marks
- Use plural verb with data e.g., data are
- Use present tense, avoid future
- Use third person ("the University")
- Use active voice

- Do not use abbreviations unless absolutely necessary

- Use Self-Study when referring to the Self-Study

- Use Roman Numerals when referring to the Standards

- Lists of names should be provided in alphabetical order, include titles and professional credentials. For faculty, include campus and school.

- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. We may decide to have an appendix of acronyms.

Profile of the Evaluation Team

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

Important considerations to keep in mind when selecting a visiting team include:

- Pace University is a private, not-for-profit public, doctoral institution with three campuses, one in Lower Manhattan and two within 20 miles of New York City.

- Pace is a mid-sized institution of approximately 13,000 students. Enrollment has grown slowly but steadily over the past several years, a trend that is expected to continue.

- Pace has five professional schools, each of which have relationship with at least one specialty accreditor

- The student and faculty body is diverse with representation across racial, ethnic, cultural, and socio-economic backgrounds.

- Pace is in the midst of a leadership transition, with a new President on campus on August 1, 2017 and an ongoing search for a Provost.

In addition, Pace views the Self-Study as an opportunity to learn from the evaluating team. As such, the University asks the Commission to consider alignment with its key strategic initiatives. In particular, Pace welcomes input from institutions that have had success either in improving retention and graduation rates, or managing diverse student populations, especially large international populations, or in delivering educational opportunities to adult and professional learners.

Pace University understands that the evaluation team who will conduct the review of Pace will be drawn from institutions found in the Middle States region. It is important to recognize that Pace University considers the following institutions as direct competitors:

- Adelphi University, Garden City, NY

- Drexel University, Philadelphia, PA

- Fordham University, Bronx, NY

- Hofstra University, Hempstead, NY

- Iona College, New Rochelle, NY

- The New School, New York, NY

- Northeastern University, Boston MA

- St. Johns University, Queens, NY

- Seton Hall University, South Orange, NJ