Self-Study Design

SETON HALL UNIVERSITY
1856

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I. Institutional Overview

Seton Hall University is an academically distinguished co-educational Catholic university with a national reputation for educating a diverse student body through the liberal arts and sciences and select professional programs that are infused with the Catholic intellectual tradition. Founded in 1856 by Bishop James Bayley and named for his aunt, Saint Elizabeth Ann Seton, Seton Hall remains an archdiocesan university. As such, Seton Hall is not under the aegis of a religious order such as the Jesuits or Fransiscans, but rather the Archdiocese of Newark. Bishop Bayley's vision was to create a home "for the mind, the heart, and the spirit."

In 1926, the Immaculate Conception Seminary moved from the main campus to a location in Mahwah, New Jersey, more than 30 miles away, and in 1950 Seton Hall College became Seton Hall University. The South Orange campus became co-educational in 1968, and the seminary moved back to South Orange in 1984.

The mission of the University states:
> Seton Hall University is a major Catholic university. In a diverse and collaborative environment it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and community lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula. *(As amended and approved June 1996)*.

Many priests reside on campus, serving as administrators, faculty, and staff as well as performing pastoral duties. The University By-Laws state that the Priest Community has "a special role in enhancing and safeguarding the Catholic mission of the University." In addition, the Minister to the Priest Community is elected by the members of the Priest Community and appointed to this office by the President of the University, with the approval of the Archbishop of Newark, who is also the Chair of the Board of Trustees and President of the Board of Regents. The Minister to the Priest Community is responsible for reporting on the Catholic Mission annually to both the Board of Trustees and the Board of Regents.

The main campus, located in South Orange, New Jersey, is 14 miles from New York City and easily accessible by train. The Law School is located in downtown Newark, while the College of Nursing and School of Health and Medical Sciences are in Nutley/Clifton, along with the Hackensack Meridian School of Medicine. Beyond these three main campuses, Seton Hall has approximately 25 additional locations for some of our specialized programs.

Academic Vision

Inspired by Saint Elizabeth Ann Seton's work educating people of all backgrounds and encompassing the full range of human experience, our University integrates liberal arts and sciences with professional programs at the undergraduate and graduate levels. Seton Hall is committed to supporting and strengthening quality scholarship, as well as learning and academic advancement. Several unique pathways exist for students to advance from the undergraduate level to our rigorous, nationally-ranked graduate and professional programs, which strengthen Seton Hall's academic reputation.

Seton Hall recognizes that our teacher-scholars form the heart of our institution. We pride ourselves on being a university with outstanding student-faculty engagement that affords all students the academic opportunities, challenges, and intellectual freedom that characterize exceptional programs. Seton Hall offers cross-disciplinary learning to foster adaptable, capable, skilled, and compassionate graduates. Our graduate programs continue to develop students' professional skills through research, advanced studies, and clinical training. By both practicing and promoting a Catholic understanding of social and economic justice, Seton Hall develops students into citizens who are committed to serving communities and who are armed with the skills and knowledge needed to meet the challenges and opportunities the twenty-first century offers.

Commitments

Five equally essential commitments form the foundation of our academic vision:
1. Breadth of education;
2. Pursuit, creation, and dissemination of knowledge;
3. Integration of the liberal arts and sciences with the Catholic intellectual tradition;
4. Faculty-student engagement; and
5. Preparation for an uncertain future.

Structure

Seton Hall is governed by the Board of Trustees and the Board of Regents. The dual board structure is designed to reflect the centrality of the Catholic mission to the University's success while at the same time recognizing the importance of shared governance structures. The members of the Board of Regents are elected by the Board of Trustees. The Board of Trustees is responsible for maintaining the essential character of the University as a Catholic institution of higher education and is the sole authority to authorize the sale or transfer of real property (land) belonging to Seton Hall. The Board of Regents appoints and employs the President, Provost, and other officers of the University; reviews University capital and operating budgets; establishes and grants degrees; establishes and prescribes, in consultation with the President, the principal functions of major academic divisions within the University; and grants tenure to faculty; among other duties. The Board of Trustees is chaired by the Archbishop of Newark, Cardinal Joseph W. Tobin. The Board of Regents is chaired by Kevin H. Marino and the President is Cardinal Tobin.

In 2019, Patrick Murray, then-Chair of the Board of Regents, announced that Dr. Joseph Nyre would be the twenty-first President in Seton Hall history, assuming the office on August 1, 2019. Dr. Nyre had served for the previous eight years as President of Iona College in New Rochelle, New York. **Appendix A** shows the organizational structure of the Office of the President.

In 2020, Dr. Nyre announced that Dr. Katia Passerini would be the Seton Hall University Provost and Executive Vice President, assuming the office on June 5, 2020. Dr. Passerini had previously served as the Dean of the Lesley H. and William L. Collins College of Professional Studies at St. John's University in Queens, NY.

Seton Hall University currently offers academic programs in nine schools and colleges and one continuing education division (both undergraduate and graduate programs unless indicated otherwise)—College of Arts and Sciences, W. Paul Stillman School of Business, College of Education and Human Services, College of Nursing, School of Diplomacy and International Relations, Immaculate Conception Seminary School of Theology, School of Health and Medical Sciences, College of Communication and the Arts, School of Law (graduate), and Continuing Education and Professional Studies (graduate and continuing education).

Under its new leadership, the University is implementing a new Strategic Plan, *Harvest Our Treasures*. The goals of the Strategic Plan can be found in Section II. "Institutional Priorities to be addressed in the Self-Study."

To realize the objectives of the Strategic Plan and new Academic Vision, Seton Hall established multiple University committees that are recommending and instituting changes to the University's culture, investments, and structure. In particular, the University Structure Committee (USC) was established to recommend changes to renew the University's organizational structure.

The recommendations from the USC imagine a new configuration of colleges intentionally designed to advance the Strategic Plan, fulfill the Academic Vision, prioritize the quality and distinction of academic programs, and respond proactively to patterns of change in higher education and society. The USC recommendations were approved by the Board of Regents in September 2021.

Student Profile

Seton Hall University enrolls nearly 10,000 combined undergraduate (6,068, up approximately 10% from the previous self-study) and graduate students (3,818, down approximately 11%, see Challenges below), hailing from 47 states and 48 countries. The University admitted more than 1600 undergraduates in Fall 2021, the most in its history; 33% of these students are eligible for PELL grants and 52% identify as students of color. More than 20% of the undergraduate population are first-generation college students, and a total of $149 million in financial aid and scholarships was provided to SHU students in the 2020-21 academic year.

The four, five, and six-year graduation rates have all steadily increased over the last decade, with the six-year rate increasing by six points from 66% to 72%, surpassing 70% for the first time. The one year retention rate has increased from 80.8% in Fall 2011 to 83.4% in Fall 2021. In addition, 71% of first-time students in Fall 2021 had a high school GPA above 3.5, up from 54% in 2014.

The growth in undergraduate enrollment can be attributed primarily to these factors:

- a combination of added recruitment tactics and strategies and outreach communication campaigns aimed at increasing the size of the incoming freshman class;
- a revamping of the financial aid leveraging model for incoming freshmen and;
- continued commitment to serving a diverse student body.

The student-faculty ratio is 14:1, and students have a broad range of opportunities in a variety of majors to conduct undergraduate research under the supervision of a faculty member. In addition, Seton Hall University students can avail themselves of 17,000 internship opportunities, with more than 80% of students completing internships and a graduate school acceptance rate of better than 90%. Seton Hall University is a member of the BIG EAST athletic conference and competes in 14 varsity sports. Approximately 280 student-athletes participate in these sports, earning a cumulative grade-point average of 3.498, with 58% of them qualifying for the Dean's List in Fall of 2021.

Challenges

Graduate enrollments at the University had been declining for roughly a decade before the leadership transition to the current President and Provost. However, through the Strategic Plan and its revitalized commitment to sustainability and improved academic quality, the University has made strategic choices to improve the academic quality, market distinction, and sustainability of its portfolio of graduate programs by revision of existing programs and by the creation of new programs. These choices have necessarily incurred some further recent declines in graduate enrollments because the University has suspended some programs while they were revised and closed others that no longer have a market or a clear role serving our Academic Vision or Mission. Furthermore, the University continues to revise its overall strategy to attract different market segments, with particular focus on international learners and corporate and academic partnerships, with new programs and improved recruitment tactics.

While COVID-19 and the severe drop in the college-age population occurring in the Northeast present their own set of challenges, the Seton Hall community responded in the fashion typical of the University's motto, "Hazard Zet Forward" ("Go forward in spite of hazards"). The enrollment of first-time students has increased steadily — 1459 in Fall of 2017, 1524 in 2018, 1630 in 2019, before dropping at the height of the COVID pandemic to 1334 in 2020. The total for Fall of 2021 was 1681, the largest number in University history. During Spring 2020, the University was forced to go to a remote instruction model for the remainder of the semester, and then pivoted to a Hy-Flex model for the academic year 2020-21, in which students split time between classroom presence and virtual presence to maintain proper spacing in classrooms. Faculty faced the challenges of adapting to these swift instructional changes and maintaining the high academic standards and student engagement levels for which Seton Hall is known.

II. Institutional Priorities to be Addressed in the Self-Study

The Institutional Priorities for Seton Hall University's Middle States Commission on Higher Education Self-Study were identified though a comprehensive and inclusive strategic planning process that began in the Summer of 2019 and ended in December of 2020, when the Board of Regents unanimously approved our current Strategic Plan, *Harvest Our Treasures*. An Implementation Steering Committee (ISC) co-chaired by our Provost and Executive Vice President, Katia Passerini, Ph.D., and our Vice President for Board Affairs and University Strategy, Michele Nelson, Ph.D., oversaw the development of an Implementation Plan that we now use as an integrated management tool to ensure and assess progress toward each Strategic Plan Goal, objective by objective, on a regular and continual basis.

As this section further explains, our Institutional Priorities are therefore current, collectively generated, and fully aligned with our Mission, Academic Vision, and strategic goals; aligned with the MSCHE Standards for Accreditation; and systematically integrated with our regular decision-making processes and ongoing assessment.

Strategic Planning Process

Seton Hall University employed Keeling & Associates (K&A) to guide its strategic planning process. K&A attended a Board of Regents retreat in September 2019 to facilitate discussion of the University's Catholic identity, described above in the "Institutional Overview," and the strategic planning process. The University then convened a Strategic Planning Committee (SPC), co-chaired by Andrew Simon, Ph.D., Psy.D., Professor of Psychology and at the time Vice-Chair of the Faculty Senate, and Alyssa McCloud, Ph.D., Senior Vice President for Enrollment Management. The SPC coordinated the strategic planning process from October 2019 through April 2020.

From October to December 2019, K&A and the SPC engaged all segments of Seton Hall stakeholders through multiple modalities to gather their thoughts about the challenges, opportunities, and priorities for Seton Hall as well as their sense of the fundamental identity and Mission of the University. The consultants and co-chairs of

the SPC consistently asked stakeholders to connect their ideas to the University Mission. This work included several days of in-person conversations between K&A consultants and small groups of Seton Hall faculty, administration, students, staff, alumni, and the priest community. Such groups included the Student Government Association and its leadership, the Faculty Senate and its Executive Committee, Chairs of the other Faculty Senate Committees, Department Chairs, Deans, the Provost's Office, the priest community, alumni groups, Student Services, Admissions, and representative groups from all divisions. Meetings with these small groups were supplemented by several "town hall" meetings open to the entire University community, by a physical "idea board" in the University Center, and by an anonymous, open, electronic survey.

The information gathering process immediately revealed the need to compose together a clear Academic Vision that specified what kind of institution we aspire to be and for what purpose/s. To that end, the University assembled a group of faculty to draft an Academic Vision. The faculty in this group included representatives from all academic areas of the University, including libraries, the core curriculum, the Faculty Senate, graduate and undergraduate programs, professional and pre-professional programs, all three campuses, and of course the humanities, social sciences, and physical sciences. The draft Academic Vision they produced in January 2020 went to the Office of the Provost and the Deans and then to the Strategic Planning Committee, Executive Cabinet, and eventually the Board of Regents for approval. The approved Academic Vision, included above in our "Institutional Overview," was therefore produced organically and in turn guided the completion of our strategic planning process.

Strategic Plan Goals/Institutional Priorities for the Self-Study

The University's Middle States leadership team selected the strategic plan goals as our institutional priorities because of the inclusive and comprehensive process by which they were formulated. Since they outline a vision for Seton Hall University, these goals provide guideposts for the University's future.

The Seton Hall University Strategic Plan aims to fulfill the University's Mission and Academic Vision by systematically advancing the following five Goals, each of which aligns with several Standards for Accreditation and for each of which we have (i) a dedicated and empowered coordinating committee and (ii) a collectively authored schedule of specific action items to accomplish.

Over the course of Spring 2020, the SPC worked with the draft Academic Vision and all the input from University stakeholder meetings, the idea board, and the surveys to distill a set of five Strategic Goals and related objectives that articulated the Institution's shared aspirations, needs, and purpose. To solidify and articulate the connection between the five plan Goals and the University Mission, the SPC identified five "Guiding Principles" that informed University thinking throughout the process. The SPC presented the draft Academic Vision Statement and these Goals to the Board of Regents at its annual retreat in September 2020. The Regents supported the direction of the plan.

From September 2020 to November 2020, the ISC began work overseeing the elaboration of explicit action items and measurable deliverables to advance each Goal and its objectives. Over 110 members of the University, mostly faculty members, participated in implementation subcommittees prescribing the work to be done to achieve the five Strategic Plan Goals. Each Goal is led by co-chairs from different units. These co-chairs serve on the ISC and coordinate the work of many subcommittees devoted to each cluster of related action items. The Board of Regents unanimously endorsed the complete Strategic Plan and its Implementation Schedule on December 4, 2020. The three-year plan launched January 2021 and will last through December 2023.

Goal 1 is to "provide a distinctive and rigorous education in the liberal arts tradition that also informs curated professional and graduate programs and provides all students the education to become adaptable, imaginative, resilient, ethical and successful individuals." Consistent with our Academic Vision, Goal 1 reinforces our teaching of the Catholic intellectual tradition and a broad liberal arts and sciences curriculum and calls on us to cultivate 21st-century skills (critical thinking, creativity, empathy, digital and information literacies, verbal, and platform skills) in addition to disciplinary or professional expertise. Goal 1 emphasizes the need to invest in faculty and new programs, but especially in cross-disciplinary programs, teaching, and research. Relatedly, Goal 1 calls for us to promote experiential learning to advance principles of Catholic social justice and servant leadership, on the one hand, and career-readiness and applied learning, on the other.

Goal 1 therefore aligns with Accreditation Standards 1 (Mission & Goals), 3 (Design and Delivery of Student Experience), and 5 (Educational Effectiveness).

Goal 2 calls for us to "support faculty in strengthening academic quality, advancing research and scholarship, and enhancing interdisciplinarity, equity, and inclusion." Also consistent with the Academic Vision, such support involves efforts to improve the recruitment, retention, and compensation of faculty; efforts to diversify and increase the academic distinction of the faculty; and efforts to improve infrastructure for promoting grants and research. Goal 2 also underscores the importance of academic freedom, inside and outside the classroom, and of student research.

Goal 2 therefore aligns most closely with Accreditation Standards 1, 2 (Ethics and Integrity), 3, 5, and 6 (Planning and Resources).

Goal 3 asks us to "create a premier student experience that is equitable and consistent, enhances student support and retention, and prepares students to be impactful global citizens." It promotes a comprehensive affordability agenda for students; a reimagined, comprehensive team advising system; the expansion of experiential learning opportunities; enhancements to technology and facilities to promote learning; and support services and programming for graduate students.

Goal 3 therefore aligns most closely with Accreditation Standards 1, 2, 3, 4 (Support of the Student Experience), and 6.

Goal 4 is to "further cultivate and nurture a trusting and collaborative Seton Hall community that educates and empowers all its members to advance equity, inclusion, and social justice on campus and in the wider world." Promoting diversity, equity, inclusion, and social justice on- and off- campus through changes to University curricula, policies, training, culture, and programming are the focus of this Goal. But Goal 4 also aims to increase and improve transparency, communication, and collegiality across campus with cross-divisional partnerships, teamwork, and messaging. We aspire to operate together as "One University."

Goal 4 therefore aligns most closely with Accreditation Standards 1, 2, 4, and 7 (Governance, Leadership and Administration).

Finally, **Goal 5** is to "advance institutional sustainability by creating a nimble, responsive, and innovative operational infrastructure and make strategic investments in people, programs, and partnerships to ensure that Seton Hall can achieve its mission for current and future generations of students." Goal 5 requires us to explore strategic partnerships; enhance employee compensation, recruitment, and development efforts; and establish mechanisms that enable the University to be nimble, flexible, expedient, innovative, and proactive.

Goal 5 therefore aligns most closely with Accreditation Standards 1, 2, 6, and 7.

A summary of this alignment is included below in Table 1:

The preliminary alignment of Strategic Plan goals (institutional priorities) to specific standards and requirements of affiliation are contained in Table 1.

TABLE 1—Alignment of Institutional Priorities with Middle States Standards and Requirements of Affiliation

	Goal #1 Provide rigorous and distinct education in the liberal arts tradition.	**Goal #2** Support faculty in strengthening academic quality and advancing scholarship.	**Goal #3** Create a premier student experience that is equitable and consistent.	**Goal #4** Cultivate and nurture a trusting and collaborative community that advances equity, inclusion & social justice.	**Goal #5** Advance institutional sustainability through nimble infrastructure and investment in people, programs and partnerships that ensure achievement of mission.
Standard I, R.A. 7,10	✓	✓	✓	✓	✓
Standard II		✓	✓	✓	✓
Standard III, R.A. 8,9,10,15	✓	✓	✓		
Standard IV, R.A. 8,10			✓	✓	
Standard V, R.A. 8,9,10	✓	✓			
Standard VI, R.A. 8,10,11		✓	✓		✓
Standard VII, R.A. 12,13				✓	✓

III. Intended Outcomes of the Self-Study

The University has identified the following desired outcomes of the self-study process:

We will demonstrate that Seton Hall University meets or exceeds the Middle States Commission on Higher Education (MSCHE) accreditation standards and requirements of affiliation through a self-study process grounded in evidence and marked by thoughtful and thorough analysis.

We will engage the University community in a self-evaluation process that is transparent and inclusive, with broad representation from the University community, and offer all stakeholders opportunities for impactful involvement and feedback.

We will focus on continuous improvement in the attainment of the institution's mission and its institutional priorities as outlined above, with particular attention on improving the academic profile of the University as demonstrated in faculty productivity, student completion and retention, and administrative efficiency and transparency.

We will use the self-study process to lay the groundwork for the next Strategic Plan including improved processes and updated goals (with preliminary work to begin in 2024).

IV. Self-Study Approach

The University selected the standards-based approach for this self-study. This approach was chosen to facilitate a campus-wide review of institutional performance within the seven standards of accreditation and an appraisal of our accomplishment of our Strategic Plan goals/institutional priorities. Further, the standards-based approach was chosen as a means of informing the University about the next set of Strategic Plan goals.

V. Organizational Structure of the Steering Committee and Working Groups

Leadership Team and Steering Committee

The Co-chairs for the Seton Hall University Middle States Self-Study and Steering Committee are Leigh Onimus (Associate Dean of the School of Business), and Dr. John T. Saccoman (Professor and Chair of the Department of Mathematics and Computer Science in the College of Arts and Sciences). The President and Provost vetted and approved them for these positions. They are joined on the Steering Committee and are assisted in the day-to-day management of the self-study process by the Accreditation Liaison Officer (ALO), Concetta Beale (Director of Institutional Research), and Dr. Peter Shoemaker (Associate Provost). These four comprise the Leadership Team. At various points in the initial identification of persons suited for leadership positions, we consulted the Implementation Steering Committee, a standing committee for assessing and coordinating the implementation of the Strategic Plan.

The Leadership Team is joined on the Steering Committee by eleven others who represent various constituencies across the three campuses of Seton Hall. Steering Committee members were identified by the Leadership Team and were invited after consultation with the Provost and the person's respective dean or supervisor. Special considerations were: long-term institutional knowledge, respect across campus for a commitment to service, and previous Middle States experience; however, some newer members of the SHU community were chosen to provide a fresh perspective. The Steering Committee is charged with assisting and facilitating all phases of the self-study process, from working group composition to self-study design creation. The Steering Committee membership is included in Table 2.

Table 2—Steering Committee Roster

Leigh Onimus	Co-Chair, Self-Study & Steering Committee; Associate Dean, Stillman School of Business
John Saccoman	Co-Chair, Self-Study & Steering Committee Professor & Chair, Department of Mathematics and Computer Science
Mary Balkun	Professor, Department of English & Director of Faculty Development; Chair of Faculty Senate
Concetta Beale (ALO)	Director, Office of Institutional Research
Gregory Burton	Professor, Department of Psychology
Vikram Dayalu	Associate Professor & Chair, Department of Speech-Language Pathology
Jonathan Farina	Special Advisor to the Provost & Professor of English, Department of English
Amy Kline	Associate Dean, College of Education and Human Services
Stephen Landry	Chief Information Officer
Rev. Joseph Laracy	Assistant Professor, Department of Systematic Theology Department of Mathematics and Computer Science
Erik Lillquist	Associate Provost for Strategy and Finance, Office of the Provost; Professor of Law
Susan Nolan	Professor, Department of Psychology; Prior Chair, Middle States Self-Study
Peter Shoemaker	Associate Provost, Office of the Provost; Professor, Department of Languages, Literature & Culture
Andrew Simon	Professor, Department of Psychology
Karen Van Norman	Associate Vice President & Dean of Students
George Perron	Graduate Student, College of Education and Human Services

Steering Committee members have familiarized themselves with the seven Standards for Accreditation and the fifteen Requirements of Affiliation as well as the five institutional priorities/strategic plan goals that will be the focus of the self-study.

The members of the Steering Committee have been assigned to be especially conversant in one Standard of Accreditation. The assigned Steering Committee members will have several functions: 1) provide feedback on each phase of the chapter of its respective working group; 2) assist with suggesting and aligning evidence; 3) work with self-study Co-chairs to finalize each chapter.

Other duties of the Steering Committee include the following:
- Coordinate and facilitate communication between Working Groups, as needed;
- Guide and coordinate the efforts of the Working Groups to ensure that they meet their deadlines, minimize duplication of efforts, and advance the case for reaffirmation of accreditation of the University;
- Read draft working group documents and provide timely feedback;
- Assist Working Groups in their evidence and data collection efforts where needed;
- Identify the most important opportunities for improvement that will be included in the final Self-Study Report;

- Integrate the Working Group reports into the Self Study Report;
- Ensure that the Self Study Report, evidence inventory, and Verification of Compliance are completed and submitted in a timely fashion;
- Assist in the planning of the Peer Evaluation Team visit; and
- Participate in key meetings with the Visiting Team.

Working Groups

The Working Groups Co-chairs were selected in a collaborative process that included the Leadership Team, the Provost and President, and the immediate supervisor or dean for each. After they were seated, the Working Groups Chairs formed their committees in consultation with the Leadership Group, who solicited recommendations from many facets of the campus, including the Steering Committee, Faculty Senate, administration, and staff.

In addition to the seven Working Groups, there are two additional committees with specific self-study duties. The Compliance Committee will prepare the Institutional Federal Compliance Report, address the requirements of affiliation that do not fit in with standards, and manage the flow of documents for the entire self-study. The Communications Committee will manage all aspects of communication regarding the self-study process, both internal and external, and including the management of the web page. It is anticipated that, on average, the Leadership Group will meet at least once per week, the Steering Committee will meet at least once per month, and the Working Groups, Compliance Committee, and Communications Committee will meet at least bi-weekly. The following tables contain the names and affiliation of the Working Group and Committee membership.

Standard 1: Mission & Goals

This Working Group will verify that Seton Hall's Goals are linked to its Mission and indicate how the Mission is fulfilled.

Ki Joo Choi (Co-Chair)	Professor & Chair, Department of Religion
Father Brian Muzas (Co-Chair)	Assistant Professor, School of Diplomacy and International Relations
Rev. Gerald Buonopane	Minister, Priest Community & Senior Lecturer, Department of Chemistry & Biochemistry
King Mott	Associate Professor, Department of Political Science & Public Affairs
Sona Patel	Associate Professor, Department of Speech-Language Pathology
Mary Ellen Roberts	Associate Professor, College of Nursing
Marianne Lloyd	Professor, Department of Psychology
Angela Weisl	Professor & Chair, Department of English
Jeanne Brasile	Gallery Director, University Archives, University Library
Lorna Schroeck	Secretary, Office of Campus Ministry
Prableen Dua	Graduate Student, School of Diplomacy and International Relations
Karen Passaro	Dean, Continuing Education and Professional Studies

Standard 2: Ethics & Integrity

This Working Group will address how in all activities, whether internal or external, Seton Hall is faithful to its Mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

Lori Brown (Co-Chair)	Chief Equity, Diversity & Compliance Officer, Office of General Counsel
Abe Zakhem (Co-Chair)	Associate Professor & Chair, Department of Philosophy
Alan Delozier	University Archivist/Special Collections Librarian, University Library
Bryan Pilkington	Associate Professor, Department of Interprofessional Health Sciences and Health Administration
Jon Radwan	Associate Professor, College of Communication & the Arts, & Director of the Institute for Communication and Religion
Minsun Lee	Assistant Professor, Department of Professional Psychology and Family Therapy
Eric Johnston	Associate Professor, Department of Undergraduate Theology
Joy Hayward	Director HRIS, Human Resources
Brandon Larmore	Director Student Support Services, Upward Bound
Diane Russo	Assistant Dean, Continuing Education and Professional Studies
Javonda Asante	Director, Financial Aid Office
Elizabeth McCrea	Associate Professor, Department of Management
Kathleen Boozang	Dean, School of Law
Brian Shulman	Dean, School of Health and Medical Sciences

Standard 3: Design & Delivery of the Student Learning Experience

This Working Group will address the extent to which Seton Hall's programs are characterized by rigor and coherence and the extent to which our learning experiences are consistent with higher education expectations. Members of this working group were chosen in part based on their background in curricular design and development as well as their responsibilities related to student experience.

Thomas Rzeznik (Co-Chair)	Associate Professor, Department of History
Majid A. Whitney (Co-Chair)	Assistant Vice President & Senior Associate Dean, Student Services
James Kimble	Professor, College of Communication and the Arts
Brenda Knight	Secretary to the Dean, College of Arts & Sciences
Marianne Lloyd	Professor, Department of Psychology
Martin Edwards	Professor & Chair, School of Diplomacy & International Relations
Vaughn Calhoun	Assistant Vice President & Dean, Center for Academic Success
Elizabeth McDermott	Assistant Dean, College of Nursing
Todd Stockdale	Teaching Fellow, Core Curriculum
Mark Schild	Assistant Dean & Instructor of Finance, Department of Finance
Jessica Cottrell	Associate Professor, Department of Biological Sciences
Marie Foley	Dean, College of Nursing
Benjamin Pincus	Graduate Student, College of Education and Human Services

Standard 4: Support of the Student Experience

This Working Group will address Seton Hall's commitment to student retention, persistence, completion, and success and the extent to which our support systems are coherent and effective.

Nicole Giglia (Co-Chair)	Associate Dean of Students
Kristi Stinson (Co-Chair)	Associate Professor & Chair, Undergraduate Nursing
Dennis Schuck	Assistant Director, Housing and Residence Life
Akirah Fenimore	Associate Director, Educational Opportunity Program
Kimberly Thompson	Senior Associate Director of Admissions
Sahan Theegala	Undergraduate Student, Student Government Association
Amy Joh	Associate Professor & Director of Graduate Studies, Department of Psychology
Kristi Luttrell	Assistant Professor, Department of Mathematics and Computer Science
Renee Robinson	Interim Dean, College of Communication and the Arts
Msgr. Joseph Reilly	Rector/Dean, Immaculate Conception Seminary and School of Theology
Natalie Neubauer	Director of Clinical Education and Assistant Professor, Department of Speech-Language Pathology, School of Health and Medical Sciences
Donovan Sherman	Associate Professor and Director of Graduate Studies, Department of English
Carissa Leoni	Assistant Director & Tutor Coordinator, Academic Support Services for Student-Athletes
Andrea McDowell	Professor, School of Law

Standard 5: Educational Effectiveness Assessment

This Working Group will examine the extent to which Seton Hall's students have achieved educational goals consistent with the program of study, degree level, our Mission, and appropriate expectations for institutions of higher education. The members of this group were selected in part based on their experience with assessment and/or accreditation

Nalin Johri (Co-Chair)	Associate Professor and Acting MHA Program Director, Department of Interprofessional Health Sciences and Health Administration
Kelly Shea (Co-Chair)	Associate Professor & Director First-Year Writing, Department of English
Nancy Enright	Director of the University Core & Professor, Department of English
Ramona Guthrie	Assistant Professor & Assistant Chair, Department of Occupational Therapy
Elizabeth Halpin	Associate Dean, School of Diplomacy and International Relations and Associate Director, H&M Roman Leadership Center, Buccino Leadership Institute
Judith Lothian	Professor & Chair, Graduate Department, College of Nursing
Wendiann Sethi	Senior Faculty Associate & Director of Developmental Mathematics, Department of Mathematics and Computer Science
Amy Phillips	Learning Systems Manager, Teaching, Learning, and Technology Center
Ania Calka	Director of Advising and Technology Integration, Office of the Provost
Anthony Nicotera	Assistant Professor, Department of Sociology, Anthropology, Social Work, and Criminal Justice
Kelly Goedert	Professor & Chair, Department of Psychology
Denis McLaughlin	Professor & William E. Garland Fellow, School of Law
Joseph Martinelli	Interim Dean, College of Education and Human Services
Joyce Strawser	Dean, Stillman School of Business

Standard 6: Planning, Resources, and Institutional Improvement
This Working Group will examine the extent to which Seton Hall's processes, resources, and structures are aligned and sufficient to fulfill its Mission and goals as well as its responsiveness to opportunities and challenges.

Pamela Adams (Co-Chair)	Associate Professor of Management, Department of Management
Erik Lillquist (Co-Chair)	Associate Provost for Strategy and Finance, Office of the Provost & Professor of Law
Anne Hewitt	Acting Chair and Professor, Department of Interprofessional Health Sciences and Health Administration and Director of the Seton Center for Community and Population Health
John Signorello	Associate Vice President for Facilities & Operations, Facilities and Business Affairs
James Solodar	Budget Director, Budget Office
Franklin Williams	Assistant Director of Grants and Research Services, Grants and Research Services
Paul Fisher	Associate Chief Information Officer & Director, Teaching, Learning, and Technology Center
Amy Hunter	Professor, Department of Psychology
Caryn Grabowski	Clinical Assistant Professor & Director of Clinical Education, Department of Speech-Language Pathology
Michael Silvestro	Associate Vice President, Human Resources
Cecilia Marzabadi	Professor, Department of Chemistry and Biochemistry
Laura Wangerin	Assistant Professor, Department of History
John Buschman	Dean, University Libraries

Standard 7: Governance, Leadership & Administration
This Working Group will evaluate the effectiveness of Seton Hall's governance and administration in realizing our Mission and goals, as well as the extent to which we operate as an academic institution with education as our primary purpose with appropriate autonomy. The VP for Board Affairs and University Strategy will serve as a liaison between this working group and the governing boards and the President.

Amy Newcombe (Co-Chair)	Assistant Provost for Faculty Affairs, Office of the Provost
Hongfei Tang (Co-Chair)	Associate Professor, Department of Finance
Bonnie Burkhardt	Director of Business Intelligence, Office of the Provost
Thomas Rondinella	Professor, College of Communication & the Arts
Nathaniel Knight	Professor & Chair, Department of History
Robert Pallitto	Professor, Department of Political Science and Public Affairs
Juergen Heinrichs	Associate Professor, College of Communication & the Arts
Jennifer Itzkowitz	Associate Professor, Department of Finance
Latisha Porter-Vaughn	Legal Support Specialist, School of Law
Kirsten Schultz	Associate Professor, Department of History
Georita Frierson	Dean, College of Arts and Sciences
Courtney Smith	Dean, School of Diplomacy and International Relations

Because Seton Hall University has adopted a standards-based approach to the self-study, each Working Group is expected to produce a chapter containing an evidence-based treatment of the criteria outlined in each standard with consideration for the institutional goals. In some cases, these chapters also will address Requirements of Affiliation.

Among the specific charges for the Working Groups are the following:

- Understand the Commission's recommendations in response to the prior Self-Study and the 2016 Monitoring Report.
- Assess Seton Hall's strengths and weaknesses with respect to the group's standard in the context of the relevant institutional priorities.
- Document and distill the findings into a single, narrative report to the Steering Committee observing the instructions described in "Working Groups Reports: Style & Format," found in the next section of this document.
- Identify the most significant opportunities for improvement that will be included in the final Self-Study Report.

Communication within Working Groups will occur via in-person meetings, meetings in Microsoft Teams, and sharing of documents using the file sharing system provided by SharePoint. In addition, a SharePoint site, managed by the Communication and Compliance Committees, will house the documentary evidence for all Working Groups and be accessible by the Working Group Chairs and Steering Committee.

VI. Guidelines for Reporting

Each Working Group is tasked with conducting the research for and drafting a chapter of the final Self-Study Report focused on the respective Standard for Accreditation and Requirements of Affiliation, with close attention to how these align with our institutional priorities.

Appendix B provides a sample of each Working Group's lines of inquiry, evidence, and alignment to our institutional priories and Requirements of Affiliation.

The following timetable calls for initial lines of inquiry, a gap analysis, and several drafts with revised submissions in between. At each stage, designated members of the Steering Committee and Co-Chairs of the Self-Study will review and make recommendations for revisions or additions.

Preliminary lines of inquiry and initial identification of evidence	**February 15, 2022**
Draft of narrative for 50% lines of inquiry	**October 1, 2022**
Gap analysis	**November 1, 2022**
Draft of narrative for remaining 50% lines of inquiry	**February 1, 2023**
Full draft chapters, addressing all lines of inquiry and edits	**June 1, 2023**
Final chapter deadline	**October 1, 2023**

The Leadership Team and Steering Committee will coordinate and summarize the opportunities for improvement identified by the respective working groups.

To standardize final work products and allow the Communication Committee to focus on substantive editing and the aesthetics of the final report, a set of standards has been established and will be shared with the co-chairs of the Working Groups.

In composing chapters of the Self-Study Report, all Working Groups should confirm to the guidelines below.

Formatting Guidelines

Software	Microsoft Office Word
Margins	1-inch margins
Font	Franklin Gothic Book
Spell Check	US English
Justification	Left justified
Line Spacing	Single
Paragraph	No indentation
	Use a space of 2.0 to separate different paragraphs.
	Use a space of 2.0 to separate bulleted points
Major Headings	Left justified in bold, upper and lower case, 14 point.
	Use a space of 2.0 afterward.
Sub-Headings (level 1)	Left justified in bold, & italics upper and lower case, 12 point. Text
	Starts a new paragraph on a new line after a 1.0 space.
Sub-Headings (level 2)	Left justified in bold, 10 point. Heading ends with a period. Text continues
	on the same line.
Spacing Before and After	
headings	Use a space of 2.0 before and after a major heading. Use a space of 2.0 before
	a sub-heading. Do not use space after the sub-heading.
Tables	Center tables on page. Content should be single spaced, left justified.
	Tables should be labeled and numbered with Standard number,
	Table number, and Title. For example, the first table in Standard II reads:
	Table 2.1 Meaning of Ethics. Tables should be listed in a Table of Contents.
Page Numbers	Centered at the bottom
Maximum Pages of	
Sub-Committee Report	10

Additionally, working groups will be asked to adhere to these stylistic guidelines:

- Comma usage: use the serial comma as appropriate before the "and" in a sentence featuring a series of items.
- Write in active voice and use third person instead of second person.
- Use the MS Word default format for bulleted or numbered lists.
- Refer to positions or titles, rather than individuals' names.
- Use APA format for all citations.
- Avoid excessive use of jargon.
- Do not use contractions.
- When listing names, order them alphabetically
- When creating a bulleted list, do not use punctuation when providing a simple list
- Spell out 0-9 but use numerals for 10 and over
- Use Working Group to refer to Standards Working Group(s); Use roman numerals to refer to the Standards
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List the Acronym in an end-of-chapter appendix.
- For University documents such as *Harvest Our Treasures* or Seeds of Innovation italicize without quotations

- Capitalize University in reference to Seton Hall.
- Use School or College instead of college or school when referring to a specific Seton Hall entity.
- Use capital letters when referring to the different titles at Seton Hall (e.g., Vice-President).
- Use capital letters when referring to the Evaluation Team, the Self-Study, the Self-Study Design, Self-Study Report, Self-Study Document, Verification of Compliance Report, and the Working Group(s)
- Use capital letters when referring to institutional documents and processes including the Strategic Plan.
- Use capital letters when referring to the Board of Regents or Board of Trustees.
- Capitalize the seasons, Spring and Fall.
- Use a capital for Class of 2020, for example, but lowercase sophomores or juniors.
- Use BIG EAST in reference to the athletic conference.

VII. Organization of the Final Self-Study Report

As outlined above, the co-chairs of the seven Working Groups will research, draft and edit their respective chapters of the final Self-Study Report, in consultation with the Compliance Committee, which is managing the Evidence Inventory. The Self-Study Co-Chairs, working with the Steering Committee, will be responsible for compiling the final Self-Study Report to be submitted to MSCHE. The Communication Committee will review the Self-Study Report for consistency in style and visual presentation.

The final Self-Study Report will be organized as follows:

Chapter 1
Executive Summary

Chapter 2
Introduction: institutional context; relevant demographic data; rationale for institutional priorities; description of self-study process and approach; description of remaining chapters

Chapter 3
Standard 1: Mission and Goals
- Introduction
- Evidence and Analysis
- Conclusion
- Areas of strength and opportunities for improvement and innovation related to assessment-based analysis and suggested initial strategies to address them

Chapter 4
Standard 2: Ethics and Integrity
- Introduction
- Evidence and Analysis
- Conclusion
- Areas of strength and opportunities for improvement and innovation related to assessment-based analysis and suggested initial strategies to address them

Chapter 5
Standard 3: Design and Delivery of the Student Learning
- Introduction
- Evidence and Analysis
- Conclusion
- Areas of strength and opportunities for improvement and innovation related to assessment-based analysis and suggested initial strategies to address them

Chapter 6
Standard 4: Support of the Student Experience
- Introduction
- Evidence and Analysis
- Conclusion
- Areas of strength and opportunities for improvement and innovation related to assessment-based analysis and suggested initial strategies to address them

Chapter 7
Standard 5: Educational Effectiveness Assessment
- Introduction
- Evidence and Analysis
- Conclusion
- Areas of strength and opportunities for improvement and innovation related to assessment-based analysis and suggested initial strategies to address them

VII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

A separate committee, the Compliance Committee, has been established to lead the University through the verification of compliance process and to prepare the Institutional Federal Compliance Report. Seton Hall will use the Institutional Federal Compliance Report, with supporting evidence to demonstrate the institution's compliance. All evidence will be included in the Evidence Inventory.

Table 1 above summarizes the respective Working Groups responsible for each Requirement of Affiliation in consultation with the Compliance Committee. The Requirements of Affiliation not addressed by the Working Groups will be addressed by the Compliance Committee.

As seen below through the titles of the members of the Compliance Committee, thoughtful consideration was given to bring in areas of expertise pertinent to the Compliance Report.

Compliance Committee

Lisa DeLuca (Chair)
Assistant Dean for Library-Public Services, University Library

Toni Hindsman
Director of Equal Employment Opportunity (EEO)
Compliance & Title IX Coordinator, EEO Compliance

Alison MacMillan
Chief Audit Executive, Internal Audit

Judith Erlandsen
Assistant Registrar, Registrar Operations

Christopher Kaiser
Associate Dean for Undergraduate Student Services and
Enrollment Management, College of Arts & Sciences

Peter Trunk
Director Administrative Services, Office of Business Affairs

Sheila Riley
Assistant Dean for Finance and Administration,
College of Arts & Sciences

IX. Self-Study Timetable

The University's timetable for the Self-Study was developed after the Self-Study Institute. It includes important deadlines to ensure a timely submission of the Self-Study Report and for a Spring 2024 visit by our Peer Evaluation team.

Date	Milestone
November 16, 2021	Completion of SSI
November 18, 2021	Co-chair – initial tasks completed (group recommendations, review of standards etc.)
November 22, 2021	Kick-off meeting of working group Co-chairs
November 30, 2021	Charges developed for Steering Committee and Working Groups
December 1, 2021	Working groups staffed
December 9, 2021	Preliminary call with VP liaison
December 20, 2021	Steering Committee membership finalized
January 11, 2022	First Steering Committee meeting
February 15, 2022	Preliminary lines of inquiry & recommendations on evidence needed align evidence with line of inquiry
March 7, 2022	Draft Self-Study design completed
March 15, 2022	Refinement of lines of inquiry & recommendations on evidence needed align evidence with line of inquiry
March 23-24, 2022	Board of Regents receives update on Middle States process
April 13,2022	Draft Self-Study design submitted to VP liaison
April 28, 2022	Visit with VP liaison
May 15, 2022	Steering Committee revises SSD based on feedback
October 1,2022	Draft narrative 50% of lines of inquiry (evidence provided/aligned)
February 1, 2023	Draft narrative of remaining 50% of lines of inquiry (evidence provided/aligned)
Spring 2023	Team Chair and evaluation team selected and approved by the President Set dates for site visit for the Team Chair (Fall 2023) and evaluation team (Spring 2024) by President and Team Chair
June 1, 2023	Final draft of Working Group Chapters, addressing all lines of inquiry and edits
Summer/Fall 2023	College-wide review of the Self-Study Report through open forums, to include the Board of Trustees, faculty, staff, and students
Fall 2023	Send Self-Study Report to Team Chair two weeks before the visit by the President Chair of the Evaluation Team visits SHU
October 30, 2023	Final draft of Working Group Chapters, addressing all lines of inquiry and edits, (including those based on feedback from Team Chair and University community)
Late Fall 2023	Final edits made to Self-Study Report based on feedback from Team Chair and University community
Spring 2024	Final Self-Study, including Verification of Compliance, is uploaded to MSCHE portal six weeks before site visit and made available to Team Chair and team by the President Evaluation team visit SHU Evaluation team submits team report to the President The President responds to evaluation team report MSCHE determines accreditation status

X. Communication Plan

Seton Hall endeavors to engage in a transparent and inclusive Self-Study with multiple opportunities for feedback from members of our community. We recognize the importance of communicating with all our constituent groups, including faculty, administrators, staff, students, alumni and our Board at critical points in the process and through a variety of methods.

A Communication Committee has been established to assist in implementing a comprehensive communication and feedback plan. The members are listed below.

Communication Committee
This committee is responsible for all internal and external communications regarding the self-study process as well as providing support in document design and editing.

Michael Soupios (Co-Chair)
Director of Digital Media and Web Development, TLTC

Amadu (Jacky) Kaba (Co-Chair)
Professor of Sociology, Department of Sociology, Anthropology, Social Work, and Criminal Justice

Pegeen Hopkins
Assistant Vice President, Strategic Communications and Brand

Gregory Iannarella
Lecturer, Department of English

Viswa Viswanathan
Associate Professor of Computing and Decision Sciences, Department of Computing and Decision Sciences

Christopher Petruzzi
Manager UI & Multimedia Design, TLTC

An outline of the communication plan, including timing, audiences and methods is summarized.

Objective	Timing	Audiences	Method(s)
Announcement of Co-Chairs	Fall 2021	Faculty Staff Students	• University website article • Provost Office Weekly Updates • Faculty Convocation
Progress Reports Each Semester (Spring 2022, Fall 2022, Spring 2023)		Faculty	• Provost Weekly Updates • Senate Newsletter • College Specific Faculty Meetings • Website — Standing Link to MS
		Staff	• Provost Weekly Updates • *Inside the Hall* • Short YouTube Videos
		Students	• Weekly Newsletter • *Inside the Hall* • Short YouTube Videos • College Specific Announcements Weekly Communications • SGA Meeting • TV Monitors (PR Branded Middle States Visual) • Interview with *The Setonian*; *The Stillman Exchange*; *The Diplomatic Envoy*
		Alumni	• Alumni Newsletter • Updates from University Chaplain to Alumni Association
		Board of Regents	• Meetings/Updates
Feedback Sessions		Faculty, Staff, Students	• Town Hall Meetings, Surveys, Web communication

XI. Evaluation Team Profile

Team Chair

We request a Team Chair who serves, or who has served as, President or Chief Academic Officer of a private Catholic university, preferably among comparable peer or aspirant peer universities.

Team Members

First, we would prefer a Peer Evaluation team that includes:

- At least one Chief Academic Officer / Provost
- High-level academic administrator at a diocesan college or university
- At least two faculty:
  - 1 expert in liberal arts or sciences
  - 1 expert in a pre-/professional program
- A CFO or Budget Officer with substantial RCM experience
- A Vice President of Student Affairs

These are the other diocesan colleges and universities in the US:

- Carroll College
- Gannon University [in Middle States region]
- Loras College
- St. Ambrose University
- St. Thomas University
- Thomas More College
- University of Dallas
- University of St. Thomas
- Wheeling University

In addition, we expect the team to reflect the following characteristics:

- Expertise in shared governance
- Experience with a major law school
- Experience with multiple campuses
- Experience with relatively high racial, gender, and economic diversity, including high percentage of first-generation students and high percentage of Pell-eligibility
- Experience with NCAA Division I sports programs
- Expertise in enrollment management, preferably from a comparable peer
- Experience with substantial commuter and residential student populations

We consider the following institutions to be comparable peers:

- Catholic University of America
- St. John's University
- Drexel University
- Quinnipiac University

We consider the following to be aspirational peers in the Middle States region:

- Villanova University
- Fordham University
- Lehigh University
- Georgetown University
- New Jersey Institute of Technology
- American University
- George Washington University

While we have no explicit conflicts of interest, it should be noted that our President, Dr. Joseph Nyre, held the same position previously at Iona College and that our Provost and Executive Vice-President, Dr. Katia Passerini, previously served as Dean of the Lesley H. and William L. Collins College of Professional Studies at St. John's University and prior to that served as Dean of the Albert Dorman Honors College at New Jersey Institute of Technology. The following schools are considered competitors to Seton Hall University: Rutgers University, Montclair State University, and Monmouth University.

Seton Hall's top 10 programs by enrollment at the undergraduate and graduate levels are included below:

Fall 2021 Top 10 Undergraduate Programs	#	% UG
BS in Biology *	916	15%
BSN in Nursing	472	8%
BSB in Finance	352	6%
BSIR in Diplomacy and Intl Relation *	293	5%
BA in Political Science *	227	4%
BA in Social-Behavioral Science *	227	4%
BSB in Marketing	207	3%
BA in Psychology *	201	3%
BSB in Accounting *	188	3%
BSB in Sport Management	172	3%

*Majors with joint program offerings have enrollments across all tracks combined.

Top 10 Graduate & Law Programs	#	% GR
JD in Law	837	21%
MS in Physician Assistant	177	5%
MS in Occupational Therapy ~	174	4%
MA in School Counseling ^	133	3%
MADI in Diplomacy and International Relations	126	3%
DPT in Physical Therapy ~	116	3%
MA - Major in Counseling ^	98	2%
MSN Adult-Gero Acute Care NP	95	2%
MS in Speech Language Pathology	94	2%
MBA in Finance ^~	85	2%

^ For programs with both on ground and online modalities, enrollments are combined.

~ Students in graduate programs with dual or joint degree offerings are included in the enrollments of their "secondary" program.

XII. Evidence Inventory Strategy

The Communication and Compliance Committees have shared responsibility for the Evidence Inventory. Each of these committees has members with specific areas of expertise that will support the work needed. The Compliance Committee is Chaired by a Librarian whose expertise in data and document management and research support are essential. The Communication Committee includes several individuals with technical expertise as well as project management expertise. These individuals will collaborate to develop the technology structure within Share Point needed to organize and properly align evidence to the respecti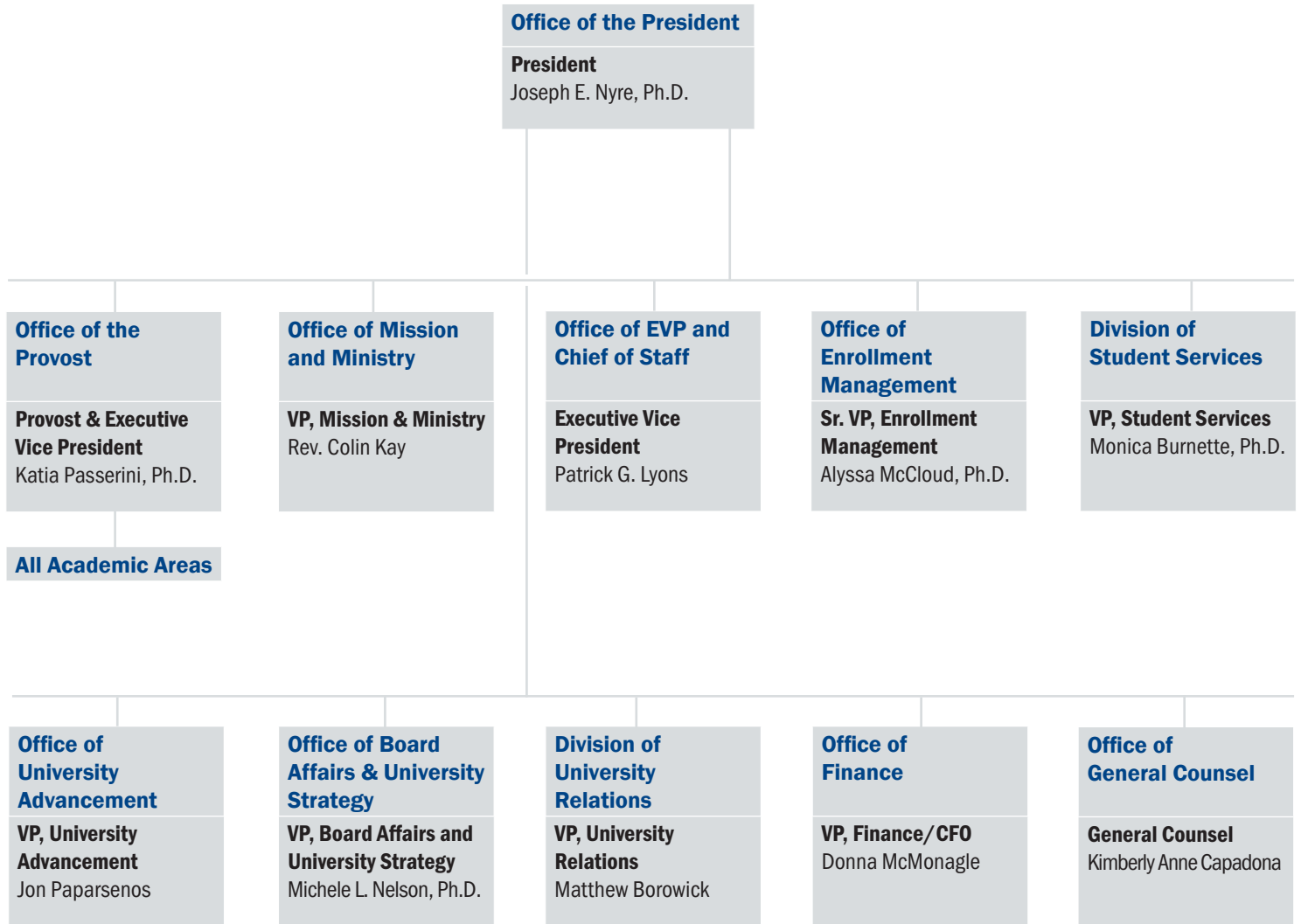ve standards and sections of the Self-Study. A Graduate Assistant who supports the Co-Chairs of the Self-Study will also be dedicated partially to gathering and organizing evidence. A naming convention will be established as part of this process.

The Evidence Inventory will be maintained in a SharePoint site and will include resources for all Working Groups. Items will be added, updated, or removed as the Self-Study progresses. A curated collection of the most appropriate evidence will be uploaded by standard to the Middle States portal, along with the final Self-Study Report in early 2024.

Appendix A

Organizational Chart
Office of the President

Office of the President

President
Joseph E. Nyre, Ph.D.

Office of the Provost

Provost & Executive Vice President
Katia Passerini, Ph.D.

All Academic Areas

Office of Mission and Ministry

VP, Mission & Ministry
Rev. Colin Kay

Office of EVP and Chief of Staff

Executive Vice President
Patrick G. Lyons

Office of Enrollment Management

Sr. VP, Enrollment Management
Alyssa McCloud, Ph.D.

Division of Student Services

VP, Student Services
Monica Burnette, Ph.D.

Office of University Advancement

VP, University Advancement
Jon Paparsenos

Office of Board Affairs & University Strategy

VP, Board Affairs and University Strategy
Michele L. Nelson, Ph.D.

Division of University Relations

VP, University Relations
Matthew Borowick

Office of Finance

VP, Finance/CFO
Donna McMonagle

Office of General Counsel

General Counsel
Kimberly Anne Capadona

Appendix B

Standard I — Mission and Goals						
Criteria	**Criteria Text**	**Institutional Priority/ Strategic Plan Goal #**	**Requirement of Affiliation #**	**Lines of Inquiry**	**Evidence**	**Setonians of Interest**
1a,1c	Clearly defined mission and goals that: • are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement. • are approved and supported by the governing body.	5	7	• Have SHU's mission and goals been approved and supported by the relevant governing bodies of the University?	• Faculty governing bodies' minutes • Board of Regents/ Cabinet meeting minutes	Vice President for Board Affairs & Strategy
2	• Institutional goals that are realistic, appropriate to higher education, and consistent with mission.	5	10	• Do SHU's mission and goals support and focus on the critical importance of scholarly inquiry and teaching excellence appropriate to its R2 status and/ or as an undergraduate and doctoral university?	• Strategic plan: University and individual units • Minutes from Board of Regents committee on academic affairs • Past and current academic budget allocations for research and instruction • New curricular program approvals and new curricular proposals	Vice President for Board Affairs & Strategy

Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
1	A commitment to academic freedom, intellectual freedom, freedom of expressions and respect for intellectual property rights;	2		• How does Seton Hall demonstrate and encourage a commitment to academic freedom, intellectual freedom, and freedom of expression, in and outside of the classroom? • What are the policies and resources that the University has to ensure this commitment? • What policies and procedures does Seton Hall have to respect intellectual property rights?	• Statement on Academic Freedom beyond the Classroom • Faculty Guides re: Academic Freedom — South Orange, Law School, SHMS, School of Theology and Adjunct Faculty Guide • Intellectual Property Rights Policy • Center for Faculty Development	Provost and Senate Leadership
4	The avoidance of conflict of interest or the appearance of such coflicts in all activities and among all constituents.	3,4		• Are policies concerning conflicts of interest clear and well understood? • How does SHU proactively prevent conflicts of interest from occurring? • Does SHU have adequate internal controls to evaluate conflicts of interest or the appearance of conflicts of interest in academic and business operations? • Does SHU have appropriate policies, training, and reporting protocols in place to protect the fiduciary and ethical interests of the University?	• Conflict of Interest and Commitment Policy • Section 1.1.7 LS Faculty Guide • Conflicts of interest related to research and scholarship • IRB's Conflict of Interest re: Journals and Publishing • Institutional Conflicts of Interest • Hiring Process • Contractual Review Process with external vendors • Financial and Procurement policies	

Standard III — Design & Delivery of the Student Learning Experience

Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
1, 5b	1. Certificate, undergraduate, graduate and or professional programs leading to a degree or other recognized credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experiences and to promote synthesis of learning; 5b. offers a curriculum designed so that students acquire, and demonstrate essential skills, including at least oral and written communication, with mission, the general education program also includes the student of values, ethics, and diverse perspectives.	1, 3	9	• What structures are currently in place to guide and oversee the design, delivery, and quality of the student learning experience? • How does SHU ensure appropriate standards are maintained across degree programs and instructional modality, and that students receive a "distinctive and rigorous education in the liberal arts"?	• University Catalogs • EPC/APC policies and standards • Quality Matters • College accreditations • Program Review • University Core	• Provost • Deans • Registrar • TLTC • Center for Academic Success • Center for Faculty Development • Core Coordinators
4,8	4. sufficient learning opportunities and resources to support both the institution's programs of students' academic progress 8. periodic assessment of the effectiveness of programs providing student learning opportunities.	1, 3	8	• How well does SHU support student, faculty, and programmatic needs? • Where might additional resources or support structures be needed to meet current academic programs and sustain institutional ambitions? • Are support services readily accessible and easy to navigate? • How effectively do units work together?	• Program Reviews • Enrollment and Completion Data • DEI Climate Survey • Honors Program Assessment surveys • Metrics on student-driven research/ scholarship; participation in grants; list of pathways for students to participate in research	• Director of Institutional Research; • VP of Student Success; • Director of Faculty Development

Standard IV — Support of the Student Experience						
Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
1 b, c, d	1b. a process by which students who are not adequately pre-pared for study at the level for which they have been admitted are identified, placed, and sup-ported in attaining appropriate educational goals; 1c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; 1d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other in-stitutions, and post completion placement;	3	10	• In their desired field of study, what systems and programs exist to admit, integrate and support students? • How effective are these systems and programs in aiding in their retention, persistence, comple-tion and success? • How effective is the New Student Orientation in highlighting the many support and experiential learning opportunities?	• Council for Student Success • Admissions • Academic Support Services (CAS, ARC, RISE, EOP, FIRST GEN, FFWD) • Career Center • New Student Orientation	• Vice President of Enrollment Management • Vice President of Student Services • Assistant Dean and VP of Center for Academic Success
3	3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records	3		• What policies and procedures are in place that support the maintenance and appropriate release of student information? • How effective are these policies and procedures?	• FERPA policies • Advising policies	Registrar

Standard V — Educational Effectiveness Assessment						
Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
1	Clearly states educational goals at the Institution and degree/ program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission	1,2	10	• At the University and individual program/school/college levels, how do educational goals align with each other and the Harvest Our Treasures Strategic Plan? • How and to what extent have educational goals adapted to the new Strategic Plan?	Annual Reports University & College Strategic Plans	• Deans • Associate Dean • Provost's Office
5	Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness	1,2	8	• How and how often are assessment processes assessed? • Who oversees the assessment of assessment?	University Assessment Website; University Assessment Committee; Program Review	Associate Provost of Undergraduate Education and Assessment

Standard VI — Planning, Resources, and Institutional Improvement						
Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
2	Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results	2	10	• Does the University have in place planning processes for the various schools and departments that use past assessments to track improvement over time? • Are these processes clearly communicated to each of the constituents? • In what ways do the constituents participate in these processes?	• IPAD • 7-Year Program Review • School Annual Reports Division • Annual Reports	• Accreditation Officers in Colleges • Associate Provost of Undergraduate Education and Assessment
7	An annual independent audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter	5	11	• How is the annual audit conducted? • What procedures are in place to follow up on any concerns cited in the audit's accompanying letter?	• Audit • Letter from Auditor to Management • Audit Committee of Board	CFO

Standard VII — Governance, Leadership, and Adminisatraion						
Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
1	Clearly articulated and transparent governance structure that outlines roles, responsibilities, and account-ability for decision making by each constituency, including governing body, administration, faculty, staff and students	5	12	• How effective and transparent is the culture of shared governance? • Are governance responsibilities and procedures defined and articulated? • Do structures exist to ensure accountability and understand-ing of shared governance across the University? • Is the Faculty Senate effectively constituted, informed, trained, and accountable? • Can improvements be made to Senate procedures, by-laws, or composition that would improve the culture and efficacy of shared governance at the University? • Does the University administration regularly meet with students and faculty to identify and advance institutional goals?	Office of the Provost webpage: • Policies and Procedures; • Program Review; • Faculty Guides; • Program Proposals; • Academic Approval Process; • Faculty Senate webpage Committees, Faculty Senate by-laws; • Responses to Faculty Senate Resolutions; • College by-laws; • Departmental by-law and Rank & Tenure Guidelines; • Student Government Association By-laws; • Schedule of regular meetings between Faculty Senate and Deans/Provost/President/Board of Regents and nonacademic units (Student Services, Budget, Facilities)	Senate Leadership and Provost's Office

Criteria	Criteria Text	Institutional Priority/ Strategic Plan Goal #	Requirement of Affiliation #	Lines of Inquiry	Evidence	Setonians of Interest
4 a,c,d	An administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties	5	15	• Do we have an effective organization for our administration? • What positions exist? • What are their main duties, and to whom do they report? • Are the qualifications for administrative positions consistent with those of our peers? • Is the search, screen, and nomination process for different administrators clearly articulated, inclusive of the appropriate constituencies, and effective? • Are administrators provided ongoing professional development or training for continuous improvement?	• Organizational chart • Job Responsibilities/Descriptions • CVs • Development Webinars • Faculty Guide (Article 13)	• AVP of Human Resources • Manager of Training & Organizational Development