

**The Graduate School and University Center  
Self-Study Design  
June 7, 2018**

**I. Institutional Overview**

**A. History and Overview of the Graduate School and University Center**

The Graduate School and University Center has two components. The Graduate School, known commonly as the “Graduate Center or GC,” was established as the doctoral-granting unit of CUNY in 1961. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and public events. Despite the predominance of its doctoral role, from its beginning it also had a small number of master’s programs, most of which were affiliated with doctoral programs.

The University Center (UC) serves CUNY as a home for schools that have distinctive academic purposes within the university system as a whole. Given the size of CUNY, with its eleven senior colleges and seven community colleges, it is natural that there are duplicate programs across the colleges. The schools within the UC, however, do not have duplicates anywhere within the CUNY system. They are designed to fulfill academic needs as singular institutions under the umbrella of the UC. The academic programs offered by each of the UC schools are registered through the State of New York as part of the Graduate School and University Center. The schools and the dates of their establishment within the UC are: the CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA, 1971), the CUNY School of Professional Studies (CUNY SPS, 2003); the CUNY Graduate School of Journalism (CUNY SOJ, 2006); the Macaulay Honors College (Macaulay, 2010); and the CUNY Graduate School of Public Health and Health Policy (CUNY SPH, 2013). Collectively, these programs and schools are called the University Center or UC schools. In Fall 2018, the newly-created CUNY School for Labor and Urban Studies (SLU) will join the University Center.

The Graduate Center currently provides a range of administrative services to the UC schools. However, they are all academically independent; each has its own academic governance for deciding on curricular design and degree requirements and its own student support services. In addition, all but one of the UC schools operates under its own mission and governance, engages in its own planning and budgeting, and is led by a dean who reports directly to the CUNY Chancellor. The exception is the CUNY BA: its budget is part of the Graduate Center’s budget and it is led by a director who reports to the president of the Graduate Center or a designee.

CUNY BA and the Macaulay Honors College each serve undergraduates. The CUNY School of Professional Studies serves both undergraduates and graduates, and the Graduate School of Journalism and the Graduate School of Public Health and Health Policy serve only graduate students. While these schools all operate independently, there is some academic collaboration between the schools, including a Bachelor of Arts/Master of Arts between Macaulay Honors College and the Graduate Center’s Master of Liberal Arts program, and a

joint degree between CUNY BA and the Macaulay Honors College.

The Graduate School and University Center Leadership Council was established in Fall 2014 to improve communication and coordination between the Graduate Center and the UC schools. The President of the Graduate Center chairs the Council. It consists of the deans of the four schools (CUNY SPS, CUNY SOJ, Macaulay and CUNY SPH) reporting to the Chancellor, with CUNY BA represented by the Graduate Center’s President. It meets at least once a semester to discuss issues of common interest such as Middle States Commission on Higher Education (MSCHE) accreditation, administrative services provided by GC offices, and the organizational structure of the Graduate School and University Center.

Brief descriptions of the Graduate Center, the UC schools, and their missions, are presented below.

### **1. The Graduate Center**

The Graduate Center is an internationally acclaimed institution primarily devoted to doctoral education, research, and, increasingly, master’s education, in a broad range of academic disciplines. Its fundamental mission is to support excellent, graduate-level, degree-granting programs that prepare a wide range of students to become scholars and leaders in the academy, as well as in the private, nonprofit, and governmental sectors. The Graduate Center supports an Advanced Science Research Center (ASRC), located on the City College campus in Harlem. It also supports a large number of centers, institutes, and initiatives, including an array of public programs.

Committed to CUNY’s historic mission of educating the “children of the whole people,” the Graduate Center works to provide access to doctoral and master’s education for diverse groups of highly talented students, including those who have been underrepresented in higher education. The GC currently offers 31 doctoral degrees and 14 master’s degrees. Eighty percent of the Graduate Center’s degree enrollment is doctoral. However, the Graduate Center’s 2017-2022 Strategic Plan lays out the twin goals of increasing enrollment in master’s programs and designing new, innovative master’s programs. Since 2017, six new interdisciplinary master’s programs at the Graduate Center have been approved by New York State. Several more are under development.

In 2013, the Graduate Center reached an agreement with the CUNY chancellery to substantially increase fellowship support for doctoral students and at the same time reduce the doctoral entering cohort by 25 percent. Thirty-three percent of the Graduate Center’s students are from underrepresented groups and 57 percent are female.

#### **Five-year Enrollment at the GC**

<b>Degree</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Doctoral	4,012	3,840	3,615	3,322	3,215
Masters	324	393	460	487	508

The Graduate Center draws its faculty from three sources: approximately 130 GC-based faculty whose appointment and tenure reside at the GC; more than 1,700 college-based faculty whose appointment and tenure reside at one of the other CUNY colleges; and a small number of affiliated faculty who hold positions at other educational and cultural institutions in New York City such as The New York Botanical Garden and the American Museum of Natural History.

The Graduate Center considers its unique consortial arrangement with the CUNY colleges to be among the major contributors to its success. The model provides an effective way to assemble a very large, extraordinarily talented, and intellectually diverse faculty.

The Graduate Center is known for educating graduate students who are committed to the circulation of knowledge for the public good and teach tens of thousands of undergraduates every year at CUNY's senior and community colleges. It has also taken a leading role in preparing students for a range of careers inside (teaching and scholarship, scientific research, academic administration) and outside academia, a forward-thinking strategy that we are advancing further. The Graduate Center is strongly encouraging new curricular initiatives with a view to making the PhD more flexible and inclusive of non-traditional pedagogies that we are advancing further with major support from the Andrew W. Mellon Foundation. The GC's Office for Career Planning and Professional Development and its Teaching and Learning Center, which recently received a major gift, serve as hubs of student support to improve students' professional development and pedagogy. The Graduate Center also recently established the Quantitative Research Consulting Center, which provides resources and support for research in quantitative and empirical research and complements existing statistics coursework by bridging the gap between the classroom and implementation in researchers' own work. The Graduate Center is establishing a Writing Center to help students improve their research and writing skills.

Through the Early Research Initiative, the Graduate Center places doctoral students in internships and research assistantships around the city; for example, at the Vera Institute of Justice, the New York Botanical Garden and the Morgan Library. In addition, the Graduate Center serves the University consortium by bringing faculty from the campuses together to conduct research, most notably in the Advanced Research Collaborative (providing fellowships to scholars from within and outside of CUNY together with CUNY doctoral students, to focus on key areas of intellectual and public policy) and at the ASRC. The Graduate Center is adding new capacity in science, both experimental science at the ASRC, and theoretical science through its Initiative in Theoretical Sciences, to its traditional strengths in the humanities and social sciences. The Graduate Center also hosts roughly thirty centers and institutes, which contribute to the student experience by offering opportunities for specialized research and employment.

The Graduate Center is opening its doors more widely to serve its students and the public in its collaborative use of its first-floor space to showcase the arts. More generally, it delivers educational and cultural programming that highlight its strengths in the study of inequality, globalization, urbanism, immigration, digital technologies, new art forms, social justice, brain science and autobiography and memoir.

## 2. The University Center

The five schools currently in the University Center provide important academic services for students in widely varying types of programs, including an undergraduate honors college, graduate schools of public health and of journalism, a school for professional programs, and an undergraduate program that allows students to develop their own concentrations with courses drawn from across CUNY's colleges. As noted above, SLU will join the UC in Fall 2018, and is included in the discussion below.

**CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA):** Established in 1971 as part of the University Center, the mission of CUNY BA is to offer a rigorous and individualized CUNY-wide academic program of study, and the most flexible path possible to earning a bachelor's degree at the City University of New York. Serving highly motivated, academically strong undergraduates who desire areas of concentration (majors) not available in typical departments at CUNY's senior colleges, the CUNY BA facilitates collaboration between students and faculty mentors from colleges across CUNY in designing programs of study that advance students' academic, professional, and personal goals.

CUNY BA supports undergraduate education in inter- and cross-disciplinary studies that may not otherwise be readily available to students at the senior CUNY colleges. The academic flexibility of the program also permits CUNY BA to collaborate easily and efficiently with other programs and institutions, within and outside CUNY, and to be an incubator for new, cutting-edge, academic initiatives and areas of study. Its priority is to continue to be academically innovative and nimble — adaptive both to the personal academic goals of students and to the needs of a rapidly changing and complex world.

Academic collaborations with institutions within CUNY (New York City College of Technology [African-American Studies; Gender and Sexuality Studies]; Hunter [Japanese Language and Culture]; Macaulay Honors College [Joint Degrees]), and outside of CUNY (American Musical and Dramatic Academy) have been established and will continue to be pursued in order to recruit students and to offer them innovative academic opportunities.

Furthermore, CUNY BA has had a close working relationship with the Bard Prison Initiative to recruit formerly incarcerated individuals into CUNY BA. Such students are able to be successful (not only earning bachelor degrees but also continuing into graduate programs) because of the hands-on approach and academic flexibility CUNY BA offers. We expect that this relationship will not only continue but also thrive.

New initiatives being considered include working with Nanjing University in China to matriculate students annually into CUNY BA, a possible partnership with the Graduate Center to offer a smooth path from the CUNY BA bachelor's degree into graduate studies, and collaboration with a CUNY-wide initiative for Adult Education.

Priorities are not only recruiting appropriate students and offering them academic opportunities but also retaining them to completion. CUNY BA is fortunate to have a continuing scholarships program in which 30 to 40 students are awarded generous fellowships each semester, which has proven to be at times the difference between a student dropping out or remaining. This scholarship is now supplemented by a generous \$3 million bequest, which will be used exclusively for scholarships. Finally, a recent grant from the Hearst Foundation permits the offering of small awards for special projects, study abroad, and the attending of academic conferences.

**CUNY School of Professional Studies (CUNY SPS):** Established in 2003, and launching its first degree in 2006, the CUNY School of Professional Studies extends CUNY's mission of access by targeting adult students. It now offers 25 degrees (12 baccalaureate and 13 master's), as well as certificate and non-credit programs. Though it also offers traditional classroom-based degrees (two baccalaureate and five master's programs), it began by offering online degrees for students who started but could not complete a degree because their circumstances prevented them from attending classes on campus.

CUNY SPS's mission is to provide online, classroom-based and customized programs of study that are responsive to unmet needs of students, focusing on fields as well as forms of teaching, learning, and scholarship that highlight innovation, personal and social progress, and opportunities for careers and service. This has resulted in the development of a number of degree programs offered nowhere else in CUNY: in Applied Theatre, in Disability Studies and Disability Services, in Health Information Management and Health Services Administration. The most recent degree, launching in Fall 2018, will be a Master of Science in Research Administration and Compliance.

This commitment to creating opportunities lacking elsewhere has led to the vanguard role CUNY SPS has taken on for two important trends in CUNY: online instruction and serving returning adult students. All of the CUNY SPS's undergraduate degrees are so-called "completer degrees" – degrees for students who stopped out of college. CUNY SPS is addressing the needs of such students at a time when, with a college degree more crucial than ever for economic advancement, over 31 million people in this country have some college but no degree, and nearly a million live in the New York City area. Few institutions have fully committed to targeting this population. CUNY SPS is one that has.

Reaching these students, the overwhelming majority of whom are already in the workforce, means reaching them online. CUNY SPS's ten fully online bachelor's programs, the first and only ones in CUNY to date, are highly rated, most recently ranked by *US News & World Report* #16 in the entire nation (in the top 5%) and higher than the programs of any other college or university in New York State. The high rating reflects not just the high quality of instruction, but also that of student services, committed to ensuring that students have everything – advisement, orientation, tutoring, prior learning assessment, library services, and career services – available to them online.

Success in reaching and serving an adult student population has made CUNY SPS the fastest-growing school at CUNY, now serving over 3,400 students in credit-bearing

programs. Just in the last two years, those credit-bearing programs have grown by close to 30 percent, and that growth is expected to continue.

**The CUNY Graduate School of Journalism (CUNY SOJ):** The CUNY Graduate School of Journalism, opened in September 2006, offers a Master of Arts degree in Journalism, as well as specialized MA degrees in Entrepreneurial Journalism and Social Journalism. The CUNY SOJ's mission is to provide high-quality instruction, rooted in the core skills and ethics of journalism, to a diverse student body. Students must attend full-time for three or four semesters plus a summer, during which they are required to complete a journalism internship or project. Students select one subject concentration in which they can focus their reporting efforts (arts/culture, business/economics, entrepreneurial, health/science, international, Spanish language or urban). CUNY SOJ is currently undergoing re-accreditation by the Accrediting Council on Education in Journalism and Mass Communications.

The CUNY SOJ's priority is to remain at the forefront of innovation and thought leadership in the field of journalism. At a time when the profession is under intense pressure, both economic and political, having the resources to recruit the best faculty, develop new curriculum that is responsive to the industry's needs, and support a diverse pool of students with scholarships is critical to our trend-setting role at the heart of the nation's media capital.

The school has quickly developed a reputation as one of the country's premiere graduate journalism schools. This ascendance is largely due to the school's capacity to be nimble in response to transformative and disruptive technologies affecting our industry. The school's independent governance structure enables it to allocate its budget, hire faculty, engage with donors, and identify new curricular trends with a speed and deliberateness that has made us the envy of other journalism schools.

For example, in 2016 the school added a unique Spanish-language subject concentration to its MA in Journalism program to train bilingual students interested in covering Latino issues and communities in the U.S. or abroad. This is part of the school's continuing effort to help diversify newsrooms so that they reflect the complexity of the world around them. The school has also been on the cutting edge of introducing students to new technologies through classes on virtual and augmented reality, data scraping, talking bots, and drone journalism.

To satisfy the goal of serving mid-career journalists, the school is looking into creating new certificate programs and an executive master's degree. The school has also been expanding the offerings of CUNY J+, its professional development division.

Finally, through programs such as the News Integrity Initiative, launched in 2017, the school is working to counter the growing attacks on legitimate news media. CUNY SOJ is committed to continued partnership with media, technology, and academic leaders to develop sustainable business models and to protect our nation's vital First Amendment rights to a free press.

**Macaulay Honors College at CUNY (Macaulay):** Initially launched as the CUNY Honors College in 2001 and added to the University Center in 2010, Macaulay Honors College provides an enhanced academic experience with extensive financial support to undergraduates who demonstrate exceptional academic merit and leadership potential. Macaulay's mission is to inspire and prepare students to solve the challenges facing New York City, the nation, and the global community. Macaulay students, each based at one of eight of the CUNY system's senior college campuses, amplify their classroom experiences through study abroad, internships, and research projects with CUNY faculty. They are supported in these activities by their exclusive access to the Macaulay Opportunities Fund and Macaulay's full-time, dedicated professional advisors. Macaulay's four core seminars (required of all students) provide an interdisciplinary, experiential foundation in critical thinking through the rich resources of the five boroughs of New York City.

Macaulay is committed to attracting a diverse body of students, faculty, and staff, and has launched a pilot program for increased access for underrepresented minority students through a transfer program with CUNY community colleges. Macaulay plans to broaden this program beyond the pilot stage and build more partnerships with targeted high schools and high school programs that serve talented diverse students, such as the Robert F. Kennedy Science Research Institute.

Macaulay offers a curriculum that emphasizes intellectual discernment, inquisitiveness and life-long learning. Through its specialized core curriculum, students are trained in critical thinking and use of research tools in the arts, social sciences, natural sciences, and policy. It supports a culture of intellectual engagement through co-curricular and extracurricular opportunities as well. Students are required to complete community service hours and study abroad or engage in an internship during their undergraduate experience. Students leverage their access to individualized advising and a dedicated scholarship fund to assist them in these endeavors.

Macaulay offers students opportunities to pursue their post-graduate education or career goals. The Career Planning Office provides extensive support for students and alumni, starting with support for exploration of various fields, resume writing, job preparation, interviewing, and access to internship and job opportunities. Macaulay aims to build student success through enhancing personal resilience, and helping students integrate their classroom work, study abroad, research, service and job internships into a coherent and personally meaningful framework.

In addition to the core curriculum in the first two years of study, Macaulay provides upper division coursework and research opportunities in the arts and sciences and pre-professional fields. Macaulay recently developed a pipeline Bachelor's/Master's program with the GC and plans to establish other partnerships within CUNY.

Macaulay students have access to their own pre-medical/pre-health advisor, since approximately 10 percent of our graduates attend medical school. Macaulay pre-health students pursue a range of disciplines and majors, including the natural sciences,

anthropology, and the humanities. They work in research labs, volunteer their time in service of others and study abroad. Macaulay's pre-health programs advisor works holistically with pre-health students, looking to identify and hone in on the kinds of experiences that are most relevant to their career plans. Through individual advising sessions, students can better identify opportunities for self-directed learning, and can explore their own unique path to medicine and other healthcare-related fields.

**CUNY Graduate School of Public Health (CUNY SPH):** CUNY SPH began in 2008 as a consortial school, comprised of public health programs housed at four CUNY campuses: Hunter College, Brooklyn College, Lehman College, and the Graduate Center. The school received its first full five-year accreditation from the Council on Education for Public Health in 2011 under this model. However, in November 2015, the CUNY Board of Trustees approved a resolution to reconfigure the collaborative school into a unified entity, the Graduate School of Public Health and Health Policy. Following this resolution, resources of the previously independent programs were integrated under the leadership of a single dean, and the New York State Department of Education approved the single degree-granting authority for all degrees offered by the school through the Graduate School and University Center. CUNY SPH's mission is to provide a collaborative and accessible environment for excellence in education, research, and service in public health, to promote and sustain healthier populations in New York City and around the world, and to shape policy and practice in public health.

CUNY SPH has a clear pathway toward the development of a world-class school of public health that has developed deep partnerships in New York City and around the globe. The school is in the process of overhauling its curriculum to offer students more accessible and innovative academic programs, and to remain in compliance with several different professional accreditation standards, including the Council on Education for Public Health, Accreditation Board of Engineering Technology, and Accreditation Council for Education in Nutrition and Dietetics. These revisions include a new PhD program, a dietetic internship (offered both online and in person), an online industrial hygiene advanced certificate, and an integrated MPH core curriculum.

To maximize the student academic experience, a new office of experiential learning has been established. The office oversees all required practice experience, including the doctoral practicum and master's-level fieldwork. Staff are responsible for monitoring the quality of the learning experience and assisting faculty in developing new collaborations with partner organizations. Currently, the office is developing an experiential learning database of more than 200 vetted organizations, which will also serve to help students seeking independent studies and volunteer opportunities.

The school continues to support the new institutes and centers created in 2015-2016, including the Institute for Implementation Science in Population Health, the Institute for Urban Food Policy, and the Center for Systems and Community Design. This year, two new centers have been created: the Center for Innovation in Mental Health and the Center for Immigrant, Refugee, and Global Health. These centers and institutes are forums for

interdisciplinary and inter-departmental collaboration, as well as incubators for new ideas and applied research experience for doctoral and master's students.

Student research remains a high priority, as evidenced by the high number of students presenting at the American Public Health Association annual meeting. The Dean provides travel awards to student presenters to ensure their participation in the premier public health conference. CUNY SPH encourages broad student engagement in faculty research.

Lastly, the school has made important strides toward the improvement of student services, and recently has restructured its budget to expand this office, creating new full-time positions in student advisement, career services, and student life. Most recently, an annual career fair was held and widely attended by students and employers.

### **CUNY School of Labor and Urban Studies (SLU):**

The CUNY School of Labor and Urban Studies (SLU) will launch in the Fall 2018 semester. It is an outgrowth of the Joseph S. Murphy Institute for Worker Education and Labor Studies, a highly-regarded worker education program, both nationally and internationally.

SLU offers one undergraduate and two graduate degree programs as well as certificates in Labor Studies and Urban Studies. These academic programs are designed to meet the needs of working adults who seek to learn more about the challenges confronting poor and working-class populations in the workplace and in the community.

SLU's mission is grounded in several core values: access to higher education, academic excellence, diversity at every level, social justice, and equality for all. Its goals are to expand higher education opportunities for workers; provide liberal education that includes both theory and practice; prepare students who aspire to careers in public service and movements for social justice; promote civic engagement; provide leadership development for union and community activists; and help workers achieve greater economic security. While addressing the needs of its students, SLU also seeks to help New York City and State fulfill their needs for a well-educated, highly skilled public and private workforce.

To accomplish its goals, the school has four units—or foundational pillars: Labor Studies, Urban Studies, Workforce Development, and Community Service. These “pillars” support a range of intellectual aspirations and practical needs and serve as a gateway to college for many workers and working-class communities.

SLU offers a BA in Urban and Community Studies, MAs in Labor Studies and Urban Studies and a number of undergraduate and advanced certificates. SLU includes the Murphy Institute, a division of the school that houses programs developed in collaboration with other units of CUNY. These partnership programs will offer certificate and college-credit programs designed to give workers the academic and technical skills they need for professional advancement. CUNY senior colleges that partner with SLU for this purpose include: College of Staten Island, Queens College, Brooklyn College, and City College.

The majority of SLU students are adult learners and full-time workers. Many are municipal employees and government workers, seeking to advance their leadership in public service. In recent years, an increasing number of younger students have been drawn to the Murphy Institute because they aspire to leadership careers in labor, community organizations, or other institutions that promote social change. These students have been particularly attracted to the Institute's Union Semester and Community Semester academic internship programs, offered on both the undergraduate and advanced level.

SLU is committed to academic rigor as well as high-level experiential learning. These goals will be supported by a full-time and consortial faculty that will include several of the most distinguished social science scholars in CUNY as well as expert practitioners who are leaders in government, labor, and public service.

SLU places a high priority on student success, especially for older students who may have been out of school for a prolonged period. Once in the classroom, this cohort can benefit from innovative pedagogies, including team-teaching that integrates skills development and intellectual content. For all its students, SLU will maintain a strong Student Services unit, with an Enrollment Manager; a Director of Retention; several counselors, advisors, and tutors as well as a writing center.

It is important to note that SLU will begin operations in Fall 2018. It has instituted a planning process that covers not only the transition from Institute to School but also projects growth in the long-term. With supplemental funding allocated by the State legislature and New York City Council, SLU expects to significantly increase its enrollments over five years, develop new programs, hire additional faculty, and expand support services for students.

## **B. Major Institutional Changes and Developments Since the 2015 Periodic Review Report**

In 2014, CUNY launched its Advanced Science Research Center, a major new initiative in interdisciplinary scientific research, and in Fall 2016, the ASRC was moved administratively out of CUNY's Central Office to become a unit within the Graduate Center. The Graduate Center is now positioned to advance the CUNY-wide priority of enhancing scientific research across the University's colleges. This priority was incorporated into the Graduate Center's 2017-2022 Strategic Plan. In August 2016, Dr. Joy Connolly joined the Graduate Center as Provost. In 2017, Dr. Julia Wrigley was named Interim Dean for Master's Programs, and a permanent Dean for Master's Programs is expected to begin in Fall 2018.

In 2016, Dr. Mary Pearl was appointed Dean of the Macaulay Honors College. The CUNY Graduate School of Public Health is now a unified graduate school of public health, under Dean Ayman El-Mohandes. In the 2015 Periodic Review Report, it was reported that CUNY SPS would soon be registered as a stand-alone educational institution with its own administrative services. This has not yet occurred, but CUNY SPS does intend to pursue

stand-alone accreditation in the coming years.

On June 26, 2017, the Board of Trustees passed a resolution to relocate the Joseph S. Murphy Institute for Worker Education and Labor Studies, currently housed in SPS, to the Graduate School and University Center as a stand-alone school. The Murphy Institute will be renamed the CUNY School of Labor and Urban Studies (SLU). At its December 4, 2017 meeting, the Board of Trustees named Dr. Gregory Mantsios as the Founding Dean of SLU, effective January 26, 2018.

The Chancellor of CUNY, James Milliken, announced that he is stepping down from the Chancellorship in June 2018. In Spring 2018, the CUNY Board of Trustees appointed Vita C. Rabinowitz, Executive Vice Chancellor and University Provost, to serve as Interim Chancellor.

### **C. Preparation for the Self-Study**

In November 2017, Dr. David Olan, Associate Provost and Dean for Academic Affairs at the GC, and Dr. Jennifer Kobrin, then the Director of Institutional Research and Effectiveness at the GC, attended the Middle States Self-Study Institute. Dr. Kobrin has since left the GC. In December 2017, Dr. Olan and Ms. Stacie Tiongson, the GC's Executive Director of Academic Affairs, attended the Middle States Annual meeting in Philadelphia. In January 2018, the president and provost of the Graduate Center appointed Dr. Olan and Ms. Tiongson to serve as co-chairs of the Self-Study Steering Committee. It is anticipated that a new Associate Dean for Institutional Effectiveness, once hired, will also be a co-chair of the Steering Committee. Dr. Olan is serving as Middle States Accreditation Liaison Officer until the new Associate Dean is in place.

The co-chairs held two preliminary meetings on January 9, 2018 and on January 31, 2018 with representatives from the UC schools to discuss the Self-Study process. The goal was to formulate common priorities and outcomes, incorporating each school's respective strategic plans and institutional priorities, to be addressed in the Self Study. Each of the UC schools provided a list of priorities and outcomes. From those submissions, areas of common interest were identified and discussed with the UC schools to refine them for the self-study design.

In consultation with the Graduate Center's president and provost, the co-chairs assembled a representative steering committee, consisting of faculty, administrative staff, representatives of each of the UC schools, students, a GC alumnus, and a GC Foundation Board member. The Steering Committee met on February 20, 2018, and on April 24, 2018, when Dr. Stephen Pugliese, Vice President, MSCHE visited our campus. On May 21, 2018, the Steering Committee co-chairs met with the Working Group chairs to discuss the process of gathering evidence and preparing the working group reports in the fall.

Seven working groups have been formed to review each of the MSCHE seven standards and the Requirements of Affiliation. A separate, smaller working group will be formed to organize the evidence for the Verification of Compliance Report.

## II. Common Priorities to be Addressed by the Self Study

In 2017, CUNY released its strategic framework, “Connected CUNY: Affordable Access, Academic Excellence, and Student Success in the 21<sup>st</sup> Century” (CUNY Strategic Framework). These priorities are intended to complement and reinforce those of the individual colleges and schools in the system. The CUNY Strategic Framework discusses goals and strategies to advance CUNY's historic mission as an engine of mobility for lower-income New Yorkers, including addressing access and completion, college readiness, career success, knowledge creation, and a sustainable funding model. In the spirit of the CUNY Strategic Framework, and after consultation with the UC schools and approval by the Steering Committee, the Graduate School and University Center will address five common priorities, adapted to each UC school, in the Self-Study.

**Innovation in curriculum, research, pedagogy and professional development.** The schools in the Graduate School and University Center serve populations of students at different stages of education and with differing educational and career objectives, ranging from research-intensive graduate education to graduate professional education to undergraduate education. To serve our students well, it is essential that the schools be at the forefront of innovations, whether interdisciplinary research, professional development, professional practice, online education or undergraduate pedagogy.

**Academic and career success of our students.** Access, completion and career success are cornerstones of CUNY's Strategic Framework. The paths to success and the range of post-graduation opportunities vary significantly among the Graduate School and University Center schools. However, all the schools share a strong commitment to giving students the tools and support they need to complete their degrees in a timely way and to be prepared for a range of valuable career outcomes.

**Increasing diversity of students, faculty and curriculum.** Access, diversity and inclusion are central to the mission of CUNY and are the focal points of its Strategic Framework. To create and sustain an inclusive climate it is essential that diversity be supported in all facets of each school from the recruitment of faculty and students to the provision of culturally-sensitive curricula to active efforts to create inclusive forms of student life.

**Increasing funding and diversifying resources.** Reductions in state support to CUNY have had an impact upon the schools of Graduate School and University Center, which rely upon state appropriations for most of their operating budgets, with the balance comprised of research grants, private giving and endowment returns, and auxiliary services. CUNY and each of its schools must be more resourceful both in spending their allotted public funds and in exploring new sources of funds to help sustain current operations and advance their mission with new programs.

**Raising our institutional profile within CUNY and beyond.** There are numerous ways in which each of the Graduate School and University Center schools serves CUNY, New York City and the larger world. These are not as well-known as they should be. Raising awareness of who we are and what we do will increase our impact and, we expect, help us attract greater resources and support for our mission.

The Graduate School and University Center’s institutional priorities correspond to the Middle States Standards, as set forth below.

**Institutional Priorities Mapped to Middle States Standards**

Priorities	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Innovation in curriculum, research, pedagogy and professional development	X		X	X	X	X	X
Academic and career success of our students	X		X	X	X		
Increasing diversity of students, faculty and curriculum	X	X	X	X	X		
Increasing funding and diversifying resources	X	X	X	X		X	X
Raising our institutional profile within CUNY and beyond	X					X	X

**III. Intended Outcomes of the Self-Study**

The Steering Committee has designated the following intended outcomes for the Self-Study:

1. Demonstrate that the Graduate School and University Center meets MSCHE standards, the requirements of affiliation and federal compliance standards, and to have its accreditation reaffirmed.

2. Establish that the Graduate School and University Center has processes in place to ensure continuous assessment and improvement in all areas of its operation—academic and non-academic.
3. Achieve a thorough examination of academic, student support, and business processes encountered by students and faculty with recommendations for improvement in the student and faculty experience.
4. Better define the relationship among the UC schools to identify areas for improvement in the use of shared services and opportunities for collaboration.

#### **IV. Organizational Structure of the Steering Committee and Working Groups**

The Graduate School and University Center has chosen to use a Standards-Based Approach to its Self-Study. Given the complex nature of the relationship between the Graduate Center and the UC schools, and the differing missions of each school, it was decided that a comprehensive review of all the standards would serve as the best vehicle to ensure that each school meets the MSCHE standards.

The Graduate School and University Center Middle States Steering Committee consists of 26 members, 14 of whom are serving as co-chairs of the seven working groups. The Steering Committee is using a common platform, SharePoint, to house all information pertaining to the Self-Study. This will enable the Steering Committee and working group members to share information, evidence, and draft documents.

The Steering Committee co-chairs will be responsible for updating the Steering Committee on the progress of the working groups, and will act as a conduit of information among and between the groups and the Steering Committee, when necessary. The co-chairs have asked each working group co-chair to meet with their working group members in Spring 2018 to discuss their charges and the types of evidence that they will need when their work begins in the fall. The co-chairs and the GC's Office of Institutional Research and Effectiveness will collect the information needed throughout Spring and Summer 2018 and will upload it to the evidence repository/document roadmap in SharePoint for use by the working groups in the fall.

##### **A. Steering Committee**

###### *Co-Chairs*

David Olan, Professor, Music; Associate Provost and Dean for Academic Affairs

Stacie Tiongson, Executive Director of Academic Affairs

###### *Working Group Chairs*

Richard Bodnar, Professor and Executive Officer, Psychology  
Josh Brumberg, Professor, Psychology and Biology; Dean for the Sciences  
Joy Connolly, Professor, Classics; Provost and Senior Vice President  
Duncan Faherty, Associate Professor, English; Director, Early Research Initiative  
John Greenwood, Professor, Philosophy and Psychology  
Giancarlo Lombardi, Professor and Executive Officer, Comparative Literature  
Joan Lucariello, Professor, Educational Psychology and Psychology  
John Mollenkopf, Distinguished Professor, Sociology and Political Science  
Patti Myatt, Senior Executive Associate, President's Office  
Brian Peterson, Dean for Academic Initiatives and Strategic Innovation  
Martin Ruck, Professor, Psychology; Senior Advisor to the President for Diversity and Inclusion  
Matthew Schoengood, Vice President for Student Affairs  
Phyllis Schulz, Executive Director of Fellowships and Financial Aid  
Julia Wrigley, Professor, Sociology; Interim Dean for Master's Programs

*Representatives from University Center Schools*

Amy Dunkin, Director of Academic Operations, School of Journalism  
Robyn Gertner, Curriculum and Assessment Coordinator, School of Public Health & Health Policy  
Kim Hartswick, Academic Director, CUNY Baccalaureate for Unique and Interdisciplinary Studies  
George Otte, Associate Dean for Academic Affairs, School of Professional Studies  
Diane Phillips, Director of Institutional Research and Assessment, Macaulay Honors College  
Rochelle Pinder-Cuffie, Manager of New Initiatives, CUNY School of Labor and Urban Studies

*Student Representatives*

Teresa Ober, Co-Chair, Doctoral Students' Council  
Charlotte Thurston, Co-Chair, Doctoral Student's Council

*GC Foundation Board Member*

Joanna Migdal, Chair of the Investment and Finance Committee

*Alumni Representative*

Jonathan Davis (Ph.D. Sociology), Assistant Professor, Department of Educational Administration and Secondary Education, The College of New Jersey

**B. Working Groups**

**1. General Charge to Working Groups**

Each working group is tasked with determining whether the Graduate School and University Center schools demonstrate compliance with the MSCHE Standards and Criteria and Requirements of Affiliation it has been assigned and have processes in place to ensure ongoing assessment of goals and outcomes leading to continuous improvement. The working group's evaluation must be grounded in the institutional priorities and self-study outcomes for the Graduate School and University Center as well as for individual UC schools.

The basis of the working group determinations should be evidence available in the Evidence Inventory, and should be primarily analytic rather than descriptive. The working groups should be aware of areas in which their standard overlaps with others and be in touch with co-chairs of other working groups as needed to assure collaboration and avoid redundancy.

**Working Group 1: Mission and Goals**

Co-Chair: Joy Connolly, Professor, Classics; Provost and Senior Vice President

Co-Chair: Giancarlo Lombardi, Professor and Executive Officer, Comparative Literature

Members

Andrew Alger, Doctoral Student, History

Dana-Ain Davis, Professor, Anthropology; Director, M.A. Program on Women's and Gender Studies

Herman Bennett, Professor, History; Executive Officer, Office of Educational Opportunity and Diversity

Stephanie Luce, Professor, Labor Studies at the School of Labor and Urban Studies

Lori Duggan Gold, Vice President for Communications & Public Affairs

Andrew Mendelson, Associate Dean and Professor, CUNY Graduate School of Journalism

Stacie Tiongson, Executive Director of Academic Affairs

Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 1 and Requirements of Affiliation 7 and 10?
2. To what extent are the mission and goals of the GC and UC schools consistent with the Graduate School and University Center priorities and the CUNY Strategic Framework, particularly those of innovation, student academic and career success, and increased diversity of students, faculty and curriculum?
3. What processes are in place to determine if the GC and UC schools are achieving their mission and goals and periodically reassessing the mission and goals?

### **Working Group 2: Ethics and Integrity**

Co-Chair: Martin Ruck, Professor, Psychology; Senior Advisor to the President for Diversity and Inclusion

Co-Chair: Phyllis Schulz, Executive Director of Fellowships and Financial Aid

#### Members

Marianna Azar, Manager, Human Research and Protection Program

Kyla Bender-Baird, Doctoral Student, Sociology

Ellen DeRiso, Program Coordinator/Assistant Program Officer, Anthropology Department

Joanna Dressel, Doctoral Student, Sociology

John Flaherty, Executive Director of Institutional Services/Director of Public Safety

Robyn Gertner, Curriculum and Assessment Coordinator, School of Public Health

Adrienne Klein, Research Integrity Officer, Office of Research and Sponsored Programs

Charles Mills, Distinguished Professor, Philosophy

Lynette Philips, Counsel/Labor Designee, The Graduate Center

Richard Schwartz, Presidential Professor, Speech-Language-Hearing Sciences

#### Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 2?
2. What evidence is there that the GC and each UC school ensures that students, faculty and staff are aware of all responsibilities, policies and appeals processes?
3. What processes are in place at the GC and each UC school to ensure that responsibilities and policies on ethics and integrity are observed and that those with concerns and grievances have adequate recourse?
4. Verify the GC's and each UC school's compliance with the 15 Requirements of Affiliation.

### **Working Group 3: Design and Delivery of the Student Learning Experience**

Co-Chair: Josh Brumberg, Professor, Psychology and Biology; Dean for the Sciences

Co-Chair: Joan Lucariello, Professor, Educational Psychology and Psychology

#### Members

Shoumik Bhattacharaya, Doctoral Student, English

David Joselit, Distinguished Professor, Art History

Abigail Morrison, Academic Operations Director, CUNY School of Professional Studies

Karyna Pryiomka, Doctoral Student, Critical Social Personality Psychology

Katina Rogers, Deputy Director, The Futures Initiative

Valerie Shafer, Professor, Linguistics

Joseph Ugoretz, Chief Academic Officer, Macaulay Honors College

Wim Vijverberg, Professor and Executive Officer, Economics

#### Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 3 and Requirements of Affiliation 8, 9, 10 and 15?
2. How well do the processes of the GC and each UC school for creating programs, curricula and courses align with priorities of innovation and student academic and career success?
3. Do the GC and each UC school have in place processes for assessing the effectiveness and relevance of their curriculum, in particular reflecting the Graduate School and University Center priorities of innovation and academic career success?
4. What opportunities and mechanisms exist for collaboration among the GC and UC schools in teaching, curriculum and degrees?

### **Working Group 4: Support of the Student Experience**

Co-Chair: Duncan Faherty, Associate Professor, English; Director, Early Research Initiative

Co-Chair: Matthew Schoengood, Vice President for Student Affairs

#### Members

Yahaira Castro, Director of Student Services, CUNY School of Journalism

Vincent DeLuca, Registrar

Jenny Furlong, Director, Office of Career Placement and Professional Development

Bettina Lerner, Assistant Professor, French and Comparative Literature

Brian Gibney, Executive Officer, Chemistry and Biochemistry

Mary Jean McNamara, Doctoral Student, Classics  
Kate McPherson, Academic Advisor, CUNY BA  
Elaine Montilla, Assistant Vice President, Information Technology  
Elise Perram, Director of Student Affairs  
Anthony Picciano, Professor, Urban Studies  
Melissa Skillings, Director, Financial Aid  
Rafal Szczurowski, Academic Advisor, CUNY BA  
Polly Thistlethwaite, Chief Librarian  
Luke Waltzer, Director, The Teaching and Learning Center

### Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 4 and Requirements of Affiliation 8 and 10?
2. Do the GC and each UC school provide support as appropriate for the academic and career success of its students?
3. Do the GC and each UC school conduct periodic assessment of programs that support the student experience?
4. Are those student services that are shared among the GC and UC schools implemented efficiently?

### **Working Group 5: Educational Effectiveness Assessment**

Co-Chair: John Greenwood, Professor, Philosophy and Psychology

Co-Chair: Brian Peterson, Dean for Academic Initiatives and Strategic Innovation

### Members

Dee Clayman, Professor and Executive Officer, Classics  
Kara Eubanks, Assistant, Outcomes Assessment Committee  
Robert Hatcher, Director, The Wellness Center  
Bill Haddican, Associate Professor, Linguistics  
Jere Hester, Director of Reporting and Writing, CUNY School of Journalism  
Bruce Homer, Associate Professor, Educational Psychology  
Dahlia Kaufmann, Post-Doctoral Fellow, Office of Institutional Research and Effectiveness  
Deborah Koetzle, Professor and Executive Officer, Criminal Justice  
Abigail Morrison, Academic Operations Director, CUNY School of Professional Studies

Diane Phillips, Director of Institutional Research and Assessment, Macaulay Honors College  
Gwen Shaw, Doctoral Student, Art History

#### Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 5 and Requirements of Affiliation 8, 9 and 10?
2. Do the GC and each UC school conduct assessment of student learning applicable to the level of degree: undergraduate, master's or doctoral?
3. In what ways is information gathered in the assessment of student learning used to improve the curriculum and learning experience at the GC and each UC school?

#### **Working Group 6: Planning, Resources, and Institutional Improvement**

Co-Chair: John Mollenkopf, Distinguished Professor, Political Science and Sociology

Co-Chair: Julia Wrigley, Interim Dean for Master's Programs; Professor of Sociology

#### Members

Esther "Dainy" Bernstein, Doctoral Student, English

Robert Campbell, Vice President for Information Technology and Administrative Services

Miranda Fricker, Professor, Philosophy

Edith Gonzales, Executive Director, Office of Research and Sponsored Programs

Helen Koh, Director, Foundations and Corporate Relations

Karl Lang, Professor, Business

Leslie McCall, Presidential Professor, Sociology and Political Science

Juliet Montes, Deputy Director, Office of Human Resources

Kathleen Paramore, Interim Director of Finance and Administration, Macaulay Honors College

Sebastian Persico, Senior Vice President for Finance and Administration

Tony Ro, Presidential Professor, Psychology and Biology

Rein Ulijn, Einstein Professor, Chemistry; Director, ASRC Nanoscience Initiative

#### Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 6 and Requirements of Affiliation 8, 10 and 11?

2. To what degree are the GC's and UC schools' budgeting and resource allocation decisions data-driven and based on, and guided by, strategic planning and institutional priorities?
3. Are the GC's and UC schools' development efforts consistent with and effective at increasing funding, diversifying resources and raising their institutional profile?

**Working Group 7: Governance, Leadership, and Administration**

Co-Chair: Richard Bodnar, Professor and Executive Officer, Psychology

Co-Chair: Patti Myatt, Senior Executive Associate, President's Office

Members

Carlos Cuestas, Doctoral Student, Ethnomusicology,

Cathy Davidson, Distinguished Professor, English; Director, The Futures Initiative

Cathy Savage-Dunn, Professor and Executive Officer, Biology

Matthew Gold, Associate Professor, English and Digital Humanities

Patricia Stein, Special Legal Counsel, City University of New York

Lines of Inquiry

1. Does the Graduate School and University Center meet the criteria established for Standard 7 and Requirements of Affiliation 12 and 13?
2. What processes exist to ensure that the governance structure at the GC and each UC school is being observed and that participation by students, faculty and staff is taking place as mandated in governance documents?
3. What steps does the Graduate School and University Center take to ensure diversity in leadership and administration?
4. What processes exist to ensure that administrative services shared among the GC and UC schools are implemented efficiently and with the needs of the different schools in mind?

**V. Guidelines for Reporting**

The working groups have the following key deliverables:

Meet to identify/gather necessary documents:	Spring/Summer, 2018
Review data, conduct interviews, draft chapters:	Fall 2018
First draft of report submitted to Steering Committee co-chairs:	January, 2019
Second draft submitted to Steering Committee	

co-chairs:

February, 2019

The working group reports will be in a narrative format, first addressing overall compliance and context for the Graduate School and University Center, and then addressing the compliance of each of the UC schools, including the Graduate Center. Organization of the reports should be as follows:

1. Overview of the working group, its charge, and specific lines of inquiry in relation to its assigned standard for accreditation and requirements of affiliation.
2. Analysis of the standard using gathered evidence and in the context of the priorities given, with a determination of whether the Graduate School and each UC school meets the standard and criteria, and any strengths or challenges.
3. Explanation of how the working group's determinations relate to the assigned Standard of Accreditation.
4. Discussion of the connection of the group's charge with those of other groups, and any collaboration that took place, and what the group learned.
5. Identification of any areas for improvement in the use of shared services and opportunities for collaboration between the Graduate Center and the University Center schools, and the schools with each other.
6. Recommendations for ongoing institutional improvement

## VI. Self-Study Timetable

Semester	Month	Activity
Spring 2018	Jan 31 Feb 20	Working group chairs selected First Steering Committee meeting
	Feb -April	Working group chairs meet to organize, review criteria and begin to identify evidence needed
	March 23 March 29 April 10 April 24	Draft Self-Study Design due to UC schools Draft Self-Study Design due to Steering Committee Draft Self-Study Design due to MSCHE MSCHE VP liaison visits; Second Steering Committee Meeting
	May May June	Self-Study Design revisions complete (MSCHE feedback) Working groups meet to identify/gather necessary documents including documentation for compliance report Approval from MSCHE
	Summer 2018	July-August
Fall 2018	September 12 (tentative) October 26	Steering Committee meets to discuss fall agenda  First status report due to Steering Committee co-chairs

	November 29 December	Second status report due to Steering Committee co-chairs Working groups prepare reports
Spring 2019- Summer 2019	January 11 January 31	Draft reports submitted to Steering Committee co-chairs Co-chairs submit comments to working group chairs
	February 15 February 26 February/March/April	Second draft reports submitted to co-chairs Steering Committee meets to discuss drafts and progress Draft Self-Study report based on working group reports
	April 11 May 6	Steering Committee meets to discuss first draft of Self-Study Self-Study draft submitted for Graduate School and University Center community review and feedback (30 days)
	June-August	Revise Self-Study draft; Begin preparation of Verification of Compliance Report
Fall 2019	September 6	Second draft of Self-Study sent to Steering Committee and to CUNY Central for review
	October	Self-Study revisions as necessary
	November	Self-Study draft sent to Team Chair in advance of Preliminary Visit
	November-December	Preliminary visit by Team Chair; feedback on Self-Study draft; Verification of Compliance report due
	December-January	Revisions to Self-Study based on feedback from Team Chair
Spring 2020	February	Final version of Self-Study produced and sent to Visiting Team (6 weeks prior); post on website
	March-April	Visiting Team on campus
	June	Commission meets to determine accreditation action

## VII. Organization of the Final Self-Study Report

In accordance with MSCHE standards, the Self-Study report will be approximately 100 pages in length, exclusive of appendices and organized as follows:

**Executive Summary:** A short description of the findings and recommendations of the Self-Study.

**Introduction:** A brief overview of the Graduate School and University Center and the Self-Study process.

**Standards for Accreditation:** An analytical discussion of each standard, including the data reviewed and inquiry undertaken; cross-references to relevant materials in other parts of the report; conclusions including strengths and challenges, with reference to appropriate criteria; and opportunities for ongoing institutional improvement.

**Requirements of Affiliation:** A short section describing compliance with the Requirements of Affiliation.

**Conclusion:** A summary of the major conclusions reached and the institutions recommendations for self-improvement.

**Appendices:** A listing of evidence used to support each finding and conclusion.

## **VIII. Editorial Style and Format**

The working groups have been given the following guidelines to facilitate consistency of style across all documents and will serve as the format for the Self-Study.

- Microsoft Word for text with embedded tables
- 12 pt. Cambria font
- 1 inch margins
- Left justified
- Use of active voice, where possible
- Limited use of footnotes
- References and citations in Chicago Manual of Style
- Headings, bold and uppercase
- Subheadings, bold
- Page numbers – bottom, middle of the page

## **IX. Verification of Compliance Strategy**

A separate working group will be formed to gather the evidence required for the Verification of Compliance Report. The working group will be led by Ms. Tiongson and will include members from the following offices: Financial Aid and Fellowships, Registrar, Admissions, Student Services and Public Safety. At least two of the members of the Verification of Compliance working group will also serve on the Standard II working group. As chair of the working group, Ms. Tiongson will be responsible for communicating with the other seven working groups and steering committee about the progress of the Verification of Compliance Report.

## **X. Communications Plan**

The Graduate Center's Office of Communication and Marketing has created a common website for keeping the Graduate School and University Center community informed about the Middle States process. Each UC school has linked to the website, which is hosted by the Graduate Center. In addition, a community message has been sent out by the Graduate Center and each UC school dean announcing the commencement of the Middle States process and encouraging participation by the entire Graduate School and University Center community. The initial community message will be followed by updates on stages of

progress on the Self-Study and the Team Visit. The Middle States process will be discussed at council and community meetings throughout the next two years and input on a draft of the self-study will be sought from the community, as specified in the timeline above.

## **XI. Evaluation Team Profile**

Ideally, the team chair would be someone who is currently serving or has had significant experience as a dean of a research-intensive graduate school offering a range of doctoral programs in arts and sciences at a public university. The chair may have moved on to be a president or provost, but the experience leading a doctoral graduate school is more important than the chair's current position.

Just as important, given the complexity of the Graduate School and University Center's consortial arrangement among schools serving a variety of student populations, it is important that the chair be someone experienced in complex institutional arrangements. The chair of the Graduate School and University Center's previous site visit was Charles Caramello, then associate provost and the dean of the Graduate School of the University of Maryland. His experience made him a good match for the Graduate School and University Center since he understood the Graduate Center's research and teaching culture as well as its place in a larger complex institution. An additional example is Katherine Newman, Senior Vice President for Academic Affairs of the University of Massachusetts system.

Other valuable members of our team would include:

- a vice president or dean of student affairs in both the graduate and undergraduate contexts in a university setting;
- an administrator experienced with distance learning and its role in expanding education opportunities for both undergraduates and master's students;
- a dean of an innovative honors and interdisciplinary undergraduate school that is part of a larger university;
- a dean or other senior administrator of a professional graduate school in either journalism or public health; and
- a vice president for finance and/or administration from a public university.

Peer institutions and, where applicable, aspirational peer institutions for the GC and each UC school are set forth below.

Graduate Center Peer Institutions: Rutgers University New Brunswick, Stony Brook University (SUNY), University of Massachusetts Amherst; aspirational peers, Columbia University, New York University, University of Michigan at Ann Arbor.

SOJ Peer Institutions: Columbia University, New York University, Syracuse University, Boston University, UC Berkeley, and the University of Southern California.

SPH Peer Institutions: SUNY Downstate, SUNY Albany, SUNY Stony Brook, SUNY Buffalo; aspirational peer institutions: Columbia, NYU, Johns Hopkins, Harvard, and Boston University.

SPS Peer Institutions: Lehman School of Continuing and Professional Studies, New Jersey City College of Professional Studies, Penn College of Liberal and Professional Studies, University of Delaware Professional and Continuing Studies, SUNY Empire State College.

MHC Peer Institutions: New York University, Cornell University, SUNY Binghamton, SUNY Stony Brook; aspirational peers, Columbia University, University of Texas Honors programs, Penn State Schreyer Honors College.

## **XII. Evidence Inventory**

The Evidence Inventory has been submitted as a separate document.