ESF State University of New York College of
Environmental Science and Forestry

Self-Study Design

I.   Institutional Overview

The State University of New York College of Environmental Science (ESF or the College) is one of the 64 institutions in the State University of New York (SUNY) system. It was created by an act of the New York State legislature in 1911 as the New York State College of Forestry at Syracuse University. With the formation of the State University of New York in 1948, the College became recognized as a specialized college within the state university system, having been state-supported from the very beginning. The name was changed to the State University College of Forestry at Syracuse University. In 1972, the College's name and focus were changed yet again, to better reflect the tradition and grounding of forestry in the environment, and the capabilities of our academic programs. By special act of the New York State Legislature, the College became the State University of New York College of Environmental Science and Forestry. The objectives of the College include research and education related to solving a wide range of environmental problems, while taking into consideration human and economic implications as well as scientific understanding. Sustainable practices have been embedded within the College from the beginning.

Carrying this history through to our present institutional mission, we have honored the initial focus of the College and expanded our scope to protect and curate environmental consciousness in a variety of contexts. The ESF Mission reads: "The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments." The institutional priorities the College has identified share a common underpinning of a commitment to diversity and inclusion, environmental stewardship, and fiscal responsibility. We recognize the vitality of those principles to being successful in our delivery of an exceptional academic experience, and outstanding student experience, and commitment to investing in human resources and physical infrastructure at ESF.

The Interim Provost and Vice President for Academic Affairs reports directly to the President of the College (Interim President, Dr. David C. Amberg). Also reporting directly to the President are the Chief Operating Officer, Vice President for Administration and Chief Financial Officer, Vice President for Government and External Relations, Chief of Staff and Executive Director of Sustainability, Vice President for Research, Chief Diversity Officer, Executive Director of the ESF College Foundation, Associate Vice President for Communications and Marketing, Special Assistant to the President for International Education Programs, and Assistant to the President. The President reports to the Chancellor of the State University of New York (Dr. Kristina M. Johnson) and the ESF Board of Trustees (Matthew Marko, Chair). These relationships are illustrated in the "SUNY College of Environmental Science and Forestry Office of the President" organizational chart (Appendix A).

Our most popular undergraduate majors include programs in Biological and Life Sciences, Natural Resources and Conservation, and Engineering. ESF also offers majors in Sustainability Management,

Chemistry, Landscape Architecture, and Sustainable Construction Management. Admission of first year applicants is based on the review of their high school transcript, results of either the SAT or ACT examination, information provided in the application, and their response to an essay question regarding their interest in the College and their intended program of study. Freshman admission is based on selective criteria with emphasis placed on the rigor of their high school program, especially in the areas of mathematics and science. High school students may apply for either Early Decision or Regular First-Year Admission consideration for first-year entry, or Guaranteed Transfer admission for future entry as a sophomore or junior. A transfer student's eligibility is based primarily on their academic performance in all college coursework completed and the applicability of the coursework toward meeting the lower division requirements of their intended program of study at ESF. The Office of Admissions has established articulation agreements with a number of NY, MA, and PA cooperative transfer colleges to facilitate the transfer process, with transfers from other colleges being evaluated on an individual basis.

Admission to graduate studies is conditional upon review and acceptance of an applicant's credentials by appropriate faculty members and upon the recommendation of the appropriate department chair or program director to the Associate Provost for Instruction and Dean of the Graduate School. Faculty seek graduate students who are well prepared for rigorous study, responsive and receptive to constructive feedback, and a good fit with their programs. The most effective way for applicants to demonstrate these qualities is to communicate with faculty prior to applying and to understand the programs ESF has to offer. Individuals who are interested in applying for graduate study should contact ESF faculty to discuss degree programs and to learn about specific opportunities for study and research at ESF. In addition to recommended direct communication with graduate faculty, graduate students are required to submit academic transcripts, an application, GRE test scores, three letters of recommendation, a resume or CV, a personal statement, and a $60 non-refundable application fee. Graduate enrollment is disbursed between MPS, MS, and PhD programs in Biology (32%), graduate programs in Environmental Studies and Environmental Science (14%), Engineering (16%), Sustainable Resources Management programs (12%), Chemistry (11%), and a Master's in Landscape Architecture program (5%).

The Self-Study Steering Committee looks forward to this document being used as a key piece of information as we look ahead to some significant leadership changes in the next 2-4 years. Currently, we have an interim President and an interim Provost, with a Presidential search scheduled to begin in Spring 2020. Since this leadership change will happen in the midst of our self-study, we view it as an important opportunity to not only provide information, but to share the viewpoint of a broad section of the campus community with those interested in the open leadership positions at the College. Furthermore, this self-study report document could be used as a valuable assessment of prior strategic planning processes, in order to inform and refine who ESF sets institutional priorities in a manner that is data driven, sustainable, focused on continuous institutional improvement. Of course, these tangential outcomes are anticipated to be in addition to a re-affirmation of accreditation from MSCHE.

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

In early Self-Study Steering Committee meetings, we began by examining the existing documentation of SUNY College of Environmental Science and Forestry's institutional mission and strategic planning documents that had been made available since the previous self-study process in 2011-12. In addition to the institutional mission (https://www.esf.edu/welcome/mission.htm), we also consulted the *Vision 2020* strategic plan as well as the *Vision 2020 Update: Bridging Document*, in order to identify our current institutional priorities.

The steering committee engaged in a process of summarizing the institutional goals and targets contained within those documents in order to create a survey to distribute to all campus stakeholders via the Qualtrics online survey platform. We collected responses beginning November 8, 2019 and the survey closed on December 31, 2019. In this survey, we asked students, faculty and staff colleague, and the President's Executive Cabinet to rank the eight institutional goals in order from most important to least important, and to identify the three most important "targets" associated with each goal, as expressed in the existing strategic planning documents. The survey resulted in 187 full and partial responses, with 89 participants identifying their role at ESF (student, faculty, department chair, executive leadership, staff, etc.). In order to better understand the campus representation reflected by this survey effort, we also examined the distribution of faculty, staff, students, and Executive leadership by percentage: Executive Leadership comprises the smallest campus constituency group we included at less than 1%, next Faculty represents 8% of the campus population, Staff 20%, and students comprise 72% of the campus population (Figure 1).

Figure 1. Total ESF Campus Community Composition
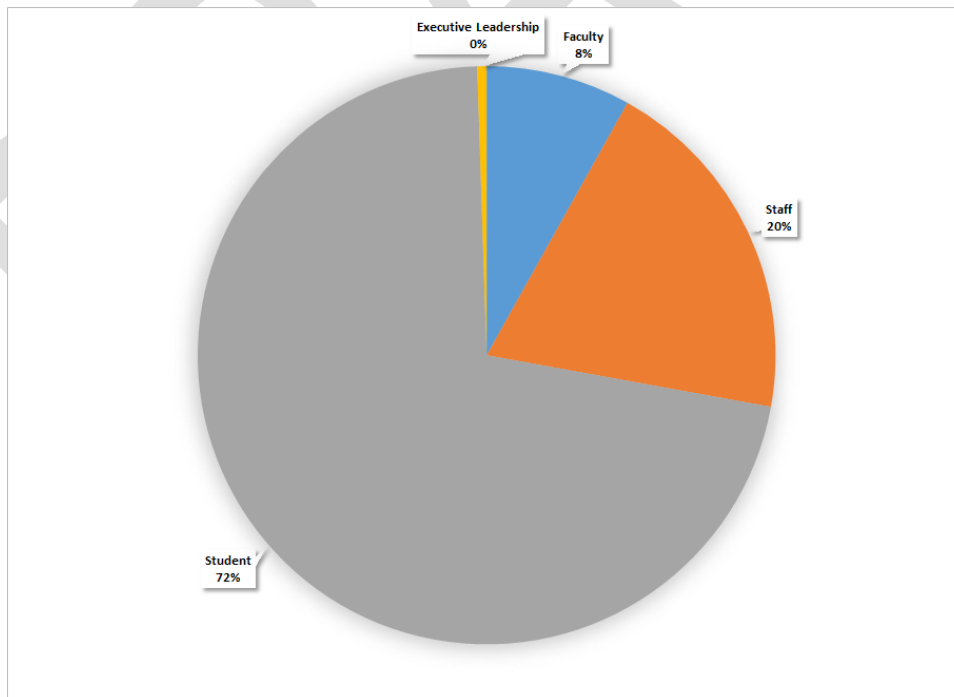
In this survey effort, Students are somewhat underrepresented, at 21% of the survey respondents, and Faculty make up 50% of the survey respondents who self-identified their role at ESF. Staff representation (21%) nearly matched the overall campus representation, and Executive Cabinet comprised the remaining 8% of survey responses (Figure 2).

Figure 2. MSCHE Standard 1 Survey Response Composition
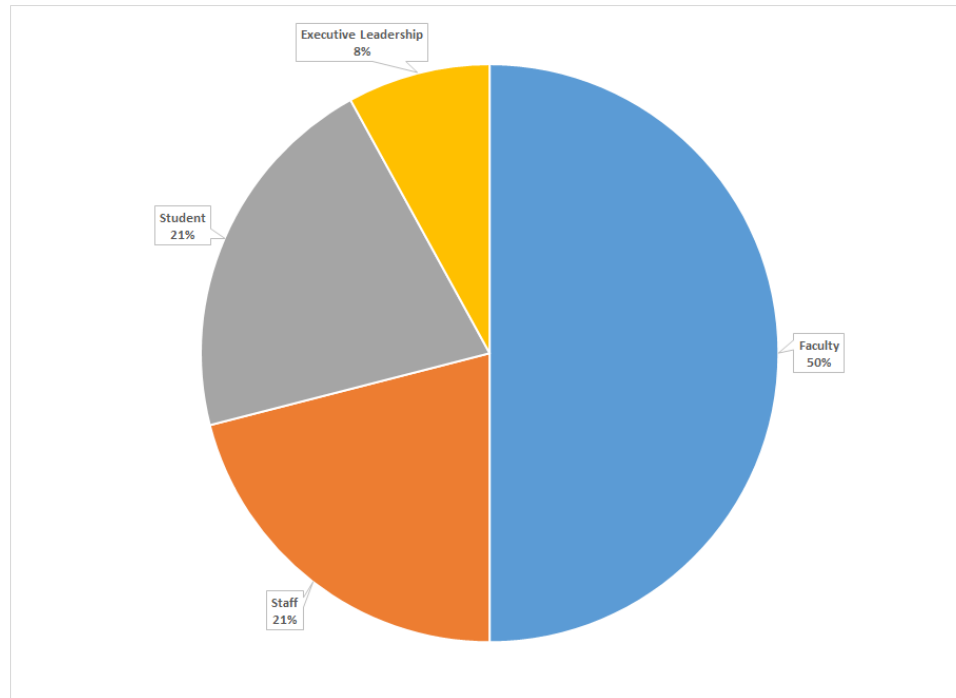
Finally, 45% of the survey responses were either partial completions, or the participant chose not to self-identify their role at the College.

The steering committee met with Executive Cabinet to present the preliminary survey results and to propose a plan for using these findings to inform Standard I as well as to guide our approach to Standards II – VII, with an emphasis on connecting these institutional priorities not only to the ESF mission, but also to the MSCHE Requirements for Affiliation. Since there are eight institutional goals detailed in the strategic planning documents, through negotiation with Executive Cabinet we were able to determine three major institutional priorities to focus on with three principles to infuse throughout our discussion of each priority, both in terms of institutional mission as well as MSCHE Standards for Accreditation.

Goal 1: Enrich academic excellence in both undergraduate and graduate education

Goal 2: Provide an outstanding student experience

Goal 7: Invest in ESF's human resources and physical infrastructure

Infused throughout these three institutional priorities will be our institutional commitment to diversity, financial responsibility, and our role as a premier environmental college to engage in collaboration with external stakeholders and to enhance our visibility as an authoritative source on environmental stewardship and sustainability efforts nationally and internationally. Using the survey data, input from Executive Cabinet, and reflecting on the text of the strategic planning documents, it became clear to us that

our most important institutional priorities cannot be realized without a commitment to diversity, financial responsibility, and visibility.

ESF's institutional priorities to enrich academic excellence, provide an outstanding student experience, and invest in human resources and physical infrastructure each play a role in supporting Middle States' Standards for Accreditation. In order to achieve compliance with the Standards for Accreditation and to pursue our stated institutional priorities, it is essential that the College operates in a way that is true to the institutional mission (environmental stewardship principle), welcomes a variety of perspectives and lived experiences (diversity and equity principle), and deploys College resources appropriately and ethically in pursuit of these goals (financial responsibility principle).

Beyond the evidence of academic excellence, outstanding student experience, and investment in human resources and physical infrastructure directly supporting ESF's institutional mission, we will also demonstrate that these institutional priorities support the ethical operation of the College, rigorous and coherent student learning experiences, effective support for student achievement, ongoing assessment of student learning for continuous improvement, responsible planning to deploy institutional resources, and effective governance and administration. Each of our identified institutional priorities supports all seven Standards for Accreditation, as demonstrated in the following tables:

Table 1. Institutional Priorities and MSCHE Standards Crosswalk for Environmental Stewardship Principle

	Goal 1: Academic Excellence	**Goal 2: Outstanding Student Experience**	**Goal 7: Invest in human resources & physical infrastructure**
Standard I: Mission & Goals	Through its mission, ESF is committed to developing knowledge and skills to support responsible environmental stewardship	An outstanding student experience is vital to developing future leaders who will promote effective stewardship in natural and designed environments	It is important to have the proper people and facilities in order to effectively deliver excellent academic programs and to support students who are pursuing them
Standard 2: Ethics & Integrity	Academic freedom is vital to a STEM research institution, and part of that is encouraging inquiry into a variety of fields with integrity, particularly fields concerned with stewardship of natural and designed environments	An outstanding student experience at ESF includes supporting students as they navigate the social and political factors surrounding environmental stewardship	Human resource functions and the improvement of physical infrastructure rely on ethical deployment of institutional resources and should likewise reflect ESFs commitment to the protection of environmental resources
Standard 3: Student learning	In order to fulfill our institutional priority of Academic Excellence, it is vital to commit to rigorous and coherent student learning experiences, which reflect an overall institutional commitment to environmental stewardship.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to environmental stewardship.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to proper stewardship of all resources, including natural resources.

Standard 4: Student success	In order to fulfill our institutional priority of Academic Excellence, it is vital to commit to rigorous and coherent student learning experiences, in order to prepare students to be strong and knowledgeable advocates for environmental stewardship.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to environmental stewardship.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to protecting the natural and designed environments that surround us.
Standard 5: Assessment of learning	In order to ensure that programs of the highest quality are delivered in a consistent manner, and that these programs are nimble enough to respond to evolving needs, it is vital to commit to assessment of student learning.	To provide an outstanding student experience, it is vital to assess academic programs to ensure that the content and delivery are appropriate and that the delivery is continuously improving to support the highest levels of student achievement	Investment in human resources and physical infrastructure supports the assessment of student learning by ensuring that the spaces in which programs are delivered, and the people delivering the curriculum, are adequately qualified and skilled in supporting the needs of a diverse student body
Standard 6: Planning & resources	Academic excellence is dependent upon data driven, responsible, and equitable planning resource allocation at all levels of the college, including planning and responsible use of natural, financial, and capital resources available to the college.	Delivery of an excellent student experience is dependent upon data driven, responsible, and equitable planning resource allocation that models responsible environmental stewardship for ESF students that they may carry their student	Delivery of an excellent student experience is dependent upon data driven, responsible, and equitable planning resource allocation that demonstrates a commitment to the environmental stewardship portion of the ESF mission statement

		experiences forward as representatives of ESF	
Standard 7: Governance & Administration	In order to deliver an excellent academic experience, it is vital for governance and administration to be committed to ESFs mission, including but not limited to, the responsibility to be dedicated to environmental stewardship.	In order to deliver an excellent student experience, it is vital for governance and administration to serve as models of environmental stewardship as they are often the most publicly visible members of the campus community.	Governance and administration set the tone for how resources are allocated and what is important to invest in terms of human resources and physical infrastructure; this should be approached with the environment as a primary concern in order to support the College mission of environmental stewardship

Table 2. Institutional Priorities and MSCHE Standards Crosswalk for Diversity and Equity Principle

	Goal 1: Academic Excellence	Goal 2: Outstanding Student Experience	Goal 7: Invest in human resources & physical infrastructure
Standard I: Mission & Goals	Through its mission, ESF is committed to developing knowledge and skills to support responsible environmental stewardship so that members of all communities can feel welcome in the diverse natural and designed environments that surround us.	An outstanding student experience is vital to developing future leaders who will promote effective stewardship in natural and designed environments ensuring that those from diverse backgrounds and experiences experience welcoming and equitable treatment in our community	It is important to have the proper people and facilities in order to effectively deliver excellent academic programs and to support students who are pursuing them; part of this commitment is to ensure broad and equitable representation of optic and invisible diversity
Standard 2: Ethics & Integrity	Academic freedom is vital to a STEM research institution, and part of that is encouraging inquiry into a variety of	An outstanding student experience is characterized by a deeply engrained ethical commitment to	Human resource functions and the improvement of physical infrastructure rely on ethical

	fields with integrity and ethical instruction and assessment of those fields of study in a way that welcomes all identities and lived experiences	inclusion, diversity, and equity	deployment of institutional resources and inclusive engagement with employees and candidates throughout the process of hiring and employment
Standard 3: Student learning	In order to fulfill our institutional priority of Academic Excellence, rigorous and coherent student learning experiences must reflect an overall institutional commitment to diversity and inclusion.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to diversity and inclusion.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to diversity and inclusion.
Standard 4: Student success	In order to fulfill our institutional priority of Academic Excellence, it is vital to commit to rigorous and coherent student learning experiences, which reflect an overall institutional commitment to diversity and inclusion.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to diversity and inclusion.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to diversity and inclusion.
Standard 5: Assessment of learning	In order to ensure that programs of the highest quality are delivered in a consistent manner, and that these programs are nimble enough to respond to evolving needs, it is vital	To provide an outstanding student experience, it is vital to assess academic and co-curricular programs to ensure that the content and delivery are appropriate, and that	Investment in human resources and physical infrastructure supports the assessment of student learning by ensuring that the spaces in which programs are delivered, and the

	to commit to assessment of student learning in a manner that is reflective of diverse identities and lived experiences.	the delivery is continuously improving to support the highest levels of student achievement inclusive of diverse identities and lived experiences	people delivering the curriculum, are adequately qualified and skilled in supporting the needs of a diverse student body
Standard 6: Planning & resources	Academic excellence is dependent upon data driven, responsible, and equitable planning resource allocation, while maintaining a commitment to diversity, inclusion, and equity at the College.	Delivery of an excellent student experience is dependent upon data driven, responsible, and equitable planning resource allocation that is reflective of ESF's commitment to diversity, inclusion, and equity.	Delivery of an excellent student experience is dependent upon data driven, responsible, and equitable planning resource allocation in terms of both human and physical resources and infrastructure that provide equity for community members from all identities and backgrounds.
Standard 7: Governance & Administration	In order to deliver an excellent academic experience, it is vital for governance and administration to be committed to diversity and inclusion and that all identities receive equitable representation and support.	In order to deliver an excellent student experience, it is vital for governance and administration to be committed to diversity and inclusion to support the student experience for community members from all identities and backgrounds.	In order to deliver an excellent student experience, it is vital for governance and administration to be committed to diversity and inclusion, fiscal responsibility, and visibility in order to recruit and retain students, faculty, and staff representative of diverse identities and lived experiences.

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Table 3. Institutional Priorities and MSCHE Standards Crosswalk for Financial Responsibility Principle

	Goal 1: Academic Excellence	**Goal 2: Outstanding Student Experience**	**Goal 7: Invest in human resources & physical infrastructure**
Standard I: Mission & Goals	In order to create, deploy, and sustain excellent academic programs, financial resources must be invested carefully to support the mission and goals of the College	Providing an outstanding student experience in support of the institutional mission and goals requires careful investment in supports and resources to ensure students receive the co-curricular opportunities that will support their success	Investment in human resources and physical infrastructure necessarily requires responsible use of the College's financial resources to attract and maintain excellent educators, support staff, and physical resources at the College
Standard 2: Ethics & Integrity	The college is responsible for ethical representation and maintenance of advertised academic programs and other opportunities, which require responsible financial investment	The college is responsible for ethical representation and maintenance of advertised student support and co-curricular activities, and must be nimble enough to respond to the diverse needs of an evolving student body, which requires responsible financial investment	ESF has an ethical responsibility to faculty and staff to ensure safe working conditions and compensation in order to support and reflect ethical practices at all levels of the organization
Standard 3: Student learning	A commitment to student learning is vital to ensuring academic excellence, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these programs	A commitment to student learning is vital to ensuring an outstanding student experience, and in order to support academic programs and opportunities ESF must demonstrate responsible financial	It is vital for all faculty and staff to be committed to supporting outstanding student learning opportunities, which holds the College responsible for ensuring responsible investment of resources in maintaining campus

		investment in these supports	facilities and retaining exceptional talent
Standard 4: Student success	A commitment to student success is vital to ensuring academic excellence, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these programs	A commitment to student success is vital to ensuring an outstanding student experience, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these supports	It is vital for all faculty and staff to be committed to supporting outstanding student success, which holds the College responsible for ensuring responsible investment of resources in maintaining campus facilities and retaining exceptional talent
Standard 5: Assessment of learning	A commitment to student success is vital to ensuring academic excellence, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these programs. It is the responsibility of the college to invest in effective assessment of learning in order to deploy resources in an equitable manner.	A commitment to student success is vital to ensuring an outstanding student experience, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these supports. It is the responsibility of the college to invest in effective assessment of learning in order to deploy resources in an equitable manner.	It is vital for all faculty and staff to be committed to supporting outstanding student success, which holds the College responsible for ensuring responsible investment of resources in maintaining campus facilities and retaining exceptional talent. It is the responsibility of the college to invest in effective assessment of learning in order to deploy resources in an equitable manner.
Standard 6: Planning & resources	The college is responsible for ethical representation and maintenance of advertised academic programs and other opportunities, which require responsible financial investment. Governance and	The college is responsible for ethical representation and maintenance of advertised student support and co-curricular activities and must be nimble enough to respond to the diverse needs of an	ESF has an ethical responsibility to faculty and staff to ensure safe working conditions and compensation in order to support and reflect ethical practices at all levels of the organization. Governance and

	administration set the tone and expectations for these investments.	evolving student body, which requires responsible financial investment. Governance and administration set the tone and expectations for these investments.	administration set the tone and expectations for these investments.
Standard 7: Governance & Administration	The college is responsible for ethical representation and maintenance of advertised academic programs and other opportunities, which require responsible financial investment. Governance and administration set the tone and expectations for these investments.	The college is responsible for ethical representation and maintenance of advertised student support and co-curricular activities and must be nimble enough to respond to the diverse needs of an evolving student body, which requires responsible financial investment. Governance and administration set the tone and expectations for these investments.	ESF has an ethical responsibility to faculty and staff to ensure safe working conditions and compensation in order to support and reflect ethical practices at all levels of the organization. Governance and administration set the tone and expectations for these investments.

III.   Intended Outcomes of the Self-Study

Our self-study's aim is to prove a clear and data driven assessment of our university and through the assessment, provide opportunities for recognition of strengths and challenges. It is thus the aim of the Self-Study Steering Committee to use both this process and the final self-study for the general understanding of the state of ESF and the continuous improvement of the institution. We aim to identify how ESF has met (or failed to meet) its mission and key institutional goals. More specifically, the Self-Study Steering Committee has identified the following four intended outcomes of the self-study:

1. Reaffirm our accreditation from MSCHE by demonstrating how ESF meets the Middle States Standards for Accreditation and Requirements of Affiliation.
2. Engage the ESF community in an inclusive and transparent process that allows for contribution, comments, and critiques from all ESF community members as we reflect on College priorities as a community. For the purpose of the self-study, we have defined ESF community members as students, staff, faculty, and Board of Trustee members. That being said, we will not be limiting our engagement to just these groups and where possible will also engage other extended community members such as alumni and external partners.
3. Continuous improvement of the institution through the self-study process by analyzing how ESF's practices have been aligning with its core missions and goals. We are equally excited for the recommended areas of improvement that emerge through the data driven self-study process as well as the identification of the areas of strength for the institution.
4. *Provide a comprehensive and accurate review of the College that can help guide a new college president in their transition to ESF.*

IV.   Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report:

☒   **Standards-Based Approach**

☐   Priorities-Based Approach

Keeping in mind the dramatic institutional and leadership changes ESF has undergone since our 2011-2012 decennial self-study, the co-chairs and steering committee believe that following a Standards-Based Approach provides the greatest return for the time we invest in producing this document. It is likely that in the next year ESF will have a new President, and following that appointment, we are likely to engage in a search for a new Provost as well. By following a Standards-Based Approach, the steering committee will be able to discuss institutional achievements and challenges, while simultaneously providing space for new leadership to establish goals and initiatives within the context of MSCHE Standards for Accreditation and Requirements for Affiliation. Employing a Standards-Based Approach also allows the steering committee and working groups to examine institutional achievements and challenges within the context of MSCHE expectations, rather than embarking on a new strategic planning exercise, which is not the purpose of the self-study design, report, or evaluation visit. A Standards Based Approach will illuminate ESF's areas of institutional improvement and provide a model that allows us to most directly provide evidence of continuous improvement at the college.

V.   Organizational Structure of the Steering Committee and Working Groups

The Self-Study Steering Committee is comprised of ESF faculty, professional staff, administrators, and students in order to assess and document the quality of programming, student experiences, administrative functionality, ethics, and alignment with institutional ESF's mission and strategic goals since our Periodic Review Report, which was accepted on July 1, 2017. The co-chairs and "core" steering committee group were identified early in Fall 2019 and have been instrumental in creating a plan to achieve the work necessary for the self-study report due in Spring 2022. The co-chairs and ALO met to accept 2-3 of the MSCHE Standards most closely aligned with their scope of work, skills, and interests that they would be primarily responsible for. A fourth member of the core team functions as a secretary and has had primary responsibility for leading the communication plan and timeline development. We added a fifth member of this original team to carry primary responsibility for management of the Evidence Inventory, including identifying a management tool that will facilitate navigation and analysis of the documents used as evidence throughout the self-study design and reporting process. The co-chairs and ALO then worked together to select Working Group co-chairs for each Standard for Accreditation and began reaching out to colleagues around campus to participate in working groups that are most closely aligned with their professional responsibilities. The self-study co-chairs, ALO, and working group co-chairs comprise the Self-Study Steering Committee, which will meet 1-2 times per semester to ensure adequate input prior to any documentation being submitted to our VP Liaison, including in advance of the Self-Study Preparation Visit.

Included in the work of this committee will be review of Middle States Commission on Higher Education standards for accreditation and requirements of affiliation, and to document and articulate a unified vision of assessment and continuous improvement at ESF. Participation in this committee will present opportunities to gain a deeper understanding of regional accreditation expectations and an opportunity to have a voice in how ESF documents the quality of education and support available. This commitment will require active involvement in committee, and Working Groups of the committee, activities beginning in Fall 2019 and culminating with the Fall 2021 MSCHE self-study site visit.

All aspects of the self-study should connect to the institutional mission. ESF's institutional mission is: "The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments."

Specific Charge [1]

- Consult with institutional stakeholders and identify areas of strength and opportunity associated with the achievement of the institution's mission
- Work with institutional leadership to identify 3-5 institutional priorities to be addressed in the self-study;
- Select the organizational approach to the institution's self-study;
- Develop the Self-Study Design;
- Establish, charge, and oversee the Working Groups and coordinate their work;
- Ensure that the institutional priorities are adequately addressed in the Working Groups' analysis;
- Review interim reports that will be used to write the final Self-Study Report;
- Ensure that the Timeline is implemented as planned;

- Employ a Communications Plan to effectively communicate within the institution;
- Identify the most important opportunities for improvement and innovation that will be included in the final Self-Study Report;
- Arrange for institution-wide review of and responses to a draft of the Self-Study Report;
- Oversee the completion of the final Self-Study Report, including the refinement of the Evidence Inventory and completion of the Verification of Compliance materials; and
- Oversee arrangements to host the Evaluation Team visit.

Co-chairs should plan to attend a November 2019 MSCHE Self-Study Institute with the Assistant Director for Assessment and Institutional Research to prepare to lead the steering committee through the two year self-study process.

Committee Membership

Characteristics to consider in selecting Steering Committee membership [2]:

- Are familiar with the institution's mission and goals;
- Have a sense of commitment to the self-study process and to the institutional priorities of the institution;
- Have a broad institutional perspective that transcends that of their own
- Represent various institutional constituencies and include adequate faculty representation. Students, staff, and trustees should be involved in the self-study process as appropriate.

The proposed Self-Study Steering Committee will be comprised of the following members:

- Co-Chairs: Two representatives from the Accreditation Committee (1 Faculty, 1 Staff)
- 3 representatives from institutional administration
- 3 representatives from institutional staff
- 6 faculty representatives
- 1 representative from the Undergraduate student body
- 1 representative from the Graduate student body

Background: Need for MSCHE Self-Study Steering Committee

With the upcoming reaccreditation self-study of ESF due to MSCHE in the 2021-2022 academic year, it will be vital to begin work at least two-years in advance of the Fall 2021 site visit in order to produce a robust, clear, and comprehensive self-study document. This committee will lead the campus community in the discussion, discovery, and documentation of our effectiveness as a higher education institution and our alignment with MSCHE standards and requirements. It is essential to have broad representation of campus stakeholders included on this committee to facilitate discussions with all academic departments and administrative units in order to have a community-wide understanding of our institutional mission, program quality, and ethical and accountable institutional processes. Through broad representation and open communication, we can create a document that clearly articulates our congruence with MSCHE guidelines, as well as speak to those expectations during the Fall 2021 site visit.

Steering Committee:

1. John Wagner, Co-Chair Self-Study Steering Committee
2. John Turbeville, Co-Chair Self-Study Steering Committee
3. Sophie Gublo-Jantzen, Assistant Director of Assessment & IR, Self-Study Steering Committee
4. Thomas Carter, Associate Chair Self-Study Steering Committee
5. Matt Smith, Director of College Libraries, Evidence Capture Archivist
6. Daniel Collins, Graduate Student Representative
7. Maureen Fellows, VP for Government and External Relations & Director of Institutional Research
8. Joe Rufo, CFO and VP for Administration
9. Joanie Mahoney, Chief Operating Officer
10. S. Scott Shannon, Associate Provost and Dean of the Graduate School
11. William Fisher, ESF Board of Trustees Member

[1] Middle States Commission on Higher Education, Module Two – Initiating the Self-Study Process (2018). *Accreditation > Early Preparation before the Self-Study Institute.* Retrieved from https://www.msche.org/accreditation/self-study-guide/module-two/

[2] Middle States Commission on Higher Education, Module Two – Initiating the Self-Study Process (2018). *Accreditation > Early Preparation before the Self-Study Institute.* Retrieved from https://www.msche.org/accreditation/self-study-guide/module-two/

ESF Self-Study Standard Working Groups
Charge, Structure, and Background
Work to begin in Spring 2020

Each Working Group may be comprised of a combination of ESF faculty, staff, administrators, and students in order to assess and document the quality of programming, student experiences, administrative functionality, ethics, and alignment with institutional ESF's mission and institutional priorities. Included in the work of this committee will be review of Middle States Commission on Higher Education standards for accreditation and requirements of affiliation and to document and articulate a unified vision of assessment and continuous improvement at ESF. Evidence contained in College documents will determine whether the criterion have been met. Each working group will be organized with 2 co-chairs from the steering committee and 5-7 working group committee members who will be responsible for identifying and providing evidence for criterion within the scope of their daily duties at ESF. All evidence will be cataloged in Kintone, managed by the Director of College libraries, and cross referenced where appropriate to provide evidence for other working groups. The final report will provide a narrative of the alignment of the ESF mission with MSCHE standards for accreditation, requirements of affiliation, and ESF's identified Institutional Priorities and the theoretical framework that guides each of these priorities (diversity and inclusion, financial responsibility, and environmental stewardship). The Self-Study Steering Committee will assist by providing guiding questions to help focus the Working Group's analysis of a given Standard; these are included at the end of this charge.

Participation in any and all working groups will present opportunities to gain a deeper understanding of regional accreditation expectations and an opportunity to have a voice in how ESF documents the quality of education and support available. This commitment will require active involvement in Working Groups of

the Self-Study Steering Committee activities beginning in Fall 2019 and culminating with the Spring 2022 MSCHE self-study site visit.

All aspects of the self-study should connect to the institutional mission. ESF's institutional mission is: "The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments."

General Working Group Charge

- Consult with institutional stakeholders and identify areas of strength and opportunity that demonstrate the institution's compliance with the specified Standard for Accreditation
- Ensure that the institutional priorities and underlying theoretical framework (diversity and equity, financial responsibility, and environmental stewardship) are adequately addressed in the Working Group's analysis;
- Review interim reports that will be used to write the final Working Group Report;
- Identify the most important opportunities for improvement and innovation that will be included in the final Working Group Report.

Committee Membership

Characteristics considered in selecting Working Group membership

- Are familiar with the institution's mission and goals;
- Have a sense of commitment to the self-study process and to the institutional priorities of the institution;
- Represent an area within the scope of the criterion for the specified Standard for Accreditation.

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

1. John Wagner, Co-Chair Self-Study Steering Committee
2. John Turbeville, Co-Chair Self-Study Steering Committee
3. Sophie Gublo-Jantzen, Assistant Director of Assessment & IR, Self-study Steering Committee
4. Thomas Carter, Associate Chair Self-Study Steering Committee
5. Matt Smith, Director of College Libraries, Evidence Capture Archivist, Self-Study Steering Committee
6. Executive Cabinet Representative
7. Academic Governance Representative

Guiding Questions

1. To what extent does ESF meet the criteria for Standard I?
2. How do the college's particular institutional priorities support the achievement of Standard I?
3. To what extent does ESF meet the Requirements of Affiliation number 7?
4. How will the College work to improve upon the work of programs supporting ESF's mission, vision, and goals?

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

1. Maureen Fellows, Co-Chair Standard II, VP for Government and External Relations & Director of Institutional Research
2. Sophie Gublo-Jantzen, Co-Chair Standard II; ALO and Assistant Director for Assessment & Institutional Research
3. Sue Sanford, Director of Undergraduate Admissions
4. Daniel Collins, GSA Representative
5. OIDE Representative
6. Thomas Carter, Director of International Education
7. Timothy Blehar, Director of Human Resources
8. Matt Smith, ESF Chapter UUP President
9. Office of Communications Representative
10. Ranger School Representative, to be determined following leadership change

Guiding Questions

1. To what extent does ESF meet the criteria for Standard II?
2. How do the college's particular institutional priorities support the achievement of Standard II?
3. To what extent does ESF meet the Requirements of Affiliation numbers 1, 4, 5, 6, 14?
4. How will the College work to improve upon the work of programs supporting the ethics and integrity of ESF's operations?

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

1. Kim Armani, Co-Chair Standard III; Assistant Dean Office of Instruction and Graduate Studies, Assessment of Graduate Programs
2. John Wagner, Co-Chair Standard III; Co-Chair Self-Study Steering Committee; SAF Accreditation Deep Dive
3. Sophie Gublo-Jantzen, Assistant Director Assessment & IR, Self-Study Steering Committee
4. Matt Smith, Director of College Libraries and Evidence Capture Archivist
5. Greg McGee, Associate Professor Dept. of Environmental and Forest Biology
6. Gary Scott, Professor and Director of the Division of Engineering, ABET 3 Engineering Program Deep Dive
7. Doug Johnston, Professor and Dept. Chair LA, LA Accreditation Deep Dive
8. David Newman, Interim Provost & Chief Academic Officer
9. Simone Antich, Undergraduate Student Representative
10. Shumaila Bhatti, Graduate Student Representative

Guiding Questions

1. To what extent does ESF meet the criteria for Standard II?
2. How do the college's particular institutional priorities support the achievement of Standard III?
3. To what extent does ESF meet the Requirements of Affiliation numbers 2, 15?
4. **How will the College work to improve upon the work of programs supporting the implementation and assessment of ESF's curriculum?**

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

1. Anne Lombard, Co-Chair Standard IV, Vice Provost and Dean for Student Affairs
2. John Turbeville, Co-Chair Standard IV and Self-Study Steering Committee
3. Thomas Fletcher, Associate Director of Admissions
4. Mark Hill, Director of Financial Aid
5. Lindi Quackenbush, Professor and Chair ERE
6. Monica Blaisdell, Professional Academic Advisor
7. Amelia Hoffman, Academic Success and Community Service Coordinator
8. Daniel Collins, Graduate Student Representative
9. Riley Stedman, Undergraduate Student Representative

Guiding Questions

1. To what extent does ESF meet the criteria for Standard IV?
2. How do the College's particular institutional priorities support the achievement of Standard IV?
3. To what extent does ESF meet the Requirements of Affiliation numbers 8 and 10?
4. How will the College work to improve upon the work of programs supporting the student experience?

Standard V: Assessment of Student Learning: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institutions mission, and appropriate expectations for institutions of higher education.

1. Scott Shannon, Associate Provost & Dean of the Graduate School
2. Sophie Gublo-Jantzen, Co-Chair Standard V, ALO and Assistant Director for Assessment & Institutional Research
3. Laura Crandall, Director of Student Leadership and Involvement
4. Daniel Collins, Graduate Student Representative
5. Brandon Murphy, Coordinator of Continuing Education
6. IQAS Committee Representative
7. Ranger School Representative, to be determined following leadership transition

Guiding Questions

1. To what extent does ESF meet the criteria for Standard IV?
2. How do the college's particular institutional priorities support the achievement of Standard IV?
3. To what extent does ESF meet the Requirements of Affiliation numbers 9?
4. How will the College work to improve upon the work of programs supporting the ongoing assessment & continuous improvement of student learning assessment?

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

1. Joe Rufo, Co-Chair Standard VI, CFO and VP for Administration
2. Sophie Gublo-Jantzen, Co-Chair Standard VI, ALO and Assistant Director for Assessment & Institutional Research
3. Joanie Mahoney, Chief Operating Officer
4. Matt Smith, ESF Chapter UUP President
5. Timothy Blehar, Director of Human Resources or designee
6. Katherina Searing, Assistant Dean of Online, Public, and Professional Education
7. Ranger School Representative to be determined following leadership transition
8. Additional Faculty Representative

Guiding Questions

1. To what extent does ESF meet the criteria for Standard VI?
2. How do the college's particular institutional priorities support the achievement of Standard VI?
3. To what extent does ESF meet the Requirements of Affiliation numbers 11?
4. How will the College work to improve upon the work of programs effective deployment of institutional resources for the purpose of planning and implementation of college initiatives?

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

1. Joanie Mahoney, Co-Chair Standard VII, Chief Operating Officer
2. John Turbeville, Co-Chair Standard VII and Self-Study Steering Committee
3. William Fisher, Board of Trustees Member
4. Brenda Greenfield, Foundation and Development
5. Joe Rufo, Chief Financial Officer and VP for Administration
6. Malika Carter, Chief Diversity Officer
7. Kimberly Sobtzick, Undergraduate Student Representative
8. Academic Governance Representative
9. Additional Faculty Representative

Guiding Questions

1. To what extent does ESF meet the criteria for Standard VII
2. How do the College's particular institutional priorities support the achievement of Standard VII?
3. To what extent does ESF meet the Requirements of Affiliation numbers 12 and 13?
4. How will the College work to improve upon the effectiveness of governance, leadership and administration?

VI.   Guidelines for Reporting

The Working Group responsibilities and expectations outlined under Section V form the basis upon which the work of the Working Groups will be assessed. The Working Groups will submit interim, draft reports by the end of September 2020. These reports will include identifying and complying the evidence demonstrating compliance with the Standards. In addition, each Standard report will contain a brief SII analysis – Strengths (S), Areas for Improvement (I), and Insights (I). Strengths will identify the ways in which ESF has demonstrated clearly success relative to a Standard's criteria. Why each identified strength is a strength in the context of ESF's mission. Areas for Improvement will recognize strengths and how to continue to enhance these strengths moving forward. Areas for Improvement will also recognize any problematic concerns and how changes could be implemented to address these concerns moving forward. Insights identify significant discoveries and/or understandings – strengths or problems – that were gained from writing the self-study report. Insights if done correctly will provide guidance allowing ESF to continue accomplishing its mission, the three identified and prioritized institutional goals, and the three principles of diversity and inclusion, financial responsibility, and our role as a premier environmental college.

 Working Group reports will be structured as follows:

- Each group will complete an internally developed rubric/outline/method describing how they will assess each Standard for compliance given the accreditation standards by May 2020. This will be reviewed by the Steering Committee and, if necessary, changes required.
- Each group will submit a draft report to the Steering Committee by December 2020
- Each report will begin with an Overview that (1) lists the Group's Co-Chairs and Membership and provides a narrative of the Working Group's procedures, actions, and methods.
- Each report will summarize and provide evidence that ESF can demonstrate compliance with the Standard
- Each report will provide the SII analysis.

 The Steering Committee will compile submitted reports into a stylistically consistent final draft of the Self-Study Report by May 2021. This draft report will then be sent to the campus community for review and input until September 2021

 The Steering Committee will revise the Self-Study report based on campus community reviews during October 2021 and submit this draft to the identified Visiting Team Chair no later than November 2021.

The Visiting Team Chair will provide comments to the Steering Committee within two-weeks of receiving the draft Self-Study Report.

The Steering Committee will revise the Self-Study report based on the Visiting Team Chair's comments. A final draft of the Self-Study report, Evidence Inventory, and Requirements of Affiliation will be uploaded to the MSCHE Portal by February 1, 2022.

VII.   Organization of the Final Self-Study Report

Organization of the Report

      I.Executive Summary
           i.Synopsis of Work Plan
           ii.Narrative of Concept Map (input)
           iii.Summary of relevant conclusions and recommendations (output)
      II.Table of Contents
           i.List of figures
      III.Introduction
           i.Institutional Profile/Context
           ii.Institutional Priorities and Underlying Principles
           iii.Intended Outcomes
           iv.Approach
      IV.Chapters by Standard
           i.Mission & Goals
           ii.Ethics & Integrity
           iii.Student Learning
           iv.Student Success
           v.Assessment of Learning
           vi.Planning & Resources
           vii.Governance & Administration
      V.Conclusion
           i.Institutionally Relevant Conclusions & Recommendations
      VI.References/Evidence Inventory
      VII.Glossary of Key Terms

Per Middle States Commission on Higher Education guidelines, the Verification of Compliance document will be submitted under separate cover prior to the Spring 2022 Self-Study on site peer evaluation.

Formatting Conventions
- The Report will use College-approved Times New Roman Font: 12-point normal font, 14-point bold section heading, 1" margins, and will be double-spaced;
- The Report will include a Table of Contents that references major sections and subsections;
- The Report will support evidence and examples with reference to the Evidence Inventory;
- The Report will be formatted so that it is navigable in Adobe Acrobat using bookmarks and, as needed, internal hyperlinks to other sections of the document;
- The Report will not use any external hyperlinks to websites;
- Steering-Committee and Working Group Membership will include names, academic titles, and institutional positions of those involved in the work of the Self-Study;
- The title page will follow the conventions for Middle States Self-Study Reports;

- The body of the Report will include documentation of evidence and examples using in-text citation in (MLA/APA?) style

VIII. Verification of Compliance Strategy

Since she is familiar with the Verification of Compliance document and the template that is provided by MSCHE for guidance, the ALO will be responsible for managing and completing the Verification of Compliance process. The ALO will communicate with the Working Groups and Steering Committee regarding needed resources, updated documents, and to inform the Steering Committee and Working Groups on the status of the completion of the Verification of Compliance portion of the Self-Study Report.

Prior submissions of the Institutional Federal Compliance Report are available for review, and the policies and procedures related to Federal Compliance are current and up to date in ESF records. The most recent submission of the Verification of Compliance submission will serve as a guide for where to access the necessary documentation and evidence of compliance with accreditation-relevant federal regulations.

IX. Self-Study Timetable

ESF Self-Study Timeline (Proposed Draft)
Fall 2019 – Spring 2022

☒October 28 – 29, 2019: Invitation Only MSCHE Self-Study Institute (John W, Tom C, Sophie G-J)

☒November 7, 2019: Meet with President David Amberg to build engagement at the executive level for this 2-year process

☒November 8, 2019: Meet with Academic Council to cover proposed timeline and expectations

☒November 12, 2019: Academic Governance, campus update

☒ November 14, 2019: Invite AC, EC, and other campus stakeholders to assist with identifying institutional priorities through a Qualtrics survey designed around institutional strategic plan (Standard I – Mission & Goals)

☒Update https://www.esf.edu/middlestates with current information regarding Self-Study progress, opportunities to provide input, etc.

☒December 3, 2019: Academic Governance, campus update

☒December 4, 2019: Conference Call with VP Liaison, Dr. Hilda Colón Plumey

☒December 9-11: MSCHE Annual Conference (Sophie Gublo-Jantzen to attend)

☒January 2020: Assemble Steering Committee & Work Groups

☒January 21, 2020: Academic Governance, campus update

☒February 18, 2020: Academic Governance, submit draft of Self-Study Design (SSD) to campus

☐March 24, 2020: Academic Governance, campus update

☐March 30, 2019: Submit draft of SSD to Dr. Hilda Colón Plumey

☐April 20, 2020: Dr. Hilda Colón Plumey to visit ESF Campus

☐April 21, 2020: Academic Governance, campus update

☐May 7, 2020: Academic Governance, campus update

☐Summer 2020: Dr. Hilda Colón Plumey will offer revision opportunity and accept SSD

☐September 2020 – December 2020: Working groups gather and analyze data and submit reports to Steering Committee

☐January 2021 – May 2021: Team Chair Chosen, Visit Date (March 2022) Chosen, SSD sent to Chair, Self-Study Report drafted and shared with campus community for comment

☐May 2021 – September 2021: Self-Study Report revisions and campus review/comment period

☐September 2021 – November 2021: Self-Study Report draft sent to Team Chair for feedback

☐September 2021 – November 2021: Team Chair Visits (2 weeks after sending SS Report)

☐December 2021 – January 2022: Self Study Report finalized based on Team Chair's feedback

☐February 1, 2022: Self Study Report, Evidence Inventory, Verification of Compliance uploaded to   MSCHE Portal (six weeks before scheduled team visit)

☐March 2022: Full Evaluation Team on campus for review

X.   **Communication Plan**

Please see below for a timeline of expected communications regarding the Self-Study reaccreditation process. A few key groups are defined here:

1. Co-Chairs / Lead Team – this team consists of the two co-chairs and other key staff playing a central role in the management of communication of the self-study process.
2. Academic Governance – Academic Governance at ESF is a shared governance body consisting of faculty and staff from ESF. All faculty and staff are invited to attend monthly meetings. Key student leaders are also invited.
3. Executive Council – this group consists of the upper administration of ESF and includes the President, Provost, Chief Operating Officer, Chief Financial Officer, and Chief of Staff, among others.
4. Undergraduate Student Association (USA) – this is the undergraduate student leadership body at ESF. All undergraduate students are eligible and invited to attend their meetings.
5. Graduate Student Association (GSA) – this is the graduate student leadership body at ESF. All graduate students are eligible and invited to attend their meetings.

*Table **1. Communication Timeline for ESF Spring 2020 Self-Study***

Action	Actor(s)	Audience	Communication Method	Date/Time
Self-Study Steering Committee Meetings	Co-Chairs/Lead Team	Self-Study Steering Committee	In-Person Meetings	Monthly starting January 2020 – March 2022
Updates on impending self-study process	Co-Chairs/Lead Team; President	Academic Governance	In-Person Meeting	December 2020
		Executive Council	In-Person Meeting	
		ESF Community	Email	
Updates on Qualtrics survey for institutional priorities	Co-Chairs/Lead Team; President	Academic Governance	In-Person Meeting	December 2020
		Executive Council	In-Person Meeting	
		ESF Community	Email	
Updates on finalized institutional priorities	Co-Chairs/Lead Team	Academic Governance	In-Person Meeting	January 2020
		Executive Council	In-Person Meeting	
		ESF Community	Email	
Updates on first draft of SSD	Co-Chairs/Lead Team	Academic Governance	In-Person Meeting	February 2020

		Executive Council	In-Person Meeting	
		Undergraduate Student Association (USA) and Graduate Student Association (GSA)	In-Person Meeting	
		Board of Trustees	In-Person Meeting	
		ESF Community	Email	
Updates on second draft of SSD	Co-Chairs/Lead Team	Academic Governance	In-Person Meeting	March 2020
		Executive Council	In-Person Meeting	
		ESF Community	Email	
Updates on final draft of SSD	Co-Chairs/Lead Team; President	Executive Council	In-Person Meeting	Summer 2020
		ESF Community	Email	
Updates from Working Groups and call for input on Self-Study	Co-Chairs/Lead Team	Academic Governance	In-Person Meetings	September 2020 – December 2020
		Executive Council	In-Person Meetings	
		Undergraduate Student Association (USA) and Graduate Student Association (GSA)	In-Person Meetings	
		Board of Trustees	In-Person Meetings	
		ESF Community	Email	
Updates on first draft self-study report	Co-Chairs/Lead Team	Academic Governance	In-Person Meetings	January 2021 – May 2021
		Executive Council	In-Person Meetings	
		Undergraduate Student Association (USA)	In-Person Meetings	

		and Graduate Student Association (GSA)		
		Board of Trustees	In-Person Meetings	
		ESF Community	Email	
Updates on second draft self-study report	Co-Chairs/Lead Team; President	Academic Governance	In-Person Meetings	May 2021 – December 2021
		Executive Council	In-Person Meetings	
		Undergraduate Student Association (USA) and Graduate Student Association (GSA)	In-Person Meetings	
		Board of Trustees	In-Person Meetings	
		ESF Community	Email	
Final updates prior to Team Chair Visit	Co-Chairs/Lead Team; President	Academic Governance	In-Person Meetings	January 2020 – March 2020
		Executive Council	In-Person Meetings	
		Undergraduate Student Association (USA) and Graduate Student Association (GSA)	In-Person Meetings	
		Board of Trustees	In-Person Meetings	
		ESF Community	Email	
Final updates on self-study process	Co-Chairs/Lead Team; President	Academic Governance	In-Person Meetings	March 2020 - End

and team evaluation review		Executive Council	In-Person Meetings	
		Undergraduate Student Association (USA) and Graduate Student Association (GSA)	In-Person Meetings	
		Board of Trustees	In-Person Meetings	
		ESF Community	Email	

Additional Communication Notes:

In addition to the above timeline and anticipated communication tactics, the Self-Study Steering Committee has made sure to set up the following additional opportunities for communicating and engaging with our campus:

- Standing Website at https://www.esf.edu/middlestates/
  - o The Self-Study Steering Committee aims to use this website as a repository for key updates and documents related to the self-study process. This website is public and promoted in all key presentations and emails about the self-study process to the ESF community.
  - o In addition to serving as a data source, the site also allows for anonymous comments relative to the self-study process. This comment box went live in December 2019 and will continue to be so until the completion of the self-study process.
- Standing Meetings with Executive Council, Academic Governance, and the Provost's Office
  - o The Self-Study Steering Committee will maintain standing meetings with Executive Council (bi-weekly), Academic Governance (monthly), and the Provost's Office (bi-weekly) to continue to provide updates on progress as needed. These meetings are considered above and beyond the required updates listed above.
  - o The Self-Study Steering Committee began meeting with all three constituents in December 2019 and will continue to do so until the end of the self-study process.
- Access to Routine Meetings with USA, GSA, and Board of Trustees
  - o The Self-Study Steering Committee has worked to gain access to attend USA, GSA, and/or Board of Trustees meetings. While these are not standing meetings, the committee can access them if opportunities beyond that which is detailed in the timeline are found to be necessary.
- Access to Town Hall Option and Campus-Wide Email
  - o The Self-Study Steering Committee has worked to gain access to host town halls (or similar style events) and to send campus-wide emails if necessary. While these are not planned

currently, the committee can access them if opportunities beyond that which is detailed in the timeline are found to be necessary.

XI. Evaluation Team Profile - Co-Chairs/Steering Committee, President, Provost

Team Chair:

The ideal Team Chair will be from an institution that offers a broad range of degree program levels, from Associate's to PhD, who understands the scope of ESF's degree program offerings. Additionally, a leader from a public institution in the MSCHE region that is familiar with the challenges and opportunities realized in fulfilling a specific or specialized mission. Other characteristics for a team chair include someone who leads an institution with a relatively small FTE enrollment. A team chair representative from a Public Land Grant institution would also be acceptable.

Peer Evaluators:

The peer evaluation team should be comprised of experienced professionals who are knowledgeable of environmental science research and curriculum, assessment, and would preferably include members who are experienced in assessing various aspects of student life and the student experience at a similarly situated higher education institution within the MSCHE region. Our college has strong preference for a team largely made up of evaluators with a strong background in environmental and/or biological sciences.

Comparison Institutions: R2 Carnegie Classification, Cross-applicant schools in Region

Aspirational Peers: "Fiscally solvent," Research Spending, Cross-applicant schools in Region

Top Programs:

ESF's top five undergraduate programs reflect our institutional mission through a clear focus on the environment and environmental stewardship. Conservation Biology, Environmental Biology, Environmental Resources Engineering, Wildlife Science, and Environmental Science are all deeply connected to promoting leadership and stewardship of natural and designed environments. More than 50% of the undergraduate student population is enrolled in the top five undergraduate academic programs.

Figure 3. Top Five Undergraduate Programs of Study

**Top Five Undergraduate Programs
Fall 2019**

Conservation Biology	Environmental Biology	Environmental Resources Engineering	Wildlife Science	Environmental Science
12%	10%	10%	8%	8%
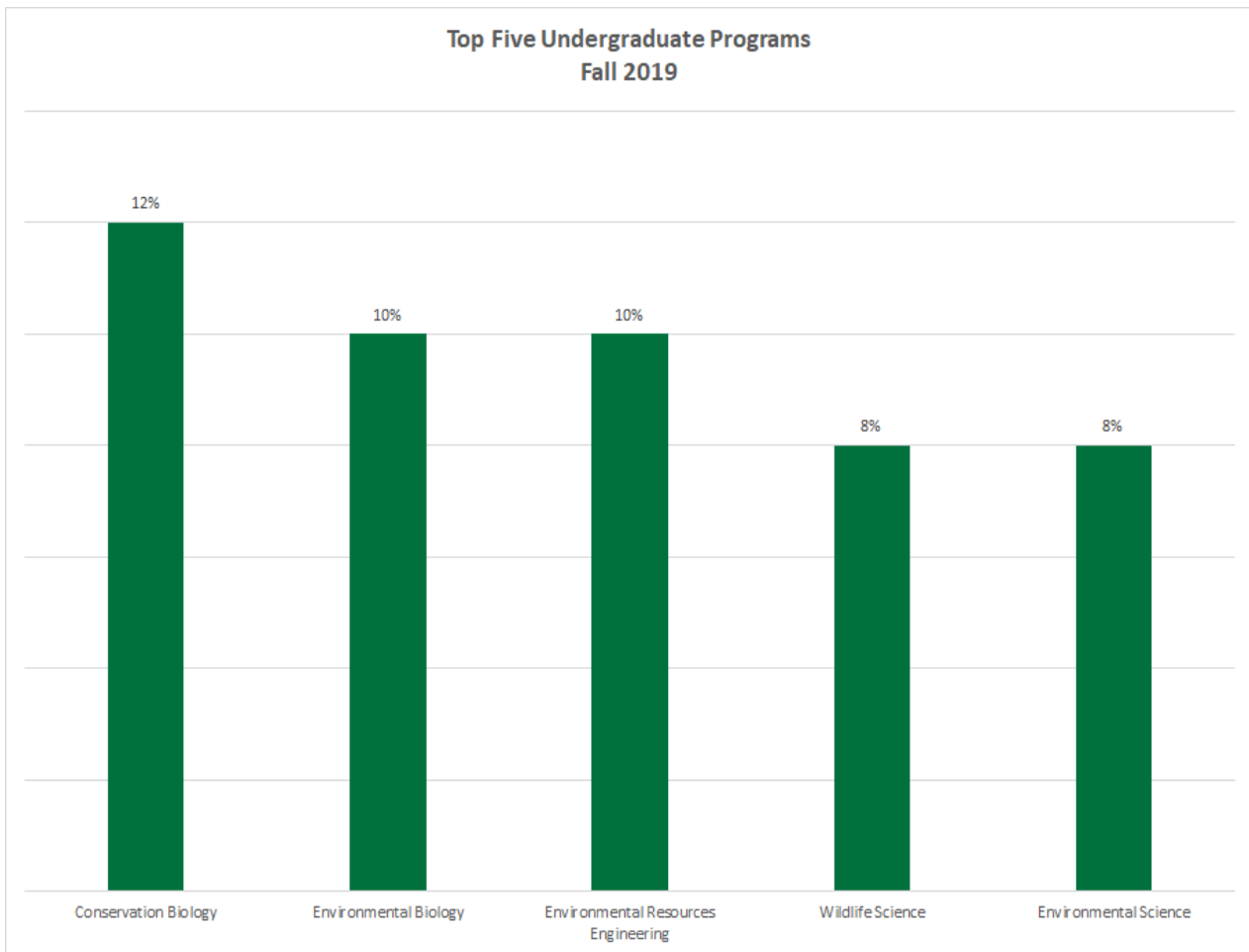
The top five graduate programs also reflect ESF's commitment to leading environmental stewardship through providing graduate level education in the fields of Biology, Chemistry, Engineering, Landscape Architecture, Environmental Studies, Environmental Science, and Sustainable Resources management. The areas of study in Fish & Wildlife Biology Management, Bioprocess Engineering, Ecology, Environmental Chemistry, and Landscape Architecture are the top five most popular graduate programs at ESF. Due to the specialized nature of graduate study, enrollment in these top five programs make up only 37% of the total graduate student population.

Figure 4. Top Five Graduate Programs of Study

Top Five Graduate Programs by Department and Program
Fall 2019
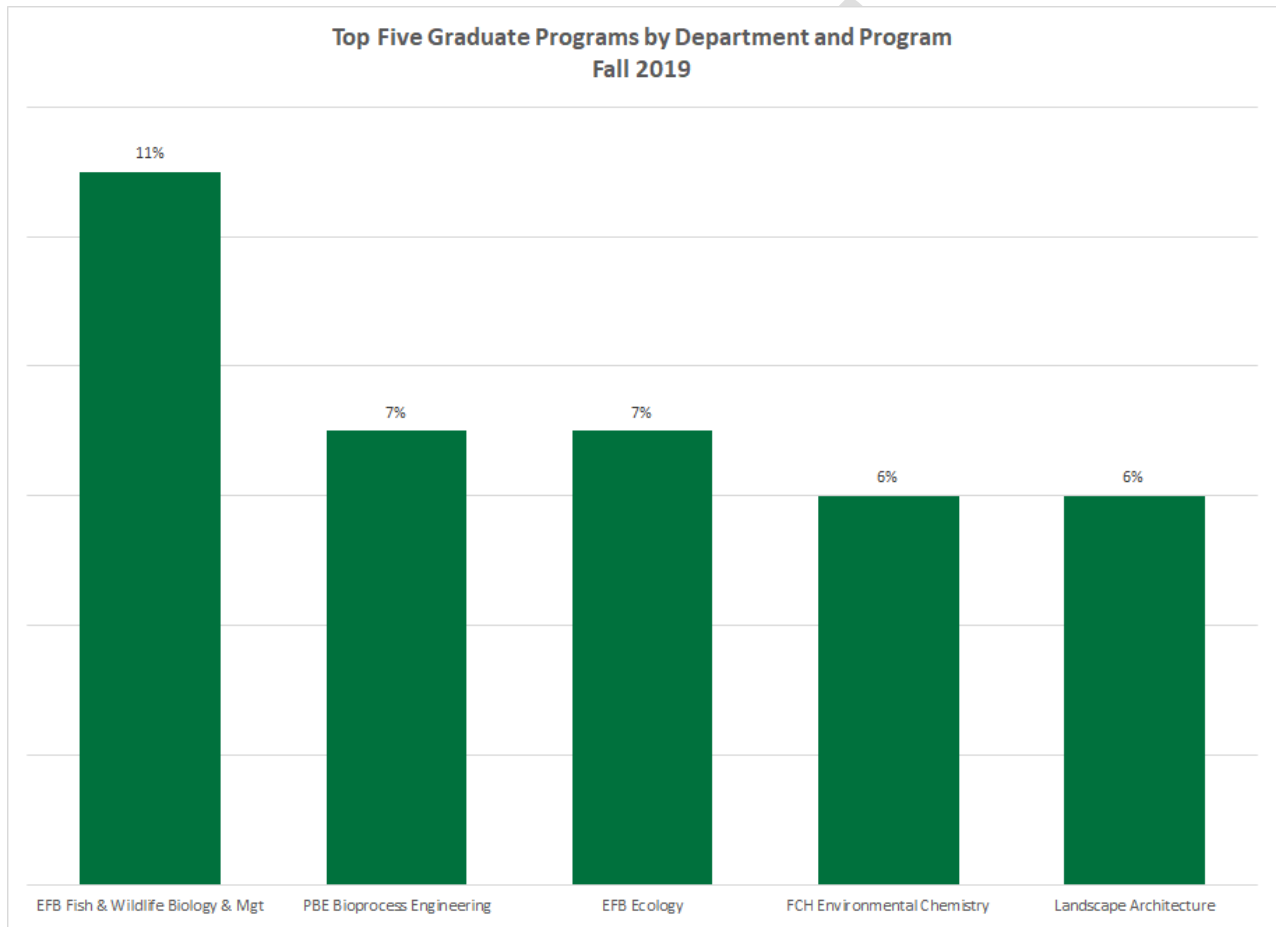
XII.   **Evidence Inventory**

Each Working Group will use evidence relating to the accreditation criteria of its standard to provide evidence of compliance. The Evidence Inventory will exist electronically as both a discrete file repository and as a discovery tool that is searchable via full text (where possible) and metadata. Further, it will serve as an internal communication tool. The content will be compiled by the Working Groups and submitted to the Evidence Inventory by Co-Chairs. Upon completion, the Evidence Inventory will be shared with the Steering Committee for review and input. Based on input received from the Steering Committee, the lead team will make needed changes and share the inventory with the campus community for comment before submission.