

Wagner College Self-Study

Prepared For the Middle States Commission on Higher Education

Summer 2021

WAGNER COLLEGE

B E P A R T O F T H E C I T Y

INTRODUCTION

ABOUT WAGNER COLLEGE

A private, co-educational, liberal arts institution, Wagner College is committed to academic excellence through experiential, cultural, and global awareness provided by a highly qualified and caring faculty, administration, staff, and Board of Trustees. Wagner is an institution with substantial residential facilities and a diverse student body.

Much has happened at Wagner since the last Evaluation Team site visit 10 years ago. The College introduced a new general education curriculum at the beginning of the 2018-2019 academic year. The Key Skills and Knowledge curriculum differs from the previous general education program which required students to take an array of courses in different academic disciplines outside of their major. Instead, students now fulfill general education requirements by enrolling in courses that allow them to acquire key skills and explore different knowledge areas. The new general education program was the product of a multi-year process that was spearheaded by a faculty committee. The skills that the faculty identified in the curriculum are intercultural understanding, creativity, critical reading and analysis, information literacy, quantitative thinking, technological competency, oral communication, and written communication. To prepare for the introduction of this new approach, each academic department reviewed its course offerings to determine which of their courses could be used to satisfy particular skills. The recommendations of the academic departments were then reviewed by the Academic Policy Committee, a standing committee of the faculty. As part of the roll out of the new requirements, the Committee on Learning Assessment, a standing committee of the faculty, has been developing an assessment regime for the new general education program. The COVID-19 pandemic forced a pause to this effort, but the work of the Committee on Learning Assessment has resumed.

In addition to the new general education program, the College has created a number of new major programs since the last self-study. These include undergraduate programs in American Studies, Behavioral Economics, Dance Education, Environmental Studies, Film and Media Studies, Health Sciences, Mathematical Economics, Music Education, Sports Administration, and Vocal Performance. At the graduate level, the College established a Media Management master's degree program, and online Master's of Business Administration, and introduced its first doctoral program, the Doctor of Nursing Practice. All of these programs build on the existing strengths of the College, while offering students opportunities to pursue programs that reflect their academic interests and career goals.

Change has not been limited to our academic programs. Dr. Richard Guarasci, who first came to Wagner as Provost and Vice President for Academic Affairs in July 1997, retired after 17 years as the College's President on June 30, 2019. He was succeeded by Dr. Joel W. Martin, a noted expert on Native American religions, who came to Wagner from Franklin and Marshall College, where he had served as Provost and Dean of the Faculty from 2014 until 2019.

While there has been change, there has also been continuity. Wagner College has made civic engagement a cornerstone of the Wagner Plan, our innovative curriculum which combines deep learning and practical ap-

plication. In 2008, the College was the first institution in New York City to be awarded the Carnegie Foundation's Classification for Community Engagement. In 2015, the Classification was renewed. At the time of renewal, the Foundation cited, among other factors, the Port Richmond Partnership, a service/learning commitment between Wagner College and 22 schools, churches, and nonprofit agencies in a nearby Staten Island community whose long-term goal is to make a measurable impact on community needs. A key element of this effort has been the Port Richmond Partnership Leadership Academy (PRPLA), which is aimed to enhance and enrich the achievement of Port Richmond High School rising juniors and seniors, and future college first-year students.

Not content to rest on our laurels, President Martin authorized a programmatic review that took place during the Spring 2020 semester, and empaneled (during the 2020-2021 academic year) a working group to plan for the College's civic engagement efforts in the post-pandemic era.

THE COVID-19 PANDEMIC

Like nearly every college throughout the country, Wagner had to rapidly transition to remote instruction in response to the COVID-19 pandemic. In early January, President Martin established a task force to address the potential challenges of the pandemic. Around the same time, Provost Kraus asked the faculty to prepare plans for the "unlikely" event that the College would have to transition to remote instruction.

On March 10, 2020, the College made the decision to cancel classes on the two days immediately prior to spring break, and announced that instruction would resume remotely on March 23. Initially, the plan was that remote instruction would take place for a short period of time. However, by March 23 it was clear that the pandemic was worsening, especially in the New York metropolitan area, and the decision was made to continue instruction remotely for the remainder of the spring semester. The College also announced that the summer session would be conducted remotely as well.

While determining to move forward with remote instruction, President Martin, the senior staff, and a number of faculty members began planning to re-open the campus for the beginning of the 2020-2021 academic year. COVID-19 protocols were developed, social distancing measures were implemented, major technological improvements were made in order to facilitate remote/hybrid instruction. A number of our full-time and adjunct faculty members participated in week-long workshops during the summer, where they worked with instructional designers to develop courses that could be offered remotely or in a hybrid format.

As part of our return to campus, the Academic Calendar was adjusted for the 2020-2021 academic year. The first day of classes was moved a week earlier, to August 24, in order to ensure that all instruction could be completed before the Thanksgiving break (final examinations would be conducted remotely). For the first time since the mid-1990s, the College offered a winter term for undergraduate students. All courses were conducted remotely, and more than 700 students enrolled. The spring semester was delayed until mid-February, with most courses conducted remotely for the first two weeks of the semester. Sixty-five percent of the fall courses were offered on campus and sixty-seven percent of spring semester courses were campus-based. About 300 students each semester attended remotely. Every person who was on campus at least once per week was

tested weekly for COVID-19. The College's testing regime, as well as adherence to the College's COVID-19 policies on the part of students, faculty, and staff, allowed for in-person and hybrid classes to continue without the disruptions experienced at some other campuses that re-opened and, in some cases, were forced to close or move to remote instruction due to COVID-19 outbreaks. In Fall semester 2020, the College switched to remote instruction one week earlier than planned because of the high rate of infection in the surrounding community. The year culminated with in-person Commencement ceremonies for the Classes of 2020 and 2021. In order to comply with New York State mandates, two ceremonies were held for the Class of 2020 on May 22, and three events were conducted for the Class of 2021 on May 27. The events for the Class of 2020 fulfilled a promise made by President Martin on what would have been the date of the 2020 Commencement: that those graduates would have the opportunity to cross the stage and celebrate their achievement when the College was safely able to do so.

THE ACADEMIC PROGRAM

Wagner College offers 37 undergraduate majors, 11 interdisciplinary minors, and 25 discipline-based minors. At the graduate level, the College offers master's degrees in Accounting, Business Administration, Education, Media Management, Microbiology, and Advanced Physician Assistant Studies. As noted earlier, the College began offering its first doctoral-level program, the Doctor of Nursing Practice, during the period covered by this self-study.

Wagner has produced a cadre of distinguished alumni. Among them are CEOs in finance and business, including chair emeriti of GE Asset Management, Dupont Europe, and the Oppenheimer Management Company. Wagner alumni are found in the performing arts, education, and medicine, and many hold leadership roles in public service, government, and the not-for-profit sectors. Theatre goers attending Broadway performances of *Dear Evan Hansen* during 2018 saw two of the leads in the show, Connor and Zoe Murphy, performed by two members of our Class of 2013. Our distinguished theatre alumni include a Tony Award Winner (Best Featured Actress in a Musical), an Emmy and Academy Award nominee, a former television network executive who is now an independent producer, a one-time Executive Vice President of Feature Production at Paramount Pictures, and a number of actors who have graced the off-Broadway and Broadway stages, television sets, and movie screens.

The current member of the U.S. House of Representatives who represents our community received her M.B.A. from the College and also taught a course on the legislative process while serving as a member of the State Assembly. The campaign manager of Walter Mondale's 1984 presidential campaign and two current members of the New York State Assembly are Wagner alumni, as is a former minority leader of that body. Among our student-athletes have been two American League Rookies of the Year, a former NFL head coach and player, and a number of major college coaches. The last two Super Bowl winning teams included a Wagner Seahawk. The 1972 Pulitzer Prize for Drama was awarded to a chemistry major.

THE PRESENT CHALLENGE

Like most of society, Wagner has been profoundly affected by the worldwide pandemic that began during the winter of 2019-2020. Our undergraduate enrollment (head count) was 1,734 in Fall semester 2019; one year

later, it was 1,634. Graduate enrollment actually increased by 18 students (419 to 427). The pandemic is likely to have a lasting impact on American higher education. Small residential institutions, such as Wagner, face the challenge of remaining viable academic and business enterprises in the face of changing perceptions about the “value” of what the College offers.

MAJOR THEMES AND ORGANIZATION OF THE SELF-STUDY

The self-study provided an opportunity for stakeholders at Wagner College to work collaboratively on self-reflection and examination of evidence of effectiveness and challenges. Each working group included a member of the Board of Trustees, members of the Administration, Faculty members, Staff members, and students engaging with each other on a valuable task. The timing of the self-study is ideal for the new Provost who will soon join the Wagner College community, providing a clear picture of Wagner’s values, commitments, areas of strength, and challenges. Wagner College consists of a dedicated community that works together to carefully plan how to use bounded financial resources. Wagner’s strengths in the last decade are built on a foundation of a bold mission with clear goals, strong ethics and integrity within the community, innovative design and delivery of the student learning experience, dedication to supporting the student experience, and openness to exploring the best ways to gather evidence of effectiveness in education. The Board of Trustees and senior leadership are dedicated to listening to all stakeholders as they plan for the most constructive use of the available resources. All stakeholders work toward continuous institutional improvement. Given the occurrence of the COVID-19 pandemic, each working group had an opportunity to examine how Wagner College responded to the crisis.

Each working group focused on one standard and produced a chapter of the self-study focused on that standard. Some chapters include references to other chapters, particularly where an issue is relevant to one standard but more central to another chapter where it is explored in depth. Some issues are discussed in multiple chapters because of similar relevance for multiple standards. Each working group focused on evidence directly related to the standard on which they were focused, and the steering committee facilitated communication between working groups. The steering committee sought to present the information in the most logical way, balancing the goals of making the document user-friendly for the visit team and of adhering to overall length limitation.

Each working group addressed relevant Requirements of Affiliation.

- Chapter 1: Standard I: Mission and Goals, Requirements of Affiliation 7 and 10
- Chapter 2: Standard II: Ethics and Integrity, Requirement of Affiliation 6
- Chapter 3: Standard III: Design and Delivery of the Student Learning Experience, Requirements of Affiliation 8, 9, 10, and 15
- Chapter 4: Standard IV: Support of the Student Experience, Requirements of Affiliation 8 and 10

- Chapter 5: Standard V: Educational Effectiveness Assessment, Requirements of Affiliation 8, 9, and 10
- Chapter 6: Standard VI: Planning, Resources, and Institutional Improvement, Requirements of Affiliation 10 and 11
- Chapter 7: Standard VII: Governance, Leadership, and Administration, Requirements of Affiliation 12 and 13

Standard I

Mission and Goals

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

Working Group 1 provided evidence of meeting the criteria for Standard I and Requirements of Affiliation 7 and 10. Additionally, Working Group 1 evaluated the sufficiency of resources to meet the goals of student and faculty scholarship, student achievement, experiential learning, and service to society.

Wagner College's Mission

(Criterion 1) (Requirements of Affiliation 7 and 10)

Wagner College's mission statement clearly and directly focuses on the institution as a place of higher learning and defines the College's academic purposes and goals, as well as the College's role in the larger community. The mission statement is the product of wide deliberation involving all stakeholders. The mission is true to its underlying principles while also adaptable to respond to experience and changing demands.

Wagner College Mission Statement

Approved by the Board of Trustees and the Faculty, May 2003

Wagner College prepares students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship. Wagner offers a comprehensive educational program that is anchored in the liberal arts, experiential and co-curricular learning, interculturalism, interdisciplinary studies, and service to society, and that is cultivated by a faculty dedicated to promoting individual expression, reflective practice, and integrative learning.

Wagner College's Vision

Wagner College achieves this mission through the implementation and enhancement of The Wagner Plan for the Practical Liberal Arts, which was launched in 1998. This innovative and bold curricular methodology is predicated on a method of integrated learning. It builds upon Wagner's history of combining liberal arts and focused professional programs, coupled with the institution's unique location and requires experiential learning for all students. The Plan ushered in a vision of engaged student learning that is at once reflective and integrated, theoretical and practical. Wagner's goal has been, and continues to be, to provide a transformative college experience which best prepares its students for positions of effective and responsible leadership and citizenship in their chosen professions, and in their personal and public lives. From the outset, Wagner's faculty have eagerly led this learning centered endeavor.

Preparing students for such leadership requires a coherent, efficient, effective and universal educational program and a focused faculty and administration, supported by an equally committed Board of Trustees.

The mission statement is posted publicly on the College's website and appears in the Undergraduate and Graduate Bulletin and the Wagner College Student Handbook.

Division of Graduate Studies Mission Statement

The Division of Graduate Studies (DGS) supports the mission and goals of Wagner College through graduate education. Committed to the "learn by doing" philosophy embodied in the Wagner Plan based on experiential learning and interdisciplinary study, the DGS offers high-quality select yet comprehensive graduate programs. These exclusive programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. Students in the DGS receive personal attention as they work closely with faculty in small classes. Graduate programs at Wagner College remain responsive to the needs of the external community and in turn provide the most innovative and highest caliber graduate education in the region.

The College's graduate programs are designed largely to meet professional requirements and New York State requirements. Programs strive to integrate the components of the Wagner Plan to the greatest extent possible.

Institutional Goals

It is the intent of Wagner College to promote in students:

- knowledge and modes of inquiry;
- critical thinking and reflective practice;
- effective communication;
- recognition of cultural diversity and the importance of values;
- creativity;
- leadership;
- citizenship.

The Key Skills and Knowledge curriculum at Wagner College promotes in students:

- critical thinking skills that enable them to analyze information and develop approaches that are new to them and lead to a better understanding of their world;
- an appreciation of different modes of inquiry that aid in the continuing search for knowledge, understanding, and truth;
- competence in the skills of listening, speaking, and writing, to promote effective communication and self-expression;
- competence in scientific reasoning and quantitative analysis;
- an ability to understand the relationship between the individual and the world, based on a knowledge of history and sociocultural dynamics;
- competency in “learning by doing,” where ideas and field-based experiences are related, reflected in writing and discussion, and applied in ways that improve their world;
- an appreciation of and sensitivity to the arts;
- recognition of the values that shape moral, ethical, and spiritual judgments, including an understanding of the importance of these principles in their personal and social life;
- familiarity with the individual’s own culture and other cultures in a global context;
- knowledge in depth and skill in a scholarly discipline.

The Wagner Plan

(Criterion 4)

Wagner College regularly evaluates the curriculum, designing and revising to support the College’s Mission and Goals within the broader context of the ongoing conversation about best practices in higher education. One of the ways that Wagner College strives to meet its mission is through a well-developed undergraduate educational program. The Wagner Plan for the Practical Liberal Arts (introduced in 1998 and regularly evaluated and adjusted) is a model of integrating liberal arts and professional education, complemented by experiential learning. All students complete three learning communities: the First-Year Program learning community for incoming students, the Intermediate Learning Community (taken during the student’s sophomore or junior year), and the Senior Learning Community housed within the major. The experiential learning component of the Wagner Plan is threaded throughout the academic and co-curricular programs. The first-year experience may include any of the following: civic engagement, service learning, participatory learning, field trips, and/or community research. These experiences are integrated into the coursework of the Reflective Tutorial course, one of the three courses that constitute the First-Year Program learning community. A com-

ponent of the First-Year Program is to support the transition into college. As seniors, students participate in a practicum directly related to their major as part of a capstone experience. This facilitates the transition from the academic world to the world of work and graduate and professional studies.

In October 2011, the Board of Trustees approved the most recent update to the strategic plan. The first objective is an emphasis on “Enhanced Classroom Experience from the Core to All Learning Communities.” Starting in 2014 the College undertook a revision of the general education program, which was implemented in Fall semester 2018. The details of the new general education core are discussed within Chapter 3 of this document.

Appropriateness of the Mission and Goals

(Criterion 2) (Requirements of Affiliation 7 and 10)

Wagner College’s mission and goals are appropriate for its role in higher education. They are aligned with the College’s commitment to education and the combination of the liberal arts and professional programs.

The mission sets forth that the college “prepares students for life, as well as for careers” and the Board of Trustees, Administration, Faculty, and Staff are committed to this. The changes in the College’s general education program, which emphasize development of skills, rather than the distribution of courses among disciplines that has long been the feature of general education requirements, reflect the College’s commitment to preparing students for the next stage of their lives and beyond.

Resources to meet goals of the institution for student and faculty scholarship

(Criteria 1e and 3)

Resources For Student Scholarship

Student opportunities to engage in serious research, under the supervision of professors, is one of the most important aspects of the college experience. Wagner College provides opportunities and resources for students to engage in serious scholarship during their academic careers.

Research Opportunities For Students

The Wagner College Forum for Undergraduate Research. Faculty members encourage students who have prepared extraordinary research papers or projects to submit their work for inclusion in the *Forum*, which is published each semester. The content is determined by an editorial board made up of faculty members from throughout the institution. The *Forum* includes research submissions from the Natural Sciences, Social Sciences, and Humanities, as well as critical essays. (Samples available in the Evidence Inventory.)

Senior Thesis/Research Project and Senior Showcase. All Senior Learning Communities require the completion of a substantial research paper or project. Students are provided access to material resources for their final research projects, such as studio space or laboratories. Each year, exemplary students from every department have the opportunity to present their final projects. The format of presentations varies, ranging from theater productions, to poster presentations, to scholarly papers. On average 15 to 20 students present per year. (Sample available in the Evidence Inventory.)

Eastern Colleges Science Conference. Each year, students in the biological, physical sciences, and social sciences are invited to present their research at an undergraduate research conference, the ECSC. Over the last six years, the number of students who have presented at the conference have ranged from 10 to 44. For students who attend the conference (and their faculty research mentors), the College covers all costs for registration, travel, and lodging. Professor Donald Stearns, of the Department of Biological Sciences, served as Chair of the Eastern Colleges Science Conference Board of Directors from 2011 to 2020.

Senior Honors Projects. Students in the College's Honors Program are required to complete an honors project in their senior year. As noted in the description: "A Senior Honors Project may take the form of a classic research-based thesis, an empirical study, a production or performance in one of the arts (e.g., mounting of a play, curation of an exhibition, recital), a work of art (e.g., play, novella, musical composition, paintings, photographs), or a computer program. The critical idea is that the project is a culmination of the student's career of study at Wagner College." All projects are done under the close supervision of faculty and presented publicly.

Material/Financial Resources

Library. Wagner College students face some challenges as budgetary constraints prevent the library from providing certain full-text access or even databases which may be crucial to up-to-date research. The College has dropped several databases since 2011, due to the escalating cost. Students have come to rely more on acquiring resources through interlibrary loan in order to obtain materials that are not held in the College's collection. In addition, some Wagner students have used the library at the Staten Island Campus of St. John's University through an agreement between the two institutions. Other students have made use of major research and specialized libraries in the metropolitan area, including the New York Public Library's (NYPL) main research library, located in the Stephen A. Schwarzman Building; the NYPL Performing Arts Library at Lincoln Center, and the Schomburg Center for Research in Black Culture.

The College library offered many of its services remotely when the campus was closed in March 2020 due to the COVID-19 pandemic, and continued in this mode through the summer session. During the 2020-2021 academic year, Wagner College's Horrmann Library was one of the few College or public libraries to offer full service in the New York metropolitan area. The Horrmann Library continued to offer services to students who were attending remotely during the academic year, and provided space for commuter students to attend classes taught remotely.

In Fall 2019, the Provost asked the Director of the Library to convene a group of faculty members to prepare *Horrnann Library 2030*, a report on the state of the library and recommendations for the future. The report has been delayed by the pandemic, but will be delivered during the Fall 2021 semester.

Resources For Faculty Scholarship

Financial Support

Faculty Aid and Faculty Research. A major source of financial support for ongoing faculty research and scholarship is the Faculty Research and Faculty Aid funding. The purpose of Faculty Aid is “To support faculty efforts to obtain terminal degrees, and attendance and presentations at conferences, short courses, and the like.” Faculty Research funds cover expenses for ongoing research projects, such as book subventions, costs involved in copyright and material fees, translation. Its purpose is “To encourage faculty to engage in intellectual projects and continue to develop professionally.” Full-time faculty members may apply for these funds to the Faculty Personnel Committee, a standing committee under the College’s system of shared governance (a list of Faculty Development Opportunities is available in the Evidence Inventory). Historically, the College has annually allocated \$85,000 for this purpose, with each full-time faculty member able to receive up to \$1,750 for Faculty Aid and \$1,750 for Faculty Research each year. In 2020-2021, the College reduced funding to \$50,000, as many academic conferences were cancelled or shifted to a virtual format, which eliminated the need for travel support. The College anticipates that it will restore the normal level of funding when travel to in-person academic conferences resumes.

Long-term members of the adjunct faculty (defined as those adjunct faculty members who have served the college for at least seven consecutive years) may apply for up to \$1,000 per year to cover the costs of their scholarly and artistic work.

Additional Faculty Support Funds for Research. Additional internal funds and fellowships are available to qualified faculty, and the Provost’s Office solicits requests for proposals for these funds periodically. The descriptions of these awards are included in a list available in the Evidence Inventory.

In addition, new tenure-track faculty members may apply for start-up funds. While there is no established amount, this is usually part of the negotiation process between the Provost’s Office and the candidate when an offer is made to a new, tenure-track faculty member.

Time: Sabbaticals And Professional Development Semesters

Sabbaticals. Serious research and scholarship requires sustained engagement and focus. Full-time faculty members who have been at Wagner for at least six years may apply to receive a sabbatical to pursue an in-depth research project or scholarship (and may re-apply every sixth year following sabbatical).

The number of sabbaticals granted varies from year to year. The Wagner College Faculty Handbook states that, “The number of sabbatical leaves for each academic year shall not ordinarily exceed 5% of

the fulltime faculty” (Section VI, A, 1). In recent years, the College has awarded five sabbaticals per year, which actually has exceeded the five percent limit set forth in the Handbook. For 2021-2022, the College granted two new sabbaticals (in addition to a sabbatical that was deferred in 2020-2021), due to financial constraints caused by the pandemic. Sabbaticals cover full salaries for one semester, or two semesters at half salary (Section VI, A, 3). The Faculty Personnel Committee reviews the applications and makes recommendations to the Provost, who makes the final decision.

Professional Development Semester. All full-time faculty members who teach in the First-Year Program may elect to earn a Professional Development Semester by teaching an additional course each year for three years. Those not electing to take a Professional Development Semester teach six courses each year, and those who do take the Professional Development Semester teach seven courses for three years and three courses in one semester of the fourth year. The Professional Development Semester is fully funded with no on-campus responsibilities. Those wishing to pursue research projects can use the Professional Development Semester to create an entire semester free from teaching and administrative responsibilities. The Professional Development Semester acts as a form of flex-time for faculty. All faculty members teach 24 courses over a four-year period, including those who elect to take a Professional Development Semester. During the last seven years, three faculty members per year have taken their Professional Development Semesters.

Material Resources

Faculty members of Wagner College have the opportunity to avail themselves of the rich material resources for scholarship available in the New York metropolitan area. In addition to the numerous libraries, New York University’s Faculty Resource Network provides excellent opportunities for members of Wagner’s faculty to professionally and personally engage with scholars from a wide variety of fields. The Faculty Resource Network provides opportunities for Wagner College faculty members to participate in seminars and workshops, as well as take courses through the program at New York University. The Faculty Resource Network provides opportunities for Wagner’s faculty to engage with excellent scholars in their field and with the latest research.

Library. In addition to the limitations for student researchers, research by faculty members is limited by budget constraints affecting the library. Since 2010 the library has canceled subscriptions to 10 databases, including Films on Demand and Sage Premier, which reduced immediate access to some full-text articles in the social sciences that must now be requested through interlibrary loan or obtained from another library.

Social Resources

We define social resources as those that encourage faculty participation in research and scholarship and provide social and peer support. There are several programs in place to positively encourage faculty to engage in ongoing research.

Faculty Forum. Two or three times each semester selected faculty members present work to colleagues in a presentation that is open to the larger campus.

Faculty Newsletter. Each year a faculty newsletter is published which cites faculty members' scholarly and research accomplishments. Since 2017, the number of faculty members whose research has been included in the newsletters has ranged between 20 and 37 (samples available in the Evidence Inventory).

On Campus Recognition and Celebration. On the occasion of large-scale scholarly accomplishment, such as the publication of a book, a small celebration is held on campus, which includes a brief talk by the author, remarks by the Provost, and refreshments, as an acknowledgment of the achievement.

Scholarship Circle. The Scholarship Circle is a year-long research and writing group. Members of a Scholarship Circle meet monthly for 60-90 minutes to advance their research, writing, and projects through discussion, problem solving, and the sharing of ideas. Typically, four to five faculty members participate each year. This program is coordinated by the Faculty Grants Coordinator, a faculty member who assists faculty in their scholarly efforts.

Grant Circle. Faculty members may join the Grant Circle to learn more about what external grants are available and strategies for applying. Typically, one or two faculty members avail themselves of this opportunity each year, which is led by the Faculty Grants Coordinator.

Resources to meet goals of the institution for student achievement

(Criterion 3)

As per the goals of the College, student achievement is defined as having two components: academic and civic engagement.

Components of Academic Support: The Writing Center, Writing Intensive Tutors, Center for Academic and Career Engagement, First-Year Program, and Student Awards

The Writing Center provides one-on-one and small-group tutoring, at no additional cost, for Wagner students working on any writing assignment. The Director of the Writing Center is a tenured faculty member in the English Department who is a scholar of writing pedagogy. The Writing Center is further described in Chapter 4.

A recent survey of students who sought support from the Writing Center provided the following information:

- 96.22% of writers strongly agreed or agreed that tutoring sessions helped them develop a plan for the next steps in their writing;

- 92% of writers strongly agreed or agreed that the tutoring session helped them have a better understanding of their own writing and ways in which to improve it;
- 95% of writers strongly agreed or agreed that they would be able to apply the concepts they learned in the writing session to writing in this and other courses.

During the COVID-19 pandemic, tutoring sessions were offered through video conferencing.

Peer Tutoring is provided to help students who are interested in obtaining additional support in academic subjects. Peer tutors are current students who have been recommended by faculty members. They assist undergraduate students with specific subjects, assignments, or projects. Tutoring is provided on a one-to-one basis and in small groups.

In Fall semester 2019, 19 students worked as peer tutors, and in Spring semester 2020, there were 40 peer tutors. Fall semester 2019 provides strong representation of the subjects regularly covered by the peer tutors: Biology, Business (Accounting, Statistics), Chemistry, Economics, French, Mathematics, Nursing, Psychology, Spanish, and Sociology.

As was the case with the tutoring offered by the Writing Center, subject matter peer tutoring shifted to remote delivery at the time the campus closed due to the COVID-19 pandemic in March 2020, and continued to be offered remotely during the 2020-2021 academic year.

The Center for Academic and Career Engagement provides career services, supports academic advising, and provides services for students with disabilities. All students have a full-time faculty member who serves as their advisor; the advisors at the Center for Academic and Career Engagement provide additional advising support. Advisors at the Center facilitate students' transition to Wagner, selection of the major, organization of their individual Wagner Plan, and development of their skills and resources in pursuit of personal and professional goals.

The Center offers support for students on academic probation, or who have received an Early Alerts indicating concern about academic performance from a faculty member. Students are provided with individual meetings, and staff members in the Center help student to develop an Academic Success Plan. Advisors in the Center encourage students to work with Peer Tutors and Writing Intensive Tutors in the Writing Center. The Center offers student-success seminars on topics such as time management, and various study skills such as test taking and note taking.

Student Awards and Evidence of Accomplishments. Every Spring, the College celebrates and supports student academic and civic excellence through awards. Seniors earning awards are celebrated at a formal dinner the day before Commencement. A full list of the awards granted are listed in the Undergraduate Bulletin (available in the Evidence Inventory).

From data collected for the graduating class of 2019, 31% reported that they would attend graduate school in the following Fall semester. Within the last few years, Wagner students have been accepted to and have subsequently attended numerous nationally prestigious graduate and professional degree programs – including the degrees of MA, MS, JD, DO, MD, and PhD – at such schools as Columbia University, Drexel University, George Washington University, Georgia State University, Lehigh University, Marymount University, New England School of Law, New York College of Medicine, New York University, Pace University, Savannah College of Art & Design, Seton Hall School of Law, St. John’s University, Stony Brook University, Suffolk University Law School, SUNY Albany, SUNY Optometry, SUNY Upstate Medical University, Teacher’s College at Columbia University, University of Medicine and Dentistry of New Jersey, University of North Carolina at Chapel Hill, University of Pennsylvania, University of Virginia Law School, University of Wisconsin, and Yale University.

In the same set of data, 36% of Wagner College students had three or more internships during their time at Wagner College and almost 30% of graduating Wagner students who received job offers got offers related to an internship or other experiential learning (clinical, practical experience, field experience for the Senior Learning Community) while at Wagner College.

Civic Engagement. The Center for Leadership and Community Engagement anchors Wagner College’s civic commitments on Staten Island, in New York City, and beyond. Aligned with the Wagner Plan for the Practical Liberal Arts, the mission of the Center for Leadership and Community Engagement is to serve as an intellectual, practical, and ethical resource, connecting the Wagner College campus community with institutional and organizational partners on Staten Island and beyond, which share the College’s commitment to confronting complex social, economic, and political issues through democratic engagement. Students have served 82,000 hours, since the Center began to track the number of hours served by individual students in 2016.

The range of civic engagement options includes but is not limited to direct service, place-based learning, internships, public policy advocacy, community forum participation, and social issue discussions.

Civic Engagement Minor. The civic engagement minor helps students develop a civic identity and provides future employers with concrete evidence of commitment and experience in civic engagement. The minor includes of six courses plus two zero-unit civic engagement labs which consist of community-based internships and on-campus experiences. The civic engagement minor was established in Fall 2016, and 17 students have declared the minor. In Spring 2020, 15 students were actively engaged in the minor.

Bonner Leaders Program. The National Bonner Foundation seeks to fulfill the Bonner Network’s mission to provide diverse, low-income, under-represented, and first-generation students with the opportunity to attend college, while engaging their talent and education in building and supporting communities. As participants in the program, Bonner Leaders have access to this national network through conferences, program visits, and planning committees. The central goal of the Bonner Leaders Program is to provide diverse, predominantly low-income students with an “Access to Education and Opportunity to Serve.” Twelve students are selected each academic year for the program. Bonner Leaders gain priority status for course registration, early move-in to residence halls, up to six paid hours each week for service to a community partner. The Center for Leadership and Community Engagement works closely with Bonner Leaders on leadership development.

C. Resource support to meet goals of the institution for experiential learning

(Criterion 1d)

Wagner College offers a comprehensive educational program that contains experiential learning. Wagner's approach emphasizes both traditionally structured modes of learning and experiential learning (field-based "learning by doing").

Experiential learning is supported by investment of resources. The Dean of Integrated Learning works with the faculty coordinator of the First-Year Program and the First-Year Program Review Committee (composed of elected representative faculty members who teach within the program). This committee meets multiple times each semester, evaluating the program and making recommendation of policies regarding the First-Year Program Learning Community. Annually, all faculty members who teach within the First-Year Program meet in a retreat to reflect on the program, share best practices, and engage in development opportunities. Faculty who teach within the first-year program receive a stipend, plus have the option to elect to earn the Professional Development Semester. Experiential learning is a component of every First-Year Program learning community. The stipends for faculty members and the position of the Dean for Integrated Learning demonstrate the College's commitment to investing resources in support of experiential learning. The Director the Center for Leadership and Community Engagement provides additional support for experiential learning. Funds are available to facilitate field trips, and the College provides transportation for field trips and community placements. The Dean of Integrated Learning and the Director of the Center for Leadership and Community Engagement support faculty members by assisting with contacts, providing suggestions, and offering advice for experiential learning.

Senior Learning Community. Each academic major requires an Senior Learning Community, which is typically composed of two courses: a capstone course and the senior reflective tutorial. The Senior Learning Community includes a 100-hour experiential component (such as an internship, research project, or creative project). The resources are managed by the Senior Learning Community committee, which consists of a representative from each academic department, the faculty coordinator, and the Dean of Integrative Learning. The committee meets twice per semester, reviews the program, and provides opportunity for sharing best practices, discussion of problems, and recommendation of policies. Additional resources for experiential programs may be provided by the Center for Academic and Career Engagement, in support of finding, providing, or linking organizations or sites for the 100-hour experiential component.

D. Resource support to meet goals of the institution for service to society

(Criterion 1d)

Community engagement has been a significant component of the College's mission since the adoption of the Wagner Plan in 1998. As a result, the College is one of 240 campuses to receive the Carnegie Foundation's Classification for Community Engagement, a designation which requires an institution to provide substantial evidence of curricular engagement, as well as outreach and partnerships. To this end, the College offers several opportunities for faculty and students to provide service at local, regional, national, and international

scales. Internal funding through the Mollica Fund and the Fox Family Fellowship for Civic Engagement are opportunities for faculty members to apply for financial support in order to fund research and scholarship focused on enhancing the relationship between the College and the broader community or to develop new outlets for future service-learning. Specifically, the Mollica Family Fund for Faculty Research and Student Support funds projects that advance student-centered scholarship and research that positively enhances the community, while the Fox Family Fellowship for Civic Engagement funds projects focused on the development of communities. Additionally, through the Center for Leadership and Civic Engagement, faculty members can integrate service learning into the classroom through one of the Center's existing programs or in the development of new programs and activities.

The College offers students several additional opportunities to take a hands-on approach to civic engagement through participation in national civic and community engagement programs such as the the IMPACT Scholars Civic Network, Project Pericles, and the Food Recovery Network. Students can participate in Wagner Cares, a student-run humanitarian relief group, or the Environmental Sustainability Team. As a result of these initiatives, the 2019 National Survey of Student Engagement (NSSE) reported that, by their senior year, 84 percent of Wagner students had engaged in some level of service learning. One hundred percent of Wagner students in the health professions reported that they had engaged in some level of service learning.

To continue this level of community engagement while also growing it in new directions, in 2018 the College outlined its Civic Action Plan, with the goal of achieving all of the outcomes outlined in the plan by September 2023, the 25th anniversary of the Wagner Plan.

Assessment Of Mission And Goals

(Criterion 4)

Each academic department prepares an annual report, which is then reviewed by the Provost and presented to the senior leadership. This ensures that the mission remains relevant and achievable. Non-academic departments submit reports to their respective vice president, and these are also reviewed. As there has not been direct assessment of the mission and goals of the College, Working Group 1 recommends that the College create a mechanism to directly assess the mission and goals on a periodic schedule.

COVID-19 Response

In response to the COVID-19 pandemic, the college did not make any changes to its mission. While the ability to engage in off-campus experiences with first-year students and seniors was significantly disrupted in Fall semester 2020 and Spring semester 2021, faculty members within the First-Year Program and Senior Learning Communities were able to devise alternative activities for their students.

Academic support programs for student success remained in place, and virtual methods for delivering these services were employed. The library remained open and available to students, faculty, and staff, and scholarly opportunities remained in place, with the exception of the freezing of travel funds.

Summary

Notwithstanding some financial challenges and the turmoil of the COVID-19 pandemic, the College has remained committed to its mission. The Wagner Plan, which has been in place for nearly a quarter of a century, has been a pioneering, high-impact endeavor since it was established in the late 1990s. The Wagner Plan remains the foundation of a Wagner College education, even as the institution recently revised its general education program to emphasize key skills.

Wagner's commitment to civic engagement has been recognized through the College's receipt of the Carnegie Foundation's Classification for Community Engagement. Civic engagement at the College is manifested in the curriculum, and through co-curricular and extracurricular activities. Nearly all Wagner students, during their undergraduate careers, will participate in civic engagement activities. Wagner College's commitment to civic engagement reflects the College's belief that, through these efforts, the College is educating students for civic and social responsibility.

There are some challenges ahead. The Horrmann Library, an important resource for students and the faculty, has had to scale back access to databases and the purchase of other materials as the increased costs have outpaced the library budget. This has led to increased reliance on interlibrary loans, which became problematic during the pandemic as many libraries were closed or limited access to materials. Students and faculty members have made use of the major reference libraries in the area, notably the collections at the New York Public Library's Stephen A. Schwartzman Building, but many of these libraries were closed for multiple months during the COVID-19 pandemic.

Finally, while the mission statement has served the institution well, periodic reviews should take place, providing the College community with the opportunity to update the statement as the College's mission continues to evolve to meet the challenges of contemporary society.

Recommendations

- Develop a plan for the review and assessment of all aspects of the mission and goals of the College on a regular basis.
- To more fully support student achievement and faculty scholarship, set an institutional priority to increase financial resources of the library.

Standard II

Ethics and Integrity

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

Working Group 2 provided evidence of meeting the criteria for Standard II and demonstrated how Wagner College clearly articulates policies and procedures that guide the college to make ethical decisions. Although all Requirements of Affiliation explicitly fall under Standard II, Working Group 2 particularly focused on Requirement of Affiliation 6.

Commitment to Academic Freedom and Respect for Intellectual Property Rights (Criterion 1)

Academic and intellectual freedom are integral to exploring ideas and seeking the truth in teaching in the classroom, in conducting and publishing research, in being a voice in the campus community, and in being a voice in the larger community. Academic and intellectual freedom extends to faculty and to students, allowing exploration without fear of retribution.

Faculty

In regard to faculty, one of the primary means to insure academic freedom is tenure, the objective of which is to free faculty in the exercise of their academic freedom from institutional censorship or discipline. The Wagner College Bylaws provide that “all members of the Faculty shall be entitled to academic freedom and tenure as defined in the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors” (pg. 13, Article VIII, Section 4).

The Wagner Faculty Handbook details institutional structure, procedures, and standards for implementing the protection of academic freedom through tenure. More specifically, the Faculty Handbook provides for a Faculty Personnel Committee that provides for faculty governance in the areas of faculty reappointment, promotion, tenure, discipline, and dismissal. An Academic Policy Committee establishes faculty governance in teaching and the establishment and maintenance of the College’s curriculum. The Priorities and Budget Committee provides for faculty input concerning institutional priorities and budget matters. Finally, a Faculty Hearing and Appeals Committee can review significant personnel issues and offer recommendations to the administration (Wagner Faculty Handbook, especially Chapter II, Section E).

Students

The Wagner College Student Handbook details institutional structure, procedures, and standards which impact the academic and intellectual freedom of students. For example, the Student Handbook includes a statement of Wagner College Community Standards of Conduct, and provides for a Community Standards Review Board to enforce its policies. It includes policies on (among other things) intellectual property, non-discrimination, sexual discrimination and violence, event management, and computer use (pp. 66-82).

Data on student perceptions indicate most students experience high levels of academic freedom at Wagner. Student perceptions of their academic freedom can be gleaned from student course evaluations (completed by students in every course at the end of each semester), with further insight from surveys collected to assess the First-Year Program, the Intermediate Learning Communities, and the Senior Learning Communities. Particularly relevant are course evaluation responses between Fall 2018 and Spring 2019, where: (1) the mean response for Question 11 “The instructor created a classroom atmosphere that encouraged open discussion, questions, comments” improved across the College from 1.6 to 1.5 on a five-point scale (1 indicates strongly agree and 5 indicates strongly disagree), and (2) the mean response for Question 17 “The instructor was respectful of students’ ideas and views” improved from 1.5 to 1.4. Student perceptions of their academic freedom can also be gleaned from the National Survey of Student Engagement (NSSE). Particularly relevant are NSSE responses over years 2015, 2018, and 2019, where: (1) in response to Question 13 “Indicate the quality of your interactions with the following people at your institution...faculty”, 81% or more of seniors reported quite a bit or very good quality of interactions; and (2) in response to Question 18(g) “How much has your experience at this institution contributed to your knowledge, skills, and personal development...in developing or clarifying a personal code of values and ethics?” and 18(j) “...Being an informed and active citizen,” 60% or more of seniors reported quite a bit or very much.

These results are consistent with the Faculty Survey of Student Engagement (FSSE, collected in 2015 and 2018). Focusing on faculty perceptions of the academic freedom they provide for students, in response to Questions 29(g) “To what extent do you structure your selected course section so that students learn and develop in the following areas?...developing or clarifying a personal code of values and ethics?” and 29(j) “...Being an informed and active citizen,” 62% or more of faculty respondents reported quite a bit or very much.

Community

With academic and intellectual freedom come responsibilities, and these include a commitment to respect intellectual property rights, the creation of the mind, of others. Every institution should respect the property rights of its faculty, students, and staff, and the faculty, students, and staff should respect the property rights of others both inside and outside the institution. Wagner College is committed to the protection of intellectual property and believes in the importance of the Fair Use provisions of the Copyright Law that allow limited use of copyright material without prior permission from the

copyright holder. It is the responsibility of all students, faculty, and staff at Wagner to balance property rights and fair use and to understand and comply with the College's copyright policy (available in the Evidence Inventory). At Wagner, this is achieved primarily through the efforts of the library. The Director of the Library serves as the registered agent for the Digital Millennium Copyright Act for the College, and is the point person for information regarding copyright compliance. The library maintains a copyright information page on its web site, which includes the College's policies regarding copyright compliance and intellectual property (available in the Evidence Inventory). This page also provides links to information regarding copyright law and the Digital Millennium Copyright Act. The library is also a registered member of the Copyright Clearance Center, and facilitates the acquisition of required copyright permissions for materials used by members of the College community. Federal copyright laws also protect the software available for use on computers at Wagner College.

On-campus speakers provide a wide variety of academic, cultural, and political perspectives. Lecture series include the Provost-sponsored Academic and Cultural Enrichment program which is overseen by a faculty committee; the endowed Founding Fathers Lecture, who is invited by a committee appointed by the Provost to represent a conservative perspective on campus; and the endowed Kaufman-Repape Lecture overseen by the Provost and donor Louise S. Kaufman '75, M'78, H'12, a member of the College's Board of Trustees.

Climate Fosters Respect

(Criterion 2)

In support of Wagner College's Mission and commitment to fostering greater diversity, equity, and inclusion at every level of the institution, the College encourages inquiry and reasoned dialogue in a climate of mutual respect and openness that enables genuine liberal art and professional education. A number of policies and procedures are in place to guide the community of Wagner College.

Teaching

To foster respect among diverse faculty and students is a key component of the general education curriculum. The First-Year Program encourages faculty members and students to explore difference in society, and to examine issues related, but not limited to, race, religion, socio-economic status, gender, disability, sexual orientation, regional identity, political orientation, and age (faculty guide for the First-Year Program, p. 22, available in Evidence Inventory). Faculty members teaching in the First-Year Program are encouraged to provide a statement in the syllabus for the Reflective Tutorial course, indicating a commitment to teaching and learning methods that are reflective of a diverse society and practices that consist of multiple strategies that influence the inclusivity of a classroom (see Example Statement in Evidence Inventory).

As noted above, students complete a course evaluation at the end of each semester for all courses in which they are enrolled. A goal of this assessment is to provide faculty members with students' perspectives on the climate created in the classroom, in support of continued improvement. Most central to this process are the following questions:

The instructor created an atmosphere that encouraged discussion, questions, comments.

The instructor was respectful of students' ideas and views.

The first of these questions has been included in student evaluations since Fall semester 2016 when Wagner moved to an online system. The second question was added in Fall semester 2018 when the course evaluations were updated as the result of assessment led by the Faculty Personnel Committee and approved by the entire full-time faculty. The data show a strong pattern among both graduate and undergraduate students of average responses between 1 (Strongly Agree) and 2 (Agree). These data suggest that faculty members of Wagner College consistently and successfully create an open and respectful environment in their classrooms (details available in the Evidence Inventory).

Several questions on the NSSE focus on fostering a campus climate of respect. In 2015 and 2018 students reported that they often "included diverse perspectives in course discussions or assignments" and "tried to better understand someone else's views by imagining how an issue looks from his or her perspective." Students also report that the institution often emphasized "contact among students from different backgrounds" and "understanding people of other backgrounds."

Students' average perception of institutional goals reflect the goals of the faculty. In the 2015 and 2018 FSSE, more than half of Wagner faculty members indicated that it is very important to them that the "institution increase its emphasis on encouraging contact among students from different backgrounds." They also indicated that they very often "use a variety of teaching techniques to accommodate diversity in student learning styles." Just under half of the faculty responded that it is very important "that the typical student includes diverse perspectives in course discussions or assignments" and that they very often structure their "selected course section so that students learn and develop an understanding of people of other backgrounds."

Research

Faculty members and students often engage in research with human subjects or collaborators. To ensure that these interactions are ethical and respectful, Wagner College has three internal institutional review boards (IRBs) that provide training and oversight of faculty and students conducting such research. The Human Experimentation Review Board was created by the Psychology Department to review the use of human participants in non-medical research. The Community Engagement Review Board was created by the Anthropology Department (now part of the Department of Culture and Economy) to have jurisdiction over any and all Service Learning, Civic Engagement, Experiential Learning, or other community-based research. The Education Institutional Review Board was created to focus specifically on reviewing graduate student research in education (details available in the Evidence Inventory).

Research conducted on non-human, living, vertebrate animals are reviewed by Institutional Animal Care and Use Committees (IACUCs). Wagner College does not host an internal committee. In the

past, faculty members and students conducting such research were reviewed by the IACUC at the New York State Institute for Basic Research, which is part of the New York State Office for People With Developmental Disabilities (OPWDD) . Moving forward, the College of Staten Island of the City University of New York has offered to review proposals.

Training

All incoming students attend an Intercultural Awareness Workshop during orientation to help foster a more inclusive campus community (described in the Evidence Inventory). The Intercultural Awareness Workshop is regularly updated and improved in response to student and facilitator feedback, as well as a recognition of continual evolution in training related to diversity. The learning objectives of the workshop are to:

- provide an initial opportunity for reflection about personal experience of diversity, inclusion, and communication.
- provide opportunity for conversation about effectively communicating in this new college setting.
- expose students to responsive bystander (upstander) intervention behavior and importance of this role on campus and beyond campus.
- introduce tools and resources at Wagner College that will assist in the student transition into the campus culture and in living and working with a diverse population.

All employees of Wagner College complete regular, online, interactive training modules on diversity and inclusion in the workplace and preventing discrimination. These are hosted by Everfi.

Procedures and Policies

Wager College demonstrates a respectful climate from a range of diverse backgrounds, ideas, and perspectives in the Student Handbook’s Procedures and Policies that includes forming a campus community with a variety of backgrounds, cultures, and values where respectful interactions between all community members (regardless of “sex, gender, racial, ethnic, or religious background, sexual orientation, or ability”) are expected. The policy is designed to promote respect among all. The college ensures this high level of respect is maintained by condemning behavior which violates the policy. Wagner College staff members have the right to confront students who violate the respect policy and students should comply with the staff. Disciplinary actions, such as dismissing, suspending, or separating a student, may occur when students do not comply with the Community Standards of Conduct. Additionally, the Office of Residential Education’s mission is “to support the Wagner College and Campus Life missions through fostering a safe, respectful, and inclusive residential community that supports and challenges student growth and development...” The staff of Residential Education encourages the celebration of diversity, consideration of different viewpoints and respect for individual dignity. Educational, social, and cultural programs are offered regularly to spark dialogue and action among stu-

dents. All members of the community are expected to respect each individual and treat each individual with professionalism and civility while maintaining rules that will ensure safety. Wagner's Campus Activities Board fosters growth and development in an open, caring and respectful environment by addressing the diverse needs and interests of the campus community. Wagner College strives to create a respectful, safe, healthy, and non-threatening environment for its students, staff and faculty. (As noted above online training modules hosted by Everfi help to keep all employees aware of New York State and City regulations that promote appropriate workplace environments.)

Although the Faculty Handbook mainly addresses procedural issues, there are statements within the Faculty Handbook that reveal the College's mindful commitment to diversity in backgrounds, ideas, and perspectives. It is expected of Department Chairs to set the example as characterized through availability, openness, and industry rather than through rule-driven written directives (Faculty Handbook, p. 5). Additionally, it is explicitly mentioned under a separate Protection from Discrimination section that Wagner College does not discriminate on the basis of race, sex, color, religion, age, handicap, sexual orientation, marital status, or national and ethnic origin in admission, employment, participation in, or administration of, any educational program or activity of the College (Faculty Handbook, p. 18).

Grievance Policy is Documented and Disseminated

(Criterion 3)

Wagner College has established grievance policies that provide means for members of the College community to seek redress. The College is committed to insuring that the policies and procedures are fair and impartial, and lead to resolutions that are addressed in a timely, appropriate, and equitable manner.

Discrimination and Sexual Violence

Wagner College strives to create a respectful, safe, healthy, and non-threatening environment for its students, staff, and faculty. Wagner College prohibits any and all discrimination and harassment on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service. This prohibition of discrimination applies to the administration of educational programs, admission of students, employment actions, athletics, and other sponsored activities.

Wagner College urges those who believe they have been the victim of sex discrimination and/or sexual violence to pursue all options available relative to resolving the matter. Employees of the College who become aware of an incident of sex discrimination or sexual violence should contact (a) the Vice President of Workplace Culture and Inclusion, Chief Human Resources Officer, Chief Diversity Officer, and Title IX Coordinator, if the situation involves a College employee, (b) the Provost and Senior Vice President for Academic Affairs if the situation involves a member of the faculty, or (c) the Vice President for Internationalization, Intercultural Affairs, and Campus Life if students are involved. A student who has questions, concerns, or who needs assistance relative to this policy should contact the Vice President for Internationalization, Intercultural Affairs, and Campus Life. The College's

policies and procedures regarding discrimination and sexual violence are described in these documents: Adjunct Faculty Handbook (p. 10), Employee Handbook (Discrimination & Title IX), Faculty Handbook (p. 23), and Student Handbook (p. 36). In addition, Campus Life hosts a webpage on sex discrimination and sexual violence, describing policies relevant to students (see Statement on Discrimination and Sexual Violence) and the webpage of the Office of Human Resources describes Discrimination and Title IX policies and procedures relevant to employees (see Title IX document in Evidence Inventory).

Student Grievances

The Student Handbook describes the policies and procedures that are relevant to students, including academic grievances (p. 61), bias or hate incidents (p. 19), non-discrimination (p. 31), sex discrimination and sexual violence (pp. 37-49). The ways students can report information relating to student concerns and policy violations are summarized on page 33. The Student Government Association has an online anonymous suggestion box (see Suggestion form in Evidence Inventory) where students can submit suggestions, complaints, and ideas for change that the Student Government Association can advocate for on campus.

Students wishing to lodge a complaint regarding academic policy, procedure, or decision, as it relates to any alleged action prohibited by anti-discrimination acts, should first discuss the matter on an informal basis with the faculty member, and then speak to the appropriate department chairperson within five business days (Student Handbook, p. 61). The department chairperson will give the matter prompt attention and return an answer to the complainant. If the grievance is not resolved at this level, it should be presented, in writing, within five business days to the Office of the Provost. The Provost will attempt, on an informal basis, to resolve the grievance to the satisfaction of all parties concerned. In the event an acceptable resolution is not achieved at this point, the faculty member or student should request, in a memorandum addressed to the Provost that the grievance be brought before the Equal Opportunity Grievance Committee which will review all facts and make its recommendation to the President of the College. The decision of the President is final.

The Student-Athlete Handbook describes the College grievance policy relevant to student welfare issues specific to athletics (p. 4). If a student-athlete feels that a problem has arisen, the student-athlete presents concerns to the coach. If the issue is not resolved, the student should meet with the coach and Sport Administrator. If the issue is still not resolved, the student should meet with the coach, the Sport Administrator, and the Director of Athletics or a designated senior athletic staff member. The student-athlete will be notified in writing of a decision within five working days. If a grievance remains unresolved, then the student may submit the issue in writing to the Faculty Athletics Representative. This must be received within 14 days of the meeting with the coach and Director of Athletics. The Faculty Athletics Representative will review the student-athlete's complaint and determine if the grievance merits further action. The student-athlete will be provided a written response from the Faculty Athletics Representative about the decision within 14 days of receipt. If the Faculty Athletics Representative determines the grievance has merit, then the Faculty Athletics Representative will convene a meeting of the Athletics Grievance Board. The board will review all facts and make a recommendation to the

President of the College. The decision of the President is final. Athletic Grant-in-Aid grievances are addressed by the Director of Financial Aid and the Financial Aid Grant-in-Aid Committee. For athletic financial aid grievances, the grievance must be submitted via a written statement to the Director of Financial Aid.

The student-athlete is permitted an advisor from the College community during the course of the Athletic Grievance Review Board as “supportive counsel.” The advisor may be an administrator, faculty member or another student. Supportive counsel may advise the student-athlete, but may not speak for or on behalf of the student-athlete. Parents and/or attorneys are not permitted to represent or be present during any part of the grievance process.

Faculty Grievances

As stated in the Faculty Handbook (p. 17), a member of the college community who wishes to bring a complaint against a faculty member which could result in possible disciplinary action should first bring the matter to the attention of the Provost. The complainant should present the complaint to the Provost as promptly as possible after the alleged event occurs.

The initial discussion between the complainant and the Provost should be kept confidential with no written record. Promptly after the complaint is submitted (normally within 14 days), the Provost should initiate steps the Provost deems appropriate to affect an informal resolution of the complaint acceptable to both the complainant and the respondent. If the matter is not disposed of by mutual agreement as a result of the mediation, the Provost should inform the respondent of the specific allegations and circumstances and of the identity of the complainant. A written statement of the complaint should be given to both the complainant and the respondent. Efforts should be made to protect the complainant from retaliatory action by those named in the complaint. The Faculty Personnel Committee shall conduct a fact-finding inquiry into the matter. Both the respondent and the complainant have a right to be heard and defend themselves against testimony by others including calling fact witnesses. The Faculty Personnel Committee shall determine whether or not to recommend a formal hearing be conducted by the Faculty Hearing and Appeals Committee.

The Faculty Hearing and Appeals Committee hears and makes recommendations on faculty appeals concerning significant personnel issues where a substantive violation of the normal operating process is alleged. In each case, an effort shall be made to resolve differences with the assistance of the Provost, if appropriate, prior to initiating a formal appeals process. If the differences cannot be resolved, the Provost will convene the Faculty Hearing and Appeals Committee. The appellant prepares:

- a. a brief description of the events leading up to the appeal and/or the situations providing its context
- b. an account of the nature of the appeal which specifies what it is the faculty member is grieving and the reasons the faculty member considers it an injury

- c. reference to the policies or procedures in the Faculty Handbook which have allegedly been violated

Normally the faculty member shall be notified within one month from receipt of the appeal whether the Committee will hear the case or not. If the Committee hears the case, the findings of the committee are conveyed to the President, the faculty member, and all other involved parties in the form of a judgment about the merits of the appeal together with any recommendations for the action that the Committee deems warranted. Final disposition of the grievance rests with the President. Because the current grievance policy does not make a distinction between disciplinary action flowing vertically from the Provost's Office, on the one hand, and mechanisms for dealing with faculty grievances/faculty-versus-faculty disputes, on the other, PBC in consultation with the Provost's office and the full faculty have begun the process of updating the policy.

Employee Grievances (faculty, administration, and staff)

The policies and procedures related to complaints by or against College employees are described in the Employee Handbook (see Grievance Procedure, available in Evidence Inventory).

Avoidance of Conflict of Interest

(Criterion 4)

The priorities of Wagner College are the education of students, the generation and dissemination of knowledge, and service to the larger community. In pursuit of these priorities, or as a natural outgrowth of such activities, faculty, staff, and students may become involved in situations that could result in a conflict of interest or give rise to the appearance of a conflict of interest. Actual or apparent conflicts of interest should be avoided.

Faculty-Student Interactions

No member of the instructional staff shall prepare for sale or sell to students any textbook, manual, syllabus, or other article for class use without the written approval of the Provost. No member of the Faculty, or regular employee, may act as an agent for any manufacturer, publisher, business house, or corporation; or undertake to dispose of any apparatus, book, or other merchandise, whether such a faculty member or employee receives compensation or not, unless the written approval of the President is received (Faculty Handbook, p. 75).

Members of the instructional staff are prohibited from tutoring their own students for compensation. Requests for tutoring should be forwarded to the Center for Academic and Career Engagement. Additionally, instructional staff who author textbooks, books, software, or collateral materials, and who require their students to purchase that material for their course or courses, must inform both the Provost and the Chair of the department prior to assigning the material. Additionally, the faculty member must arrange to pay into a College fund any money generated in excess of \$200 in royalties to Wagner students. These funds will be devoted to financial aid/scholarships for Wagner College students.

Faculty Conflicts

Wagner College does not bar relatives or spouses of faculty members from teaching at the College, but does require that those faculty members refrain from taking part in the hiring, reappointment, or promotion of relatives or spouses (Faculty Handbook, p. 23).

Among the charges of the Faculty Personnel Committee is the evaluation of the faculty for promotion as well as for funding opportunities, sabbatical, and exceptional performance awards. To prevent conflict of interests, the Faculty Personnel Committee's members are not eligible for promotion while serving on the committee (Faculty Handbook, p. 14). When a member of the Faculty Personnel Committee applies for or is nominated for funding, sabbatical, or performance awards, that individual is recused from the selection process (p. 19). Should any member of the Faculty Personnel Committee recuse themselves from deliberations, the elected alternate shall participate in the deliberations.

Within the Wagner College Employee Handbook, there are a number of provisions concerning conflict of interest. They are set forth below:

You shall be considered to have a conflict of interest if you have an existing or potential financial or other interest that impairs or might reasonably appear to impair your independent judgment in the discharge of your responsibilities to the College. You shall disclose to your supervisor, department head, or appropriate college officer any possible conflict of interest at the earliest practicable time.

If you engage in activities that constitute or appear to constitute a violation of this policy you will be subject to a review and evaluation of these activities by the College's administration. Upon completion of this review, a determination will be made, and, if necessary, a course of remedial action will be outlined in order to secure good faith compliance with this policy.

It shall be the policy of the College that any such activity that results in a conflict of interest with employment responsibilities will be prohibited. The judgment or opinion of the College's administration will prevail should a difference of opinion exist.

Fair and Impartial Personnel Practices

(Criterion 5)

Wagner College is dedicated to fair and impartial practices as relate to the hiring, evaluation, promotion, discipline, and separation of employees. Furthermore, Wagner welcomes applications from diverse candidates and candidates who support diversity and internationalization efforts. Employment searches for Administrative, Support Staff, Campus Operations and Public Safety vacancies are coordinated through the Office of Human Resources. Faculty searches are conducted by academic departments with oversight provided by the Provost's Office.

Faculty

Processes and qualifications for requesting searches for various categories of instructional staff are outlined in the Faculty Handbook and are conducted in accordance with Hiring Guidelines (see document in Evidence Inventory) generated by the Provost's Office.

Requests for part-time faculty members are based on the teaching needs of departments and are approved by the Provost. Requests for full-time positions are submitted by department chairs for review by the Academic Policy Committee and recommendations are then made by the Committee to the Provost based on curricular needs. In support of the College's diversity and inclusion goals, position advertisements are reviewed by the Diversity and Internationalization Action Council and Provost. Candidates brought to campus to interview meet not only with the academic search committee but also with students, representatives of the Diversity and Internationalization Action Council, and the Provost's office.

Part-time faculty members are evaluated by their academic department as outlined in the Adjunct Faculty Handbook (p. 9) and reappointed annually by Department Chairs. Full-time faculty members are evaluated by their academic department and the Provost for reappointment in their first year. In years two, four, and six, and when seeking promotion, full-time faculty members are also reviewed by the Faculty Personal Committee. The procedures for these evaluations are transparent and outlined in detail in the Faculty Handbook (p. 32). The goal of each level of evaluation is not only to assess faculty performance, but to provide guidance toward continuous development. Faculty receive written evaluations at each level (department, Faculty Personnel Committee, and Provost) and are provided with the opportunity to respond to these recommendations.

Grounds and procedures for faculty disciplinary action and dismissal stemming from disciplinary actions outlined in the Faculty Handbook (p. 25) are designed to be deliberative. Disciplinary issues that cannot be resolved at the level of the department with input from the Provost, are referred to the Faculty Personnel Committee for investigation. Upon completion of their investigation the Faculty Personnel Committee may recommend a formal hearing by the Faculty Hearing and Appeals Committee. Decisions of the Faculty Hearing and Appeals Committee are reviewed by the President.

Administrative, Support Staff, Campus Operations and Public Safety Employees

The College defines a grievance as "a complaint by an employee regarding the interpretation or application of College rules and regulations, working conditions, or alleged improper treatment.

While the College encourages employees to attempt to resolve issues informally, there is a formal grievance procedure provided for in the Employee Handbook (available in the Evidence Inventory). The Employee Handbook establishes the following process:

1. You must present the grievance in writing to your immediate supervisor, clearly identifying this action as a formal complaint and as the first step in the grievance procedure and describing the resolution desired. You must present the written grievance to your immediate supervisor within 10 working days of the last informal meeting to resolve the grievance. Upon receipt of the written grievance, the immediate supervisor shall have 30 working days in which to provide you with a written answer to your grievance. (Should your grievance involve your immediate supervisor, you should proceed to step #2)
2. If you are not satisfied with the answer from your immediate supervisor, you may, within the next 10 working days of receiving the reply from your immediate supervisor, present the grievance in writing to your immediate supervisor's supervisor and/or the department head, with a copy forwarded to the Director of Human Resources. Upon receipt of this written grievance, this administrator shall have 30 working days in which to provide you with an answer in writing, with a copy forwarded to the Director of Human Resources.
3. If good faith efforts to resolve the grievance within the department are not successful, you should, within the next 10 working days, direct the complaint to the Office of Human Resources. The Director of Human Resources will review the complaint in an objective, confidential manner and attempt to mediate the situation in light of all the relevant facts and their relation to College policy.
4. The Director of Human Resources will communicate their response to you within ten working days.
5. If upon receipt of the answer from the Director of Human Resources you remain unsatisfied, you may take the grievance to the final level of review by the Vice President in charge of your area. To do so, you must provide written notification of such dissatisfaction to the Vice President in charge of your area, with a copy to the Director of Human Resources within 10 days after receiving the answer from the Director of Human Resources. The Vice President in charge of your area shall promptly investigate and, if necessary, conduct a hearing upon the grievance. The Vice President in charge of your area shall render a written decision concerning the matter within 30 calendar days and furnish copies thereof to the parties involved, including the Director of Human Resources. The decision of the Vice President in charge of your area will be final unless the President of the College exercises the right to review the decision and to modify or reverse it.
6. If at the conclusion of this formal grievance procedure, you are still not satisfied with the outcome and you want to seek legal recourse, the case may be brought to arbitration.

Honesty and truthfulness in Public Relations

(Criterion 6)

The College promotes its ethical standards in its publications, on its website, and other in-house communications. In the 2018 Undergraduate and Graduate Bulletin, statements supporting ethical treatment of students by the College and by fellow students are addressed in the Academic Policies (p. 32) section as well as in the College's Statement on Sex Discrimination and Sexual Violence (see statement in Evidence Inventory).

The Office of Communications and Marketing creates communication strategies to meet the needs of the Wagner College community. This includes the editing and production of various publications, maintenance and promotion of Wagner's online presence through the website and social media platforms, promotion of activities and events at the college, and liaison with local, regional, and national media. Communications and Marketing abides by Wagner's employee code of conduct (see Codes of Conduct in Evidence Inventory), especially the professional expectations and confidential material policy. The Statement of Ethics from The Council for the Advancement and Support of Education (CASE) is a guiding document for Wagner College's Communication and Marketing, particularly the focus on "respect for truth" and issues of professionalism; CASE's Principles of Practice for University and College Periodical Editors includes "respect for truth, fairness, free inquiry, and the presentation of competing ideas" and "scrupulous standards of accuracy, fairness, editorial integrity, taste, and sensitivity." In addition, all recruitment communications (including flyers and postcards, the website, videos, and social media channels) use authentic photos and stories from Wagner College, no stock images or other stock pieces of content.

Our visual identity guides the visual communication of the College's public image by defining a system of logos, colors, typefaces, and other elements to be applied across many applications and media (see Visual Identity, available in the Evidence Inventory). These guidelines pertain to the proper use of the institutional visual identity, as overseen by the Office of Communications and Marketing. The Department of Athletics oversees the use of the Wagner athletics marks. The Office of Communications and Marketing also maintains and promotes Wagner's online presence through our website and social media platforms and ensures the college remains compliant with accessibility guidelines and web standards as noted in our digital policies and Social Media Handbook.

College Admissions practices are governed by the National Association for College Admission Counseling Code of Ethics (available in Evidence Inventory). All admissions recruiting materials are produced by the Office of Communications and Marketing and adhere to all standards detailed above. Prospective students can find information about the college on the college website as well as at the new student hub, which provides detailed information about the college, majors, housing, clubs, campus resources, health and safety, and more.

The College's Responsible Use of Technology and Information Resources (available through the IT website and posted in the Evidence Inventory) includes general policies, data policies, and email policies which apply to the entire Wagner College community to protect information used by administration, faculty, staff, students, alumni, and friends and are subject to change as technology, state, and federal laws develop. Email and voicemail will be kept as private as possible; administrators and Information Technology professionals will not read email that is not addressed to them nor listen to someone else's voicemail messages unless necessary in the course of their duties. Certain types of email and voicemail and their uses are prohibited including but not limited to obscene messages, harassing messages, and unsolicited political messages. Email or voicemail that violates any College policy or is otherwise used for an illegal purpose is prohibited.

Wagner is committed to striving for excellence in our athletics program while remaining compliant with National Collegiate Athletic Association (NCAA) guidelines. As a member of the NCAA, Wagner College is responsible for ensuring faculty, staff, administrators, student-athletes, alumni, boosters, and friends of the

College abide by NCAA regulations. Prior to 2021, in terms of promotional advertisements, “Student-athletes [could not] allow his/her name, picture, or personal appearance to be used for advertisements or the promotion of any commercial product or services” (Student-Athlete Handbook, p. 17). Following the 2021 United States Supreme Court ruling in *NCAA v. Alston*, on July 1, 2021, the NCAA instituted a new rule that permits student-athletes to profit off their name, image, and likeness. Wagner is providing student-athletes education and support as they navigate this new potential. The College is working with the Northeast Conference to secure a company (FanWord) to assist with education modules, monitoring, and staying current with the legislation. (The Evidence Inventory includes Wagner’s policy and disclosure form for student-athletes who enter a name, image, or likeness agreement.)

All student-athlete recruiting is done in compliance with NCAA regulations. An institution shall not provide recruiting materials, including general correspondence related to athletics, or send electronic correspondence to an individual (or the individual’s family members) until June 15 at the conclusion of the student’s sophomore year in high school. Annual Certification Requirement 11.5.1 requires that only those coaches who have been certified may contact or evaluate any prospective student-athletes off campus. Certification must occur on an annual basis (NCAA Manual, p. 53).

Promoting Affordability and Accessibility

(Criterion 7)

Financial assistance is a significant factor in accessibility and affordability for many students at Wagner College. Our Office of Financial Aid serves as a resource center for prospective as well as current students and families. The staff offers counseling and guidance to help make it financially feasible for a student to attend.

To promote access, all first-degree undergraduate students are considered for merit-based grants and scholarships by the Office of Admissions at the time their admissions application is reviewed. Students are not required to submit additional applications for consideration for institutional funding. The Financial Aid website also maintains the Net Price Calculator, mandated by the Federal Higher Education Act (HEOA) of 2008, so prospective students may obtain an estimate of net cost based upon a standard full-time program.

In order to secure funding above and beyond institutional grants and scholarships, students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) and New York State residents are encouraged to complete the Tuition Assistance Program (TAP) application. Financial Aid offers are provided to students after receipt of their FAFSA and supplemental documentation that may be required to determine eligibility (i.e., proof of citizenship, tax documents). Instructions for how to read and understand the award offer are provided. First-time undergraduate applicants are also provided with the New York State Financial Aid Award Information Sheet as a supplemental tool to assist with their understanding of types of aid offered. This tool also allows the students to easily compare offers from other institutions as it is a standard format. A comprehensive financial aid website is maintained that describes institutional, federal, and state aid programs for which a student may qualify, as well as forms and eligibility policies. Tuition rates and fees are primarily housed on the Finance & Business Office website while the full Cost of Attendance for various student populations may be found on the Financial Aid website. Both the Finance & Business Office and Financial Aid link to each other’s websites for reference.

Students have access to their financial aid document tracking and their student bill via their myWagner on-line portal. Students receive billing and financial notices by email. MyWagner has both billing and financial aid sections. Billing gives links to tax forms and to business office pages. The billing section also provides a link to the Student Account Center which provides the student with an itemization of their financial obligations to the College, gives options for payment plans, allows students to link their parents/guardians with the bill, shows statements, and account activity. The Financial Aid section gives links similar to the ones on the financial aid website and shows important dates and deadlines.

The Office of Financial Aid works closely with various campus offices to support students who may need additional funding in order to attend. This work includes sitting on the Admissions Appeals Committee (for first-time students) and coordinating the Grant in Aid Committee appeals (for upper-class students). The Offices of Financial Aid and Student Accounts work closely together to assist all students in understanding their bills and the various options to satisfy their bill. The Financial Aid office also works closely with other campus offices including, but not limited to Athletics, the Center for Academic and Career Engagement, the Registrar, and Residential Education regarding student retention, study abroad, the effect of withdrawal from a class or the college on financial aid eligibility. Financial Aid manages the named scholarship selection process. Primary focus of the selection is to assist students who have demonstrated financial need and meet the criteria of the various scholarships.

The Office of Financial Aid encourages student and parent borrowers to be aware of loan debt incurred and to utilize federal loans before private educational loans. For Federal Direct Loan student borrowers, entrance counseling that describes a borrower's rights and responsibilities is required and is completed online. Exit counseling notifications, which remind students of these responsibilities, are sent for students who graduate, withdraw, or drop below full-time. Financial aid counselors and staff members are available to speak with students and families on weekdays when the College is open for business. Phone or in-person appointments are strongly encouraged so staff may be adequately prepared to speak with a student, but are not required. In addition, Financial Aid staff actively participate in Admissions' Campus Visit Days and Admitted Student Days to answer individual questions from prospective students and family members regarding the financial aid process.

The Procedures and Policies section of the Student Handbook introduces students to the Office of Financial Aid (p. 8) and describes funding sources and student responsibility for finances (p. 64). The section on financial aid provides the location, phone number, and email to contact the Office of Financial Aid. Wagner College provides financial aid through federal, state, and private agencies, as well as institutional aid. Wagner encourages students to apply for outside scholarships and outside scholarships do not reduce merit funding from Wagner. The College's federally mandated Drug Conviction Policy can be found on the website (available in the Evidence Inventory).

Bills due to Wagner College are expected to be paid by the assigned due date. The only acceptable exceptions to this policy must come in writing from the Business Office. Students are responsible for timely payment of all tuition, room and board, and other charges incurred as billed by Wagner College. Students are responsible for all costs incurred by the College in collection of delinquent charges. Students are informed that all un-

paid bills are subject to interest assessments and that delinquent accounts may result in sanctions. Sanctions include prevention of registration, obtaining official documents (transcript or diploma), on-campus living, participation in athletic teams and on-campus employment.

Compliance with All Applicable Reporting Policies

(Criterion 8)

The college discloses the institution-wide assessment on the college's website under the Institutional Reports section. Among the reports that can be accessed through this section are the Common Data Sets (dating back to the 2010-11 academic year), the Annual Security and Fire Report (2017 onward), and Clery Act Reports (2017 onward). Licensure pass rates apply to three academic programs: Physician Assistant, Nursing, and Education. These data are available on each department's webpage.

Through this self study, the College demonstrates that it is in compliance with all Requirements of Affiliation required by the Middle States Commission on Higher Education (MSCHE). The Requirements of Affiliation were divided among the Working Groups and requirements are examined in the relevant section. The College ensures compliance with the policies of the Commission through the Accreditation Liaison Officer (ALO), who stays abreast of the Commission's policies.

Substantive changes are submitted to MSCHE by the ALO. The most recent substantive change submitted to MSCHE, approved by the Commission on January 4, 2021, was a request for expedited review of distance education as a temporary alternative delivery method. This change allowed the use of distance education through May 30, 2021 to accommodate students impacted by interruptions caused by COVID-19, in accordance with United States Department of Education (USDE) guidelines published August 21, 2020.

The College's other Substantive Change request during the period covered by this self-study was a request, in 2014, to include the Doctor of Nurse Practice Program within the scope of the institution's accreditation, effective upon receipt of state approval (which the Commission received on February 13, 2015).

Periodic Assessment

(Criterion 9)

Wagner College is committed to continually reviewing its policies relating to ethics and integrity. The Faculty Handbook is reviewed by the faculty standing committees and updated on a regular basis by the Priorities and Budget Committee, with the most recent revision in January 2021. The Adjunct Faculty Handbook is reviewed annually by the Associate Provost for Academic Affairs to ensure that the policies are current and accurate. The Student Handbook, Student–Athlete Handbook, and Employee Handbook are reviewed and revised annually by the appropriate offices.

COVID-19 Response

No changes to governance structures were required in response to the COVID-19 crisis. However, a number of processes needed to be modified to meet the need created by our move to remote learning and working. All meetings of Faculty Governance bodies moved online beginning in mid-March 2020, and remained virtual through May 2021. The Priorities and Budget Committee, with the assistance of the Provost's Office and the Chief Information Officer, transitioned all faculty elections into a digital format (using Qualtrics). In so doing, the committee relied on technical guidance available from Tufts University (available in Evidence Inventory), to assure the integrity of the vote. The Faculty Personal Committee allowed for Zoom to be used for classroom teaching observations and moved to Airslate for secure signatures related to Peer Evaluation Group voting on issues of review, tenure, and promotion.

The Registrar moved a number of student services online using Google Forms. These include a digital Drop/Add form that includes permission from instructors to waive pre/corequisites and enrollment limits, as well as Declarations of Majors and Minors, Course Withdrawals, and Graduation Applications. The office also launched electronic transcripts with the assistance of the National Student Clearinghouse. Finally, the members of the Registrar's Office began using Calendly to schedule Zoom appointments with students for final degree audit meetings.

Summary

Working Group 2 identified evidence of meeting all of the criteria for Standard II (indexed in the Evidence Inventory or described within this chapter). Evidence of Wagner College's commitment to academic freedom is outlined in the Wagner College Bylaws, and Faculty and Student Handbooks. Supporting data from the NSSE and FSSE are provided. A wide range of procedures and policies that enable Wagner's community to foster respect and diversity were documented in the areas of teaching and research, as well as in training for students, staff, and faculty. Internal surveys, and NSSE and FSSE data, support the effectiveness of these procedures and policies. Grievance policies and procedures are documented in handbooks of the Faculty, Adjunct Faculty, Students, Student-Athletes and Employees. These documents make clear Wagner College's commitment to creating a campus free from discrimination, sexual violence, Title IX violations, hate, and bias, while also striving to avoid conflicts of interest. Procedures designed to create fair and impartial employment are documented in the Faculty Handbook and Employee Handbook.

Working Group 2 documented honesty and truthfulness as well as affordability and accessibility in Wagner College's public-facing documents and internal communications, procedures, and policies enacted by the Offices of Communications, Admissions, Financial Aid, Finance & Business, Information Technology, and Athletics. The Working Group also demonstrated compliance with federal, state, and accreditation requirements and documented the process for access of the College's policies and procedures relating to ethics and integrity.

Wagner College's academic response to the COVID-19 pandemic is described.

Recommendations

- Currently, periodic assessment of ethics and integrity policies and procedures is conducted by persons or offices with oversight of the various Handbooks in which the policies and procedures are documented. It is recommended that a more robust process for assessment of policies and procedures should be developed, including surveys of the experience of relevant constituents and stakeholders. This process should include a schedule for assessment.

Standard III

Design and Delivery of the Student Learning Experience

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.

Working Group 3 provided evidence of meeting the criteria for Standard III and Requirements of Affiliation 8, 9, and 10. Working Group 3 evaluated the implementation of the Key Skills & Knowledge curriculum (the general education program instituted in Fall 2018). Working Group 3 evaluated recent expansions of majors and programs of study. Finally, the group described Wagner College's academic response to the COVID-19 pandemic.

Range and Quality of Academic Programs

(Criterion 1) (Requirement of Affiliation 9)

The Undergraduate & Graduate Bulletin (hereafter Bulletin), available in the Evidence Inventory, describes all degrees conferred by the College, as well as the required courses (and maximum number of courses) for undergraduate and graduate degrees. Undergraduate students take courses on a unit system. The vast majority of courses are each one unit. Laboratory requirements range from zero units to half a unit. (A few examples may help to clarify. A chemistry course with a required laboratory will be one unit for the course plus zero units for the laboratory. Almost all courses in the humanities will be one unit, with the exception that some journalism courses are worth half a unit. Students studying music will take courses for one unit and will have options for performance-based experiences for zero units or half a unit.) Undergraduate students are expected to complete exactly nine units per year (with a maximum of five units in a semester) to graduate in four full academic years with a total of 36 units; majors range from ten to eighteen units.

Graduate students in eight different programs take courses on a credit system. The majority of graduate courses are each three credit hours. Graduate students are considered full time at nine credits per semester and may register for a maximum of four courses (typically 12 credits). Master's programs range from 30 to 45 credit hours. The Doctor of Nursing Practice (DNP) requires 39 credit hours for students who previously completed a master's degree in nursing and 84 credits for students who enter the program with a bachelor's degree in nursing.

Design, Delivery, and Assessment of Academic Programs by Appropriate Faculty and Staff

(Criterion 2) (Requirements of Affiliation 8 and 9)

To evaluate teaching effectiveness and learning outcomes, Wagner College has strategically selected and developed a number of student surveys. These surveys consistently provide evidence that demonstrates rigorous and effective teaching. For example, one internal assessment focuses on Wagner College's Senior Learn-

ing Community, which consists of a capstone course in the student's major and a reflective course. Students' responses to this survey demonstrate Wagner College's success in creating scholarly inquiry appropriate to the institution's mission, goals, and policies.

Working Group 3 elected to compare relevant responses from students on the National Survey of Student Engagement (NSSE). Specifically, we compared means and standard deviations of first-year students in Spring 2019 (FY19), first-year students from the year before (FY18), and senior students in Spring 2019 (SY19). The FY19 group experienced the new Key Skills & Knowledge curriculum for general education, whereas the FY18 group was the final group of students on the previous general education program. The SY19 group represents the most recent group of students completing their education at Wagner College. The following table presents mean scores for each of these groups (with the standard deviation in parentheses).

Items measured on 1-4 scale, with higher scores indicating stronger agreement	FY19	FY18	SY19
Instructors clearly explained course goals and requirements	3.08 (0.82)	3.01 (0.81)	3.08 (0.88)
Instructors taught course sessions in an organized way	2.85 (0.80)	2.93 (0.94)	3.00 (0.89)
Instructors used examples or illustrations to explain difficult points	2.96 (0.84)	3.02 (0.83)	2.99 (0.91)
Instructors provided feedback on a draft or work in progress	3.00 (0.94)	2.98 (0.76)	2.85 (1.02)
Instructors provided prompt and detailed feedback on tests or completed assignments	2.96 (0.96)	2.86 (0.78)	2.80 (0.96)
Worked with other students on course projects or assignments	2.72 (0.80)	2.71 (0.85)	2.86 (0.83)
Prepared for exams by discussing or working through course material with other students	2.83 (0.94)	2.74 (0.99)	2.64 (0.94)
Asked questions or contributed to course discussions in other ways	2.85 (0.81)	2.93 (0.81)	3.18 (0.83)
Prepared two or more drafts of a paper or assignment before turning it in	2.52 (0.97)	2.59 (0.87)	2.24 (1.05)
Gave a course presentation	2.65 (0.82)	2.65 (0.88)	3.04 (0.86)
Memorizing course material	3.09 (0.88)	2.93 (0.73)	3.02 (0.95)
Applying facts, theories, or methods to practical problems or new situations	2.89 (0.84)	2.96 (0.79)	3.12 (0.81)
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.82 (0.92)	2.99 (0.75)	2.95 (0.89)

Evaluating a point of view, decision, or information source	2.92 (0.88)	2.94 (0.78)	2.88 (0.81)
Forming a new idea or understanding from various pieces of information	2.91 (0.87)	2.95 (0.85)	2.88 (0.88)

A mean score (arithmetic average) equal to 2.5 indicates a neutral response. Most mean scores show agreement with the statement (an average score above 2.5). Of particular note, students across the three groups report that “instructors clearly explained course goals and requirements,” “instructors taught course sessions in an organized way,” “instructors used examples or illustrations to explain difficult points,” “instructors provided feedback on a draft or work in progress,” and “instructors provided prompt and detailed feedback on tests or completed assignments.” Students across all three groups reported that they “asked questions or contributed to course discussions in other ways,” applied “facts, theories, or methods to practical problems or new situations,” and analyzed “an idea, experience, or line of reasoning in depth by examining its parts,” evaluated “a point of view, decision, or information source,” and formed “a new idea or understanding from various pieces of information.”

Seniors were more likely than first-year students to report working “with other students on course projects or assignments,” asking “questions or contribut[ing] to course discussions in other ways,” “giving a course presentation,” and “applying facts, theories, or methods to practical problems or new situations.” (All noted differences are based on omnibus Analysis of Variance at or below a probability of .05, followed by a post hoc Tukey HSD test below .05.)

On the NSSE, students report writing regularly. On average, all three groups reported writing between 3 and 4 papers of up to 5 pages, 2 to 3 papers between 6 and 10 pages, and between 1 and 2 papers of 11 pages or more. Students expressed agreement that “instructors clearly explained course goals and requirements” and “taught courses in an organized way.” Seniors in 2019 were more likely than first-year students in 2019 to report asking questions or contributing to discussions and giving presentations, but they were less likely to report preparing multiple drafts of a paper. Given the First-Year Program’s focus on multiple drafts of papers, this is not a surprising result, but does suggest a helpful conversation to have with students about the value of multiple drafts.

Item	FY19	FY18	SY19
Number of papers, reports, or other writing tasks of up to 5 pages	3.64 (1.18)	3.67 (1.33)	3.62 (1.49)
Number of papers, reports, or other writing tasks between 6 and 10 pages	2.36 (0.84)	2.71 (1.15)	2.52 (1.20)
Number of papers, reports, or other writing tasks of 11 pages or more	1.60 (0.69)	1.70 (1.28)	1.94 (0.92)

Evidence of Qualifications of the Faculty

The Evidence Inventory includes the list of all 95 full-time faculty members for the 2019-2020 academic year, organized by department. All 16 full-time faculty members in the humanities have the terminal degree in their field. Seven of the full-time faculty members in the arts have a doctorate in their field, and all tenured or tenure-track full-time faculty members have a terminal degree, such as a master's of fine arts. All 19 tenured or tenure-track full-time faculty members in the professional programs of Business Administration, Education, and Nursing have relevant doctoral degrees. All 16 full-time faculty members in the sciences have a relevant doctorate. All 18 full-time faculty members in the social sciences have a relevant doctorate. Given the size of Wagner College's student body, the faculty size is sufficient to meet the needs of students. As is the case for many institutions, increasing the size of the tenure-track faculty is an ideal goal.

The College is committed to maintaining a strong full-time, tenure-track faculty. In April 2019, the faculty passed a policy to maintain a large majority of tenure-track lines within the full-time instructional staff. Specifically, the total full-time instructional staff that is not eligible for tenure shall not exceed 15 percent of the total number of college-wide tenure-track faculty members. Additionally, the total full-time instructional staff that is not eligible for tenure shall not exceed 40 percent of the total number of full-time faculty members in any department or school.

The Faculty Handbook defines the Faculty as consisting of "the President, the Provost, the full-time members of the instructional staff normally classified as Professor, Associate Professor, Assistant Professor, Associated Faculty, and Instructor, all temporary but full-time members of the instructional staff, all academic officers, and all persons granted status as 'faculty by exception' as approved by the Faculty and approved by the President." Tenure-track full-time faculty members hold one of the following ranks: Professor, Associate Professor, Assistant Professor, or Instructor. In Spring semester 2019, the faculty approved two new full-time categories that are not be eligible for tenure: Teaching Fellow and Clinical Professor.

The position of Teaching Fellow capitalizes on Wagner College's outstanding institutional reputation for innovative approaches to education that emphasizes interdisciplinary learning that occurs in both traditional classroom settings and carefully organized experiential exercises. The Teaching Fellow offers an opportunity to expand the faculty to include younger scholars who are interested in teaching. These individuals will be recent doctoral graduates and doctoral candidates who have finished all degree requirements except for the dissertation. Graduate students often do not have opportunities to gain sufficient skills to manage and drive an undergraduate classroom. This position will allow new graduates or advanced doctoral candidates to gain valuable experience teaching with experienced educators in their field. These Teaching Fellow positions will then enhance the academic departments at the college, allowing for new and fresh ideas to be brought to the campus. The maximum appointment for a Teaching Fellow is three years.

Clinical Professor is a full-time faculty position focused on professional practice and instruction. These positions are not eligible for tenure. Appointments are made of qualified practitioners in areas important to the Wagner College curriculum. Clinical Professors have primary duties in the areas of instruction or service in support of instruction, directly related to their professional experience. They are not be eligible to participate

in College-wide governance. At the Department's discretion, they may participate in department governance, with the exception of personnel matters. First appointments ordinarily are for one year, with subsequent three-year renewal. For new hires, the role of Clinical Professor replaces the role of Associated Faculty, which held duties that were primarily administrative.

Opportunities, Resources, and Support for Professional Growth and Innovation of the Faculty

Tenure-track faculty members at Wagner have access to a variety of resources that support professional growth and innovation. The most direct forms of support comes in two different kinds of grants from the Provost's office. One is the faculty aid grant that can be used for attending conferences, short courses, and other such professional events; faculty members can apply for up to \$1,750 per year. The other is the faculty research fund, which supports various projects, such as lab equipment, subventions for publications, and travel, also up to \$1,750 per year. Faculty members' applications are evaluated by the Faculty Personnel Committee, which then makes recommendations to the Provost. Priority is given to faculty members who have not received such aid previously, but most years the faculty members who apply are awarded the full amount requested.

Part-time instructional staff members are appointed for a semester or a session to provide academic instruction, normally up to two courses per term. Part-time instructional staff members who have taught for seven consecutive years or more at Wagner College may apply for up to \$1,000 of professional aid per year.

After six years of consecutive service, tenured faculty members can apply for a sabbatical. Faculty members granted a sabbatical maintain all benefits and may choose one semester at full pay or two semesters at half pay. The purpose of sabbatical is for faculty members to pursue their research and/or professional development. In addition to the normal sabbatical, there is the "professional development semester" (PDS), allowing faculty members teaching in the First-Year Program to teach one additional course of overload for three years and "bank" that time so as to have one semester free of teaching and committee duties in the fourth year. Moreover, faculty awarded fellowships from outside institutions may receive continuous support from Wagner College in terms of partial salary, health care, and other benefits, as appropriate to the nature of the outside award, negotiated with the Provost on an ad hoc basis.

All faculty members, both tenure-track and adjunct, have access to various on-campus resources that promote and support faculty members' efforts to improve their scholarship and their teaching. These include the Center for Teaching, Learning, and Research (which has a dedicated tenured faculty member who receives course-release time for this service); the Scholarship Circle; Grant-Writing Circle (which has a dedicated tenured faculty member who serves as Grants Coordinator and receives course-release time for this service); and workshops run by the director of the Writing Center (a tenure-track faculty member whose workload is balanced between teaching and directing the Writing Center). The Provost also recruits faculty to participate in various local and national conferences on higher education, such as those sponsored by the Association of American Colleges & Universities (AAC&U), the New American Colleges & Universities (NACU), and the Coalition of Metropolitan and Urban Universities (CUMU), as well as the National Learning Communities

Conference. Wagner College is a member institution of New York University's Faculty Resource Network, which offers extensive professional development opportunities related to pedagogy.

In collaboration with faculty, the Wagner College administration secures various grants from national organizations and from private donors to promote faculty development. The competitive Robinson Family Fellowship provides junior faculty members additional financial support. Many of these grants center on Wagner College's civic engagement initiatives and its Port Richmond Partnership. For example, national organizations include Project Pericles, the Bonner Foundation, and the Teagle Foundation; private funds related to civic engagement include the Mollica Fund (up to \$5,000 that supports a research project with a student), the Fox Fellowship (up to \$10,000 to support scholarship linked to community development), and the John Deane Fund (up to \$5,000 for work on the environment). Such grants, awards, and programs enable faculty members to integrate their scholarly expertise and classroom activities to serve community partners. Regular meetings for the First-Year Program, the Intermediate Learning Communities, and the Senior Learning Communities provide opportunities to share best practices and develop innovation.

Equitable Review of Faculty

The College clearly communicates reappointment, tenure, and promotion criteria, expectations, policies, and procedures in the Faculty Handbook. The fairness of these expectations, policies, and procedures is ensured by the democratic process by which they have been instituted. The Faculty Handbook is a living document that has resulted from majority vote at meetings of the entire faculty. All changes to the Faculty Handbook must be passed by this process. The Faculty Handbook is published publicly on the College's website and is distributed in physical form to all new full-time faculty members.

Clear Communication of Academic Programs

(Criterion 3) (Requirements of Affiliation 8 and 9)

Working Group 3 catalogued multiple, publicly available sources of information that clearly and accurately describe degree and program requirements to students, including expected time to completion.

NSSE data from the three groups described above (FY19, FY18, and SY19) demonstrate learning opportunities and resources that support students' academic progress. Seniors in 2019 were more likely than first-year students in 2019 to report combining ideas from different courses, giving presentations, contributing to class discussions, and having discussions with faculty members outside of class. In addition to the tables of means and standard deviations available in the Evidence Inventory, students reported that 1-2 of their courses included a community-based project.

Sufficient Learning Opportunities and Resources

(Criterion 4)

Wagner College routinely evaluates existing degree programs, majors, and concentrations based on enrollment goals, needs of students, interests of students, and expertise of faculty members. Ongoing analyses of changes in enrollment across majors, in comparison to national trends, has helped to identify areas of growth

as well areas that might benefit from additional investment. The size of the student body at Wagner College decreased from 2012 to 2018, therefore there is a commensurate decrease in average enrollment in majors (comparisons below are based on a baseline expectation of a 16.63% decrease per major, which is the average decrease across all majors). The decreased size of the study body is an issue of concern being addressed by a combination of recruitment efforts from Admissions, retention efforts from the Retention Committee (which was reconstituted in Fall 2018), and academic departments offering new majors.

Declared 1st and 2nd Major, by Department, 3-year moving averages

Declared major based on spring semester data for each year, and includes both undergraduate and graduate students. If a department offers multiple majors, they are all summed together. Biopsychology and Behavioral Economics data are split equally between two departments (biology/psychology and economics/psychology).

Dept	2012/14	2013/15	2014/16	2015/17	2016/18	change	% change
Business Administration	341	341	346	334	322	-19	-5.6%
Education	166	158	169	143	123	-43	-25.9%
Nursing	367	387	395	403	409	42	11.4%
PA	131	145	161	170	180	49	37.4%
<i>Professional Programs</i>	<i>1005</i>	<i>1031</i>	<i>1071</i>	<i>1050</i>	<i>1034</i>	<i>29</i>	<i>2.9%</i>
Biological Sciences	138	134	127	112	108	-30	-21.7%
Math & Computer Sci.	42	42	40	36	34	-8	-19.0%
Physical Sciences	28	28	29	34	31	3	10.7%
<i>Sciences</i>	<i>208</i>	<i>204</i>	<i>196</i>	<i>182</i>	<i>173</i>	<i>-35</i>	<i>-16.8%</i>
Anthropology	16	13	14	14	14	-2	-12.5%
Economics	12	15	18	17	16	4	33.3%
Government & Politics	41	38	35	33	34	-7	-17.1%
Psychology	144	139	129	110	93	-51	-35.4%
Sociology	63	64	55	43	33	-30	-47.6%
<i>Social Sciences</i>	<i>276</i>	<i>269</i>	<i>251</i>	<i>217</i>	<i>190</i>	<i>-86</i>	<i>-31.2%</i>
English	48	44	39	35	35	-13	-27.1%
History	31	30	20	16	12	-19	-61.3%
Modern Languages	34	28	21	17	12	-22	-64.7%
Philosophy & Religion	8	8	7	6	4	-4	-50.0%
<i>Humanities</i>	<i>121</i>	<i>110</i>	<i>87</i>	<i>74</i>	<i>63</i>	<i>-58</i>	<i>-47.9%</i>
Art	20	19	22	26	29	9	45.0%
Music	11	11	12	12	9	-2	-18.2%
Theater	279	281	275	266	249	-30	-10.8%
<i>Arts</i>	<i>310</i>	<i>311</i>	<i>309</i>	<i>304</i>	<i>287</i>	<i>-23</i>	<i>-7.4%</i>

As a division, the humanities have seen the largest loss in majors (47.9%), which is consistent with national trends. Social sciences have also experienced major losses (31.2%). The losses in the sciences are approximately equal to the average loss across the College. On average, the arts have seen less decline than the rest of the College and professional programs have seen an increase in enrollment.

The College regularly evaluates possible new majors based on student interest and areas of expertise of faculty. Since the end of the previous accreditation cycle, Wagner College has added the degree of Doctor of Nursing Practice, an online Master's of Business Administration, a master's degree in Media Management, and the following new majors for bachelor's degrees:

American Studies

Behavioral Economics

Dance Education

Environmental Studies

Film and Media Studies

Health Sciences

Mathematical Economics

Music Education

Sports Administration

Vocal Performance

Wagner College's Evelyn L. Spiro School of Nursing is a center of excellence at the College that serves students from bachelor's level registered nurses to graduate level nurse practitioners. As the appropriate degree for nurse practitioners moved from a master's to the Doctor of Nursing Practice, the School of Nursing remained abreast of the changes and successfully worked with the faculty of the College and the state of New York to have Wagner College's first doctoral degree approved.

Wagner College has a proven record of success in the arts, including a Theatre Performance major that routinely achieves impressive national rankings. The new major in film/media studies has driven growth in enrollment in the Department of Visual Arts. Given the long-term success of the interdisciplinary biopsychology major, the College has introduced a major in behavioral economics, which has coincided with growth in enrollment in economics. The College instituted four new interdisciplinary majors (in 2019 or more recently) in sports administration, health science, mathematical economics, and dance education. The Music Department added a new major in Vocal Performance in 2019.

Innovative General Education Curriculum

(Criterion 5)

In Spring 2014, a vote of the full-time faculty endorsed reform of the general education curriculum. The previous major overhaul of general education had occurred in 1998 when the College adopted The Wagner Plan

for the Practical Liberal Arts, consisting of three learning communities, experiential learning, writing across the curriculum, and a senior capstone experience. Updates to the curriculum over succeeding years moved toward recognizing that skills can be taught across the curriculum. For example, rather than requiring a course in computer science, departments could apply to the Academic Policy Committee to have a specific course designated as meeting the skill of Technological Competency.

In September 2014, the provost appointed a task force of faculty members across academic divisions. The task force met semi-monthly and reviewed potential curricula. Following extensive investigation and discussion, the task force developed a skills-based plan for the curriculum based on the Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges & Universities (AAC&U). The LEAP initiative and the new general education plan for Wagner College focus on high-impact practices. The Key Skills & Knowledge Curriculum maintains the three learning communities (the First-Year Program, the Intermediate Learning Community, and the Senior Learning Community). Rather than requiring specific disciplines (such as English literature and history in the previous general education curriculum), the new curriculum keeps the same number of courses per division, but opens the possibility for students to explore knowledge areas more widely than before or explore more deeply a selected discipline within the same number of courses. Students complete at least two courses in the arts; three in the humanities; three in mathematics and sciences, and three in social sciences, across at least seven disciplines.

In both the current general education program and the previous program, students are required to take three humanities courses. In the previous program, one of these had to be English literature and another had to be history. This created a disadvantage for studying a modern language, philosophy, or religion. The current program allows students to choose any three humanities courses, including the option of selecting three courses within a given discipline if they want to study one in more depth. The previous general education program required at least two disciplines per division (such as psychology and sociology within the division of social sciences). The new program opens more possibility for students to complete a disciplinary-based minor, given that half of a minor may be fulfilled while exploring a Knowledge Area. The previous program had the effect of encouraging students to take introductory courses across multiple disciplines. The current program provides opportunity for students to study a selected discipline with more depth while fulfilling general education requirements.

In addition to allowing more flexibility for students across Knowledge Areas (academic disciplines), the new general education program focuses extensively on skills students develop across courses. In the College's earlier general education programs, the assumption was that desired skills would be found within required disciplines; for example, an English literature course was required as the accepted way of building writing skills and critical reading.

In piecemeal adjustments to general education prior to 2014, the skills of writing and technological competency had been identified as occurring across the curriculum. Departments applied to the Academic Policy Committee to have a course recognized as fulfilling a critical step toward mastering that skill. These changes were successful and paved the way for adoption of a skill-based focus across disciplines.

In spring 2016, the faculty overhauled the general education plan, with a focus on Key Skills. The present plan emphasizes critical thinking, inquiry, and analysis across classes and disciplines. Departments can apply to have specific Key Skills designated for courses. Any given course may be recognized as meeting up to three Key Skills.

For each of the skill areas, students must successfully complete at least one intensive course—a course in which instruction explicitly focuses on building that skill. Most skills can be completed with one intensive course plus two additional courses in that skill. The additional courses may be designated as practice/exposure or as intensive.

The process of going from task force to adoption by the full-time faculty allowed much opportunity for thoughtful discussion and input from all full-time faculty members. Between September 2015 and February 2016, the task force reported three times at Faculty Meetings, held a discussion at a non-voting meeting of the entire faculty, and reported twice to the Department Chairs Council. The proposal was regularly updated based on these discussions. In March 2016, the Academic Policy Committee reviewed and approved the proposal, this proposal was discussed at a non-voting meeting of the entire faculty, and the Key Skills & Knowledge Curriculum was adopted by the faculty after winning an overwhelming majority in a democratic vote.

In May 2016, all members of the full-time faculty were invited to a day-long, retreat-style meeting in which rubrics were created for each skill. Faculty elected to join working groups based on their interest, and each working group was led by a member of the General Education Task Force who started the discussion with the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubric. These rubrics were adjusted for institutional purposes as the faculty worked to create specific criteria for designating a course as intensive or as practice/exposure in a given skill. Any given course may have up to three skills associated with it, of which, up to two may be intensive.

Students complete at least three courses that focus on each of the following skill areas, with at least one course designated as intensive—intercultural understanding, creativity, critical reading and analysis, oral communication, and quantitative thinking. Students complete at least one intensive course in technological competency and at least one in information literacy, with a third course that focuses on either of these two skills. Students complete at least five courses that focus on the skills of written communication: First-Year Program Reflective Tutorial, Senior Learning Community, and at least three more courses, of which at least one must be intensive.

The faculty and administration have worked together to ensure the effective implementation of the Key Skills & Knowledge curriculum. The registrar's support has been particularly helpful in terms of identifying how to integrate the new curriculum within the Jenzabar student information system. All students who entered Wagner College on or after Fall 2018 are completing their degree within the new general education curriculum. This includes students who transferred to Wagner College from another institution. The Dean for Academic and Career Engagement has worked closely with the registrar and chairs of academic departments to identify appropriate skills to grant for courses transfer students have taken at other institutions. Administrators who facilitate education abroad work with faculty advisors to identify relevant skills in courses taken abroad.

The Committee for Learning Assessment is designing assessment plans for the Key Skills. The assessment plan for the skill of Written Communication was approved by the faculty, and the first round of assessment began in fall 2019. The Committee for Learning Assessment is systematically bringing assessment plans for each skill to the full-time faculty for democratic approval. The new general education program will be regularly evaluated on the basis of assessment data.

Opportunities for Graduate and Professional Education

(Criterion 6) (Requirement of Affiliation 8)

Across the eight programs of graduate study at Wagner College, students have appropriate opportunities in each discipline for research, scholarship, and independent thinking. For example, students in the master's degree program in microbiology have an option to complete a thesis. In business administration, students complete appropriate research papers in their coursework and have options to develop their skills and independent thinking in internship opportunities. Graduate students in the Physician Assistant program and the Doctorate of Nursing Practice apply to one of the College's Institutional Review Boards for approval of their research with human subjects. Two of the research projects from students in the Physician Assistant program won national awards in 2021.

Institutional Review and Approval of Learning Opportunities from Third-Party Providers

(Criterion 7)

Working Group 3 identified education abroad as learning opportunities administered by third-party providers. The Center for Intercultural Advancement reports that in Fall 2017 through Summer 2018, 48 students participated in international education experiences organized or sponsored by an outside institution, of these 26 students studied for an entire semester abroad and the remaining 22 had a briefer experience. Wagner reviews study abroad partnerships on a case-by-case basis. The College works with membership partners to identify partner programs (including NAFSA: Association of International Educators, the Association of International Education Administrators, and New American Colleges & Universities).

Wagner's commitment to offering international educational experiences also includes the Expanding Your Horizons (EYH) program, which is a spring-semester course designed by a faculty member that includes an international travel experience. Although these courses may include collaboration with other institutions, they would not fall under the category of instruction by third-party providers.

Working Group 3 surveyed chairs of all academic departments regarding third-party providers of educational experiences. Although students regularly participate in internships and field placements related to their career goals, the student learning opportunities related to these experiences are designed and assessed by Wagner College faculty members, rather than third-party providers. Other than education abroad, the College does not use student learning opportunities designed or assessed by third-party providers.

Working Group 5 focused on assessment of student learning experiences across Wagner College's academic programs, and their findings will be discussed later in this self-study document.

Periodic Assessment of the Effectiveness of Programs

(Criterion 8)

Wagner College's Common Data Set reports (uploaded to the Evidence Inventory and publicly available on the College's webpage, demonstrate the institution's systematic evaluation.

All of Wagner College's profession program are accredited by discipline-specific accreditors. The Nicolais School of Business is accredited by Accreditation Council for Business Schools and Programs, the Education Department is accredited by the Association for Advancing Quality in Education Preparation, the Evelyn Spiro School of Nursing is accredited by the Accreditation Commission in Education in Nursing, and the Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant.

The Faculty Handbook describes the function of the Priority and Budget Committee, which focuses on institutional planning, and the Committee for Learning Assessment, which focuses on evaluating institutional effectiveness.

COVID-19 Response

Wagner College has been both proactive and quickly adaptive in its response to the COVID-19 pandemic. A task force began monitoring the spreading virus in February 2020. On March 2, the provost surveyed faculty to identify which classes could be easily converted to a remote format, with an anticipation that the governor of New York might call for a temporary switch to remote instruction. Classes were canceled for the two days immediately prior to spring break to provide opportunity to train faculty on tools for remote instruction. Information Technology provided training for WebEx, Adobe Connect, Explain Everything, advanced skills in Moodle, and SnagIT. The initial plan was to have at least a week of remote instruction following spring break; a clear decision was made before the end of spring break to remain remote for the rest of the semester. Decisive and timely communications allowed faculty and students to adjust quickly to remote instruction.

The physical space of the library closed March 18 and support services for students and for faculty scholarship were fully remote for the remainder of the semester and the summer. Librarians shared information about RedShelf with the campus community. On March 21, the provost provided detailed instructions regarding resources for successful remote instruction. The faculty were surveyed on March 27, after the first week of remote instruction, to discover issues and help correct them. On March 29, the College announced a temporary expansion to the normal rules for electing to earn a grade of pass or fail, rather than a specific letter grade. Students were allowed to choose the pass/fail option for any or all courses for the semester; courses with a grade of passing in Spring semester 2020 count toward fulfillment of the requirements of a major, minor, or general education. (In a typical semester, a course taken pass/fail can only count as an elective.)

On March 31, planning for summer classes included an exploration of the possibility of holding all classes online. Prior to 2020, the only online classes at Wagner College were selected summer courses. The decision to hold all summer classes online was announced April 8, providing substantial time for preparation.

An ad hoc faculty group was tasked with planning for fall semester on April 12.

Surveys regarding the success of the move to remote instruction were conducted at the end of the spring semester. The teaching evaluation form was changed to focus on gaining feedback regarding remote instruction. Working with the Faculty Personnel Committee, a clear message was sent that the evaluations would gather aggregate information about remote instruction, but would not be used for personnel decisions. Faculty and students were surveyed about remote instruction at the end of spring semester.

The calendar for the fall semester was modified to start a week earlier than usual and take no breaks until Thanksgiving. The intention was to reduce the likelihood of students traveling during the semester. A change to the daily schedule of class times was proposed, but later rescinded. The intention was to allow more time between classes to reduce crowded hallways in classroom buildings and provide an opportunity to clean classrooms, but this was deemed unnecessary as it became apparent that many faculty members had requested to teach online courses. The actual use of campus facilities would not require additional time between classes.

The ad hoc faculty committee developed guidelines for fall semester classes. Faculty members could be in-person or online. The Office of Human Resources was generous with allowing faculty members to self-identify if they needed to teach online. Faculty members who taught in-person received guidelines for hybrid and hyflex teaching. Students were allowed to choose to be fully remote, which resulted in most in-person courses having some hyflex interaction.

Faculty development workshops were created and delivered. The workshops ran for four days and were offered twice. Information Technology decided to switch to Zoom (over WebEx) for better functionality. The Provost's Office hired online course development specialists and assigned them to departments to be available for assistance with course preparation.

The College contracted with a laboratory to administer COVID-19 testing to all individuals who were physically on campus at least once a week. The College was nationally recognized for the publicly available dashboard that presented detailed information regarding cases of the virus on campus and in the surrounding communities.

Faculty and students were surveyed at the end of September about fall courses. Teaching evaluations were conducted in their normal format at the end of the fall semester. The Faculty Personnel Committee worked with the entire faculty to include additional questions assessing effectiveness of online teaching. The final week of in-person classes was moved online before Thanksgiving because the ambient rate of transmission of COVID-19 became alarming.

A winter session was offered for the first time in decades. The winter session began shortly after the end of the fall semester and ran for five weeks, with a week of break for winter holidays. Students were allowed to enroll in one winter course for no additional cost. In total, 722 students enrolled in 49 courses, offered across all academic divisions.

For Spring 2021, faculty guidance was developed based on fall experiences. The College continued to offer a mix of in-person, online, hybrid, and hyflex courses. Spring semester was scheduled to start as late as possible, within the confine of holding Commencement in May. Classes started February 15, nearly a month later than a typical spring semester. The first two weeks of classes were held online with a gradual move-in of residential students to prepare for in-person classes that began in March.

With the return of athletic competition, the College required all students on campus to be tested for COVID-19 at least twice per week, with greater frequency of testing for student-athletes. Employees of the College who were physically on campus continued to be tested once per week.

In May 2021, Wagner College celebrated student success in five Commencement ceremonies, including two socially distanced ceremonies for the class of 2020 and three for the class of 2021. These joyous events required extensive planning that yielded delightful success.

Summary

Working Group 3 identified evidence of meeting all of the criteria for Standard III (indexed in the Evidence Inventory or described within this chapter). Evidence of teaching effectiveness, including internal surveys and the NSSE were described. Wagner College has a 95-member full-time faculty, the vast majority of whom have terminal degrees in their field. The College has recently reaffirmed its commitment to maintaining tenure-track lines, yet has developed opportunities for faculty development in the position of Teaching Fellow and for non-tenure track Clinical Professors who will focus on instruction. Ongoing professional growth and innovation for tenure-track faculty members are supported by internal and external grants, competitive sabbaticals, and internal expert help on teaching and grant writing. Expectations, policies, and procedures for reappointment, tenure, and promotion are clearly communicated in the Faculty Handbook.

Chapter 3 describes implementation of the Key Skills & Knowledge Curriculum, the general education curriculum that was implemented in Fall 2018. The Committee for Learning Assessment assesses the availability and effectiveness of the Key Skills.

Wagner College regularly evaluates existing degrees and majors and develops new degrees and majors. The College continues to innovate in terms of offering interdisciplinary majors in addition to new majors focused on one discipline.

Based on the evidence in this chapter and available in the Evidence Inventory, Working Group 3 concludes that Wagner College meets the criteria for Standard III and Requirements of Affiliation 8, 9, and 10.

Recommendations

- The Faculty Personnel Committee should review all language in the Faculty Handbook describing the faculty and part-time instructional staff and consult with the Provost and President on suggested changes before taking the suggestions to the Priorities and Budget Committee, then to a meeting of

the entire faculty. Specific recommendations include consideration of positions that have not existed at the College in many years (such as the rank of Instructor), and the long-time unused options of multiple ranks of part-time instructional staff (defined in the Faculty Handbook as including Lecturer, Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor).

- Based on surveys conducted since March 2020 when the College suddenly moved to remote learning, graduate students have endorsed online courses. Ongoing use of online classes for graduate programs should be explored.

Standard IV

Support of the Student Experience

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

Working Group 4 provided evidence of meeting the criteria for Standard IV and Requirements of Affiliation 8 and 10. Working Group 4 evaluated how well Wagner College manages its resources to ensure a coherent and effective support system for student success, with a specific focus on institutional planning that stems from the assessments used to track student learning, achievement of educational goals, satisfaction with Wagner College educational and co-educational experiences, and success. Results of assessments are regularly used to identify opportunities for improvement of the student experience.

Wagner College is committed to learning in all aspects of a student's education, both in and out of the classroom. The philosophy in support of the student experience is seen in the Wagner College mission statement, to "prepare students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship." Through student organizations, athletics, internship opportunities, and support services outside of the classroom, Wagner College offers "a comprehensive educational program that is anchored in the liberal arts, experiential, and co-curricular learning, interculturalism, interdisciplinary studies, and service to society." To achieve these goals, student support services work closely with each other and with the faculty to ensure integrated learning, reflective practice, and assessments to ensure the continuing success for our students. This commitment contributes to the educational experience (both in and out of the classroom) and the learning environment.

Clear Policies and Processes

(Criterion 1) (Requirement of Affiliation 10)

The Undergraduate and Graduate Bulletin, posted publicly on the Registrar's website, provides Wagner College's clearly stated, ethical policies regarding admission and student success.

Financial Aid, Scholarships, Grants, Loans, Repayment, and Refunds

A comprehensive website, maintained by the Office of Financial Aid, describes institutional, federal, and state aid programs for which a prospective or current student may qualify; required forms and eligibility policies are clearly organized. The Business Office provides a website that lists tuition and fees; the Financial Aid website provides detailed information about full cost of attendance. Both websites link to each other for clarity of reference.

Students may track their financial aid package and their student bill through a secure online portal that also houses course registration. Emails are used to notify students when documents are owed to the Financial Aid Office and when bills are due. The refund policy is posted on the Business Office's webpage.

Support for Students Who Are Not Adequately Prepared

Each fall semester, faculty members work with incoming students in the First-Year Program learning community, which includes a writing-intensive Reflective Tutorial course. The faculty members, who also serve as the students' academic advisor, conduct an early assessment of students' ability to write effectively. Students who are identified as needing additional support for their writing are referred to the Director of the Writing Center, who teaches EN 012 Foundations in Writing, a zero-unit lab that functions as a support community for the writing completed by students in their first semester.

Tutoring services are provided to Wagner College students at no additional charge through Peer Tutoring and the Writing Center. Peer Tutoring is a service provided to help students who are interested in additional support in academic subjects. The tutors are current students who have been recommended by faculty members and trained to assist undergraduate students with specific subjects, assignments, or projects. Tutoring is provided on a one-to-one basis and in small groups. In spring 2020, there were 24 Peer Tutors, representing course support in 13 academic departments.

Through the Writing Center, extensively trained Writing-Intensive Tutors provide one-on-one and small group support of writing for Wagner students working on any writing assignment. The Writing Center provides support for all students, but has a particular connection with the First-Year Program. Writing Intensive Tutors are recommended by faculty members to the Director of the Writing Center. Students who are identified as having strong skills in discussing the goals and purpose of writing are accepted into the course EN 280 Writing Intensive Tutoring (which can be taken as an academic unit or for zero units, depending on the future tutor's academic goals). The course reviews the theories, philosophies, and pedagogies on the teaching of writing. Students then apply what they have learned in a 15-week practicum in the Writing Center. Students completing the course will be eligible for, but are not guaranteed, employment in the Writing Center. In spring 2020, there were 16 Writing Intensive Tutors.

Students who fail to pass the formal writing component of the First-Year Program Reflective Tutorial course in their first semester must take EN 101 College English during the subsequent spring semester. EN 101 College English is designed to focus on the writing process and the requirements of college writing.

Students are informed during New Student Orientation and in courses about Peer Tutoring and the Writing Center. Each syllabus includes a statement about academic support for students with disabilities. An advisor in the Center for Academic and Career Engagement coordinates support for students with disabilities.

The Athletics Department provides additional support for academic success of student-athletes. All first-year student-athletes participate in hours of study hall, which is also available for more advanced students who need additional structure. The Athletics Department provides additional tutoring support for student-athletes.

The academic probation process is designed to promote academic success for students who fall below a 2.0 grade point average (on a 4.0 scale). Students on academic probation must create and complete an individualized Academic Success Plan with an advisor in the Center for Academic and Career Engagement.

Orientation, Advisement, and Counseling to Improve Retention and Guide Students

New Student Orientation each August and January is facilitated by Community Leaders, upper-level students who volunteer to support new students in their transition to Wagner College. Each First-Year Program learning community has two dedicated Community Leaders (approximately 12 first-year students for each Community Leader). Community Leaders foster connections among students and serve as resources. They help to establish a healthy campus community by emphasizing scholarship, achievement, leadership, and citizenship; they seek to inspire new students to get involved on campus. They facilitate developmental sessions on the first-year experience and organized social events. Some of the developmental sessions include sexual assault awareness and prevention, mental health awareness, course registration for future semesters, voter registration, and bystander intervention. Additionally, they perform email check-ins throughout the semester with their group of new students, providing important updates and notifying them of upcoming events.

Each student's First-Year Reflective Tutorial professor is their first academic advisor. When students declare their major, they are assigned an academic advisor who is a full-time faculty member with expertise in their major. Academic advisors meet with students prior to course registration and are available to answer students' questions throughout the academic year. The Center for Academic and Career Engagement provides additional support for academic advising as well as advising focused on career services and support in finding internships. The Department of Athletics provides advising support for student-athletes.

In addition to counseling about careers and graduate school that occurs during advisement meetings, students may seek career counseling services in the Center for Academic and Career Engagement. The Center for Health and Wellness provides mental health counseling. The faculty elected to include a statement on each syllabus about mental health support.

When students are identified as experiencing crisis or demonstrating concerning behaviors, the concern is referred to the Students of Concern team, which includes administrators from the Division of Campus Life, the Center for Academic and Career Engagement, and the Department of Athletics. The team reviews referrals, assesses risk, and works collaboratively across offices to identify strategies to support

students. The Students of Concern team works closely with the Retention Committee, which includes administrators from Academic Affairs, the Division of Campus Life, the Office of Admissions, the Office of Financial Aid, and the Department of Athletics. The Retention Committee primarily focuses on identifying and addressing institutional challenges, whereas the Students of Concern team focuses on addressing problems faced by individual students.

Processes to Enhance Achievement of Students' Educational Goals

Educational goals are discussed between students, advisors, and mentors across multiple offices on campus. Goals and requirements are made public through the Undergraduate and Graduate Bulletin and multiple resources on the website. These goals are continually reviewed and assessed through departmental and committee structures.

Students meet with advisors on a regular basis to ensure degree completion. The Registrar's office completes an audit of student records to assist students in understanding what is needed to complete their degree.

An Exit Interview process is conducted by advisors in the Center for Academic and Career Engagement with any student who inquires about requesting a transcript for the purpose of transfer or who elects a withdrawal. This interview focuses first on identifying issues with a goal of resolution that would provide the student support to remain enrolled. Secondly, information regarding the reason for the decision to transfer or withdraw is gathered to determine trends and possible issues at the College that can be addressed.

Welcoming Transfer Students and Awarding Credits for Prior Learning

(Criterion 2)

Students may enter Wagner College by transfer from other accredited colleges and universities. To be eligible for transfer into Wagner, students must meet the general admission requirements and be in good academic standing at their previous institution, as attested by an official transcript from that college or university. The evaluation of transcripts and determination of acceptable units are made by the Admissions Office in consultation with the Dean for Academic and Career Engagement. All transfer students receive a preliminary transfer credit evaluation report at the time they are admitted. Transfer credits count toward units for graduation, but the grades earned are not used to compute the student's cumulative and major grade point averages. Official transfer of units onto the Wagner College transcript is conducted by the Registrar upon receipt of official transcripts within one calendar year from enrollment. Only courses that have been completed within a ten-year period are considered for transfer. Each three- to four-credit course transfers to Wagner College as one unit.

Up to 18 units (approximately 60 credits) may be awarded for credits earned from an accredited two-year institution and up to 27 units (approximately 90 credits) for credits earned from an accredited four-year institution. In the case where a student has attended both a two-year and four-year institution, only 18 of the maximum 27 units can be transferred from the two-year institution.

Wagner College accepts comparable courses in which a grade of "C" (2.0) or higher was earned. Specific programs that require a higher grade for successful transfer (such as the Nursing Transfer Credit Policy) are listed on the College's website. Courses taken on a pass/fail basis are not accepted for transfer.

All Wagner students must complete a minimum of 36 units to graduate. Transfer students may need to complete more than the minimum of 36 graduation units to meet major and/or general education requirements at Wagner College.

The last nine units of any degree must be earned at Wagner College. Units earned through proficiency examinations or life experience cannot be counted as part of the last nine units of a student's coursework.

College Credit for Non-Transfer Students

Individuals entering Wagner College as first-time students may be granted up to a maximum of eight units, of which no more than five may be from dual-enrollment courses taken from an accredited college or university that offered a program through the student's high school (grades of "B" or higher must be earned). A maximum of eight units may be earned through examinations, such as by a score of four or higher on an Advanced Placement examination administered by the College Entrance Examination Board, a score of five or higher on an International Baccalaureate examination, or a score of 50 or higher on a College Level Examination Program examination from the Education Testing Service.

Admission of Veterans

Veterans of the Armed Services are encouraged to apply for admission to Wagner College. Up to two units may be awarded for experiential learning upon a veteran student's completion of 27 units. Joint Services Transcripts are reviewed for transfer credit by the Registrar. Courses that have been reviewed by the American Council on Education for credit and placed in the ACE Military Guide are normally accepted as transfer credits, consistent with the College's transfer credit policy. Wagner College has been designated as a "Military Friendly Institution."

Maintenance and Appropriate Release of Student Information and Records

(Criterion 3)

Wagner College's policies and procedures are consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students are asked annually to update their FERPA designations, in writing, to instruct Wagner College on how they want their information handled for the academic year. Each office follows best practices in handling records, including financial, academic, and personnel information.

The Registrar's Office responds to requests for a review of records and updates the directory information used by other offices. Students must grant written permission for the College to comply with requests for information to be released.

Wagner College is committed to ensuring privacy and security by providing training to the campus community and reviewing students' rights with them. Adjustments to policies and routine practice are determined by a committee composed of representatives from the Department of Informational Technology and relevant offices on campus, such as the Office of the Registrar. Wagner College's internal Data Standards Manual should soon be reviewed by relevant stakeholders to update best practices and enhance ongoing compliance with FERPA and handling of directory information. This updated manual should include a comprehensive policy for the Wagner community on the retention of records and what criteria should be in place to destroy those records that are not relevant to the final depository of information.

Regulation of Extracurricular Activities

(Criterion 4)

Athletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

Support of Student-Athletes

The Department of Athletics has a significant role in enhancing the overall student experience through its NCAA Division I Intercollegiate Athletic Program and recreational services. The philosophy of Athletics focuses on the core principles of the College's mission and the Wagner Plan. Specifically, all student-athletes are encouraged to develop their academic skills, athletic abilities, and attributes articulated in the College's mission.

Wagner College's Intercollegiate Athletic Program, with the exception of the football program, is an NCAA Division I program. The program operates and complies with the rules of the NCAA, the Northeast Conference, the Metro Atlantic Athletic Conference, the Eastern Collegiate Athletics Conference, the Mid-Atlantic Water Polo Conference, and the College. The Wagner College Football team is part of the NCAA Football Championship Subdivision, which was known as Division 1—AA until 2006. Over 500 student-athletes (30% of the overall general student population) participate in the 26 sponsored intercollegiate varsity teams comprised of 15 women's teams and 11 men's teams (all teams are listed in the Evidence Inventory, including mean grade point average for each team during 2012–2013 to represent an early point in the current self-study cycle and 2019–2020 to represent a recent point). The Department of Athletics reviews all 26 intercollegiate sports, taking into account institutional and athletic strategic plans, Northeast Conference affiliation, available resources, facilities, competitiveness, and the guidelines of Title IX.

The goals of the Department of Athletics are to provide student-athletes with a quality intercollegiate athletic experience; to provide quality recreational opportunities for the College community; to provide the opportunity for student-athletes to more fully meet the institutional mission through athletics; to manage a fiscally sound budget by efficiently utilizing available resources and producing revenue through sales, promotions, and fund-raising opportunities; to support the College by assisting with fund-raising efforts, alumni programming, and public relations efforts; to assist the Admissions Office with enrollment management initiatives through the recruitment of academically prepared

student-athletes drawn from geographically and demographically diverse populations; to comply with all College, NCAA, and conference rules and regulations governing recruiting as well as academic and competitive eligibility; to incorporate the Wagner Plan and the strategic initiatives of the institution into the daily operations of the department; to collaborate with academic and co-curricular offices, as necessary, to support student-athlete success and meet the institutional mission; and to be inclusive, collaborative, and respectful of individual differences. The Department of Athletics is dedicated to the holistic development of student-athletes and is committed to stewardship of their health, safety, and personal growth.

The policies and procedures of the Department of Athletics are reviewed annually by the Athletics Subcommittee of the Board of Trustees, the Athletic Advisory Council, and the Student-Athlete Advisory Council. The policies are regularly reviewed in an ongoing cycle required for NCAA Athletics Certification. The Northeast Conference provides additional external review. At all three levels of review (annual review with the Board of Trustees, Northeast Conference review, and NCAA review), the department's policies and procedures are routinely deemed comprehensive and satisfactory.

The department is audited annually three ways: the Annual Athletics Financial Audit, the NCAA Financial Expenditure Report, and the Equity in Athletics Disclosure Report. The student-athlete experience is evaluated through end-of-year student-athlete surveys and senior exit interviews. The consensus conveyed by the student-athletes is that their academic and athletic experiences have been positive. However, they have expressed concern with their inconsistent practice times due to facility conflicts and class scheduling issues. Additional issues include "fundraising fatigue," continuity of the coaching staff, and overcrowded locker rooms.

In the 2020-2021 end-of-year student-athlete survey, student-athletes identified concerns with missing meals due to time conflicts with class attendance and lack of access to water fountains for hydration because all water fountains were sealed with black plastic to reduce virus spread. Student-athletes discussed mental health concerns, particularly given the social/political unrest experienced in 2020-2021, as well as navigating the COVID-19 pandemic. Student-athletes expressed a desire for greater access to mental health counselors and mental health resources at Wagner. Student-athletes expressed challenges with residence hall facilities. Overall, the student-athletes indicated in their end-of-the year surveys that their college athletic experience has met their expectations and that they have been able to meet their educational and athletic goals.

In 2021, the College secured a \$600,000 Higher Education Capital Matching Grant from the State of New York to build a new athletic facility that will alleviate overcrowding in locker rooms.

Wagner's athletic teams regularly achieve mean cumulative grade point averages that are comparable with the general student population. In 2012-2013 and 2014-2015 (tied with Sacred Heart University), Wagner student-athletes were recognized by the Northeast Conference with the Institutional GPA Honor, for the institution having the highest student-athlete grade point average in the conference.

The Department must submit annually data used to determine the NCAA academic performance rate, and the NCAA graduation success rate. The academic performance rate is a four-year average that evaluates academic eligibility and retention. Wagner's student-athletes have performed well above the benchmark and the national average academic performance rate.

The NCAA mandates that the College must exercise institutional control over its athletics department. Wagner ensures the principle of institutional control and integration through its shared compliance initiative. This is achieved by incorporating key campus constituencies in the monitoring process.

The StudentAthlete Advisory Council, organized under the auspices of the Student Government Association, is active in campus-wide community service projects. Athletics co-sponsors life skills programming (e.g., thinking critically about risky behaviors) with the Office of Campus Life. The Office of Student Engagement & Activities helps subsidize fan buses for off-campus competitions and student giveaways for home games. The NEC Strategic Plan includes a focus on mental health of student-athletes, as well as emphasis on inclusion, equity, and diversity in hiring practices, awareness, professional development opportunities, and education. The department is also active in the College's Diversity and Internationalization Action Council (DIAC).

The most significant developments of the past 10 years include:

- Creation of a marching band and expanded opportunities for the Dance team
- the installation of a new varsity weight room and a new scoreboard at the football stadium
- staffing upgrades have occurred, including the addition of three Assistant Athletic Directors (Academics and Compliance, Marketing, and Business Affairs and Finance); and the elevation to full-time status of two Head Coaches (Women's Soccer and Water Polo), the Strength and Conditioning Coach, and three assistant athletic trainer positions
- The addition of Men's Swimming & Diving (2021), Men's Water Polo (2017), Women's Bowling (2020), Women's Fencing (2017), Women's Field Hockey (2019), and Women's Triathlon (2018, emerging NCAA sport)
- Facility upgrades include installation of a new field hockey field, water polo/swimming high definition scoreboard, football facility expansion, and academic support study space
- Recipient of Outstanding Volunteer Award for efforts at the New York City Marathon
- Partnered with Safe Horizon and New York City Alliance Against Sexual Assault for staff and student-athlete training sessions surrounding Title IX and Sexual Violence education

- Brought in Diversity, Equity, and Inclusion speakers Ndidi Massay and Jen Fry to support, reinforce, and educate athletic department staff on principles of diversity, equity, and inclusion to better equip them for higher education and collegiate athletics
- Hired a Mental Skills Coach, John Hodson, in Fall 2019 pro bono to help student-athletes manage mental health and performance challenges
- MLK Agent of Change Award student-athlete recipients - Vedika Anand (Women's Tennis) (2020), Johnathan Irizzary (Football) (2021)
- Wagner student-athlete received the "Student-Athlete of the Year Award" from the Northeast Conference 8 straight years in a row, including 2019-20 - (2012-2020)
- Wagner College earned the Academic Progress Rate revenue distribution for the 2019-20 academic year for earning a department-wide 989 score.

Student Life

The Division of Campus Life administers co-curricular and life-preparedness programming: The Dean's Office focuses on leadership development and addresses student conduct problems. The Department of Student Engagement and Activities oversees student co-curricular and extracurricular programming, offering important opportunities for students to link their academic and social lives. The Center for Health and Wellness not only works on keeping Wagner College students healthy both physically and mentally, but also hosts workshops and screenings on many health-related topics. The Center for Intercultural Advancement supports diversity efforts, administers study abroad programs, and provides intercultural programming, workshops, and support for international students.

The Office of Residential Education supports students in attaining success across campus-based and off-campus experiences, especially in the life skills area. Resident Assistants receive training on social justice and diversity topics with a focus on equity, specifically seeking consistency in how conduct violations are addressed. For instance, Resident Assistants are trained to take consistent steps in addressing a noise complaint so that every group of students is treated fairly.

The Vice President for Internationalization, Intercultural Affairs, and Campus Life (Division of Campus Life) regularly meets with the Dean of Integrated Learning (Academics) to enhance students' experiences. Example efforts include working with individual students and faculty members when a student is in crisis or is exhibiting disruptive behavior in the classroom, leadership development skills training, and integrating the common summer reading into an experiential component during New Student Orientation.

Institutional Review of Student Support from Third-Party Providers

(Criterion 5)

Prior to their arrival on campus, new students are expected to complete online training on the value of diversity in education, sexual assault prevention, and responsible use of alcohol. The College has contracted with EverFi to provide the training. Insights from past online training emphasized the need for continuous programming regarding sexual assault, particularly strategies for bystanders to intervene and support resources for survivors. As a result, a follow-up in-person sexual assault information session was developed for first-year students beginning in Fall 2019. The learning outcomes of the in-person session reinforce what students learned from the third-party provider: understanding one's role in creating a safe community free of sexual assault, refreshing attendees on sexual assault definitions and Wagner College policies, considering options for intervening, and knowing on- and off-campus resources for survivors.

Wagner College contracts with the Higher Education Data-Sharing Consortium to administer the Sexual Assault Campus Climate Survey on a two-year cycle (as required by the state of New York). The purpose of this survey is to determine campus climate and student perceptions of how Wagner College responds to sexual assault. The survey was approved by an Institutional Review Board for ethics in human-subjects research and found to be exempt from ongoing review because the project meets exemption criteria outlined by the federal Office of Human Research Protections for anonymous surveys.

Management of Resources to Ensure a Coherent and Effective Support System

(Criterion 6) (Requirements of Affiliation 8 and 10)

Multiple departments across campus serve to support students in interconnected areas of success. Focus areas for student success, as stated in Wagner College's mission, include life- and career-preparedness, through academic, co-curricular, experiential, and intercultural experiences. Students are encouraged to pursue internships and other pre-professional training, with an emphasis on leadership and civic-mindedness. Intercultural experiences and applied liberal arts programming are provided through programs such as Academic and Cultural Enrichment, which is a committee of faculty members and administrators who manage a fund that supports lectures and events on campus.

Assessment of the Student Experience

At the conclusion of each semester (Fall, Spring), Residential Education releases a Residential Student Intent Form. On this form, students are asked to answer questions regarding continued enrollment status, anticipated housing needs, and general inquiries on satisfaction.

The survey is used by Residential Education to plan student housing needs for the following semester, but the form also provides the College with critical data concerning whether students might transfer, request a room change, or move off-campus.

In Spring 2019, Residential Education continued its three-year cycle of assessment. Partnering with SkyFactor and with the approval of the Vice President for Internationalization, Intercultural Affairs, and Campus Life and the Associate Provost, the survey was distributed to 1,000 on-campus students to assess levels of satisfaction and provide respondents an opportunity to request improvements in housing, facilities, and dining. This assessment provided both qualitative and quantitative data, along with national comparisons to schools of similar size, density, and population.

Results of the survey indicate that Wagner College is leading in satisfaction and performance of the residential live-in staff; Wagner students are more satisfied than students at other institutions. Foundation Hall, the newest residential facility which primarily houses seniors, rates high in 8 of the 15 factors for overall program effectiveness. The residential facilities in Harborview Hall and Towers Hall are not as satisfactory to students. Students expressed concerns with Dining Services in the quantitative rating and provided extensive qualitative feedback. Safety and security is an area of growing concern.

In 2019 the Center for Academic and Career Engagement combined two internal survey instruments to provide for a streamlined, formal approach to assessment of student experience that can be administered each year. Areas of assessment include utilization of career development services, internships, experiential learning, destination after graduation (job, graduate school), academic advisement, peer tutoring, scheduling system for meetings, and general student perception and satisfaction regarding all services provided by the Center for Academic and Career Engagement. Specific questions focus on academic advising (e.g., clarity of the explanations of courses and their requirements, as well as college policies) and services for students with disabilities (e.g., level of advocacy, support in self-advocacy). Timeliness and clarity of communication are also measured.

The National Survey of Student Engagement (NSSE) provides feedback from students' perspectives, from both first-year students and seniors, about what they have learned and what they feel warrants more attention. Many of the questions relate to the areas supported through Student Life. These include the Campus Environment Engagement Indicator, a collection of items on the questionnaire designed to measure quality of interactions with other students, academic advisors, faculty members, student services staff members, and other administrative staff members, as well as the extent to which students perceive a supportive environment in terms of institutional emphasis on supporting academic success, encouraging diverse contact among students, providing opportunities for social involvement, supporting students' well-being, helping with management of non-academic responsibilities, and events that address important social, economic, or political issues. Given Wagner's goals of supporting financial literacy and providing financial counseling; pre-professional training; social, mental and wellness check-ins; and focusing on at-risk and unregistered students, NSSE's Campus Environment Engagement Indicator offers valuable data. An examination of average scores in 2015, 2018, 2019, and 2020 reveals improvement in responses of Wagner students in comparison to students at other schools in the consortium of New American Colleges & Universities (NACU). Working Group 4 carefully examined relevant NSSE results in 2019 (available in Evidence Inventory).

Changes Resulting from Assessment Data

The Residential Student Intent Form allows the Center for Academic and Career Engagement to take more of an active role in assisting students who were considering transferring, with a focus on helping students to consider their options. Students who had concerns about finances are referred to Financial Aid to reassess their package and determine if additional support is available.

The staff of Residential Education adjusted their programming for Fall 2020 to focus on academic success skills. This was a response to concerns expressed by many students who requested academic support. Residential Education student staff members received training on supporting students in persisting to degrees. Resident Assistants took active roles in asking students about academic success and reporting to their full-time supervisors.

In response to the results from the SkyFactor survey of 1,000 on-campus students to assess levels of satisfaction, the residence hall with the most successful programming model (Foundation Hall) was used as a model for changes to the programming of all residence halls, with appropriate diversification to meet each building's population. The results have prompted regular team meetings to discuss the residential student experience and needed improvements. The team consists of the Director of Residential Education; the Director of Facilities; the Chief Financial Officer and Vice President for Finance and Administration; and the Vice President for Internationalization, Intercultural Affairs, and Campus Life.

Prior to the COVID-19 pandemic, the College developed a phased plan for improvement of lounges in residential buildings. Although this plan has been placed on hold, there are other significant improvements being made to residence halls. Notably, new elevators and a new, ADA-compliant lobby in Harborview Hall, the largest of the College's residence facilities. Based on security concerns expressed by students on the SkyFactor questionnaire, Residential Education re-evaluated desk schedules to have more staffing in the evening. Dining Services created an allergen-free section of the Dining Hall.

COVID-19 Response

Wagner College began meeting in January 2020 to plan contingencies for the potential effects of the novel coronavirus. A campus-wide committee was established to plan for various scenarios from a short pause to fully remote. Each department developed plans for different contingencies, which facilitated our transition to remote operation. The plans allowed the College to assist students in getting home safely and quickly, whether domestically or internationally. The faculty was able to move teaching online; a pass/fail option was offered to most students on a class-by-class basis (except for letter grades required for external credentialing agencies). Athletics held virtual meetings and individualized practices. A virtual celebration for the Class of 2020 was held live on Facebook in May 2020 with in-person Commencement ceremonies in May 2021.

Once the College moved to remote instruction in March 2020, the staff of Residential Education assisted students in moving out in a socially distanced way. Students were prohibited from having non-students help

with moving. The benefit of this decision was revealed when a student reported that the family member who would have helped her move had the novel virus on the day of her move. Residential Education worked with a local storage company to secure a reduced rate for those students who could not take all of their belongings with them and worked diligently to inventory as well as ship or store students' belongings.

The College refunded room and board fees (on a prorated basis) for the missed time on-campus. Many support services, including Peer Tutoring, the Writing Center, Library Services, and Disability Services transitioned to provide services remotely to students. The College expanded the pass/fail option for the Spring 2020 semester, allowing students to take any or all of their courses on a pass/fail basis, including courses required to satisfy college requirements. The Financial Aid Office and Business Office distributed CARES Act funds to students as mandated by federal law.

From March 2020 and throughout the summer, administrators and faculty members invested intensively in learning about the coronavirus, exploring options for best practices, and planning for the Fall 2020 semester. Task forces were created to work on academics, student experiences, financial scenarios, and virus testing. Groups met from March until August, planning for various scenarios and responding to federal and state guidelines. The College conducted virtual town hall meetings for students, parents, and employees to share information. To ensure cooperation and compliance from students with new rules and regulations, the Campus Life team held meetings with individual athletic teams, the Student Government Association, and fraternities and sororities to share rules and regulations, to get feedback on a social contract, and to ask students to be ambassadors on social media for mask wearing and other regulations. (The finalized Social Contract is available in the Evidence Inventory.) The Campus Life team met with over 800 students to solicit feedback and ensure compliance. In response to a request from students, the Campus Life team developed a confidential reporting tool that students could use to report violations of the social contract.

Throughout Summer 2020, faculty members designed flexible courses, evaluating possibilities for in person, hybrid, and remote instruction without knowing how federal and state regulations might continue to change. Faculty members worked with consultants and each other to plan for multiple probable scenarios. Based on need, faculty members and students were allowed to opt for remote teaching and learning. Guidelines were developed for in-person and hybrid teaching that complied with regulations at all applicable levels.

The pandemic required the College to overhaul typical practices. Residential Education worked to reduce density in buildings; protocols and spaces for quarantine and isolation were created. Move-in was overhauled to reduce contact and increase physical distance. New Student Orientation moved to a virtual platform to meet state guidelines on gatherings; faculty members designed virtual orientation experiences to connect with the common summer reading; clubs and organizations used a new platform, Presence, to connect with new and returning students. Dining Services created a mobile app for ordering and pick-up and erected a number of tents for outdoor dining. Spaces were reserved on campus in the library for commuter students who would need to attend class online (particularly for students who might have an online class with one instructor followed by an in-person class with another instructor). Residential students were asked to bring minimal items to live on campus, and were informed that their housing assignment would be for the fall semester only with full move out at Thanksgiving. Residential students were required to be ready for possible quarantine

by preparing a bag that could be used if needed. Classrooms were updated with new technology to allow for hybrid learning. Touchless doors were installed in residence halls; foot pedals were installed on many doors throughout campus to allow hands-free access. Additional hand sanitizing stations were placed throughout campus. Signage for social distancing and traffic flow were placed all over campus. Lounges were locked, and furniture was removed to deter gatherings. Schedules for employees were altered to continue to reduce density on campus with many people performing a combination of on-campus and remote work.

The College created a website where all communication related to COVID-19 would be archived. The President planned to present weekly, live virtual reports. A comprehensive online dashboard was created to track cases in the campus community and surrounding areas. (In October 2020, Wagner College's dashboard was one of three to be awarded the top score in a national ranking.

A Higher Education Health Advisory Team was created, consisting of the three colleges on Staten Island (including faculty members in the sciences, health providers, and administrators), the two hospitals on Staten Island (including physicians and administrators), and the Borough President's Office of Staten Island. This group met biweekly to examine trends on each campus, in each hospital, and on Staten Island, discussing ideas, concerns, and collaborations.

Wagner College created a contract with the Broad Institute to be able to secure COVID-19 PCR testing throughout the fall and spring semesters.

The Fall 2020 semester brought a reduced yet substantial population back to campus, including 625 residential students. Approximately 448 students chose to be fully remote based on needs or concerns). A substantial number of students commuted to campus for in-person courses. The Human Resources office worked with faculty and staff members to accommodate needs.

Students residing on campus or commuting to campus signed social contracts and agreed to weekly COVID-19 testing. Anyone who was on campus at least once per week participated in the testing regimen and a daily self-screening tool, CoVerified. Over the course of the Fall 2020 semester, over 16,000 tests were conducted on campus from which 16 people were identified as positive with the coronavirus. Those who tested positive were isolated while contact tracing occurred on-campus and in conjunction with the New York City Department of Health and Mental Hygiene; appropriate notifications were made. Because faculty members requested notification if a student attending their course in person tested positive, the Provost's Office worked with relevant task forces to devise a notification plan that followed privacy rights.

Campus Life continued to meet with student leaders and the Student Government Association on a regular basis to solicit feedback about the campus experience, the remote experience, and challenges. That feedback was shared with the Provost Office, Dining Services, Campus Life, and other relevant offices to enact changes to enhance students' experiences. Athletics continued their flexibility regarding changing guidelines on practices and training. Campus Life worked to create robust programming for students who were on campus as well as those who were remote to ensure their engagement and retention.

The confidential reporting tool yielded 111 unique submissions of violations (two contractors, two faculty members, five staff members, 101 students, and one combined staff member with a student).

The initial plan was to end in-person instruction the week of Thanksgiving and to hold final exams remotely. Given the increasing rates of infection in the surrounding Staten Island community, the College moved to all-remote instruction one week earlier.

In Winter 2020–2021, the College offered all students one online course at no additional charge; 722 students enrolled. Stakeholders continued to work collaboratively to identify best practices and update policies to prepare for Spring 2021.

In Spring 2021, the College started the semester with two weeks of remote instruction before opening campus to in-person and hybrid instruction. The Department of Athletics worked closely with other offices on campus to coordinate a return to athletic competition. In May 2021, five Commencement ceremonies were carefully planned and administered, including two ceremonies celebrating the Class of 2020 and three for the Class of 2021.

Summary

Working Group 4 identified evidence of meeting all of the criteria for Standard IV (indexed in the Evidence Inventory or described within this chapter). This chapter reviews the various departments and divisions of the institution that serve to support the student experience. Working Group 4 provided explanations of managerial structures and procedures that facilitate the collaborative management of resources contributing to the student experience. Finally, Working Group 4 provided assessment data from across the institution that are used in institutional planning. Wagner College manages resources to ensure a coherent and effective support system for student success. Assessments are used to track student achievement of educational goals as well as student satisfaction. Academic Affairs and Student Life collaborate effectively in a way that supports a culture of continuous improvement. Based on the evidence in this chapter and available in the Evidence Inventory, Working Group 4 concludes that Wagner College meets the criteria for Standard IV and Requirements of Affiliation 8 and 10.

Recommendations

- The Data Standards Manual should be updated to reflect best practices and compliance.
- The College should create a strategic plan to determine the cost, scope, and timeline of renovation of residence halls.

Standard V

Educational Effectiveness Assessment

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

Working Group 5 provided evidence of meeting the criteria for Standard V and Requirements of Affiliation 8, 9, and 10. Additionally, the Working Group evaluated the assessment program developed for the Key Skills & Knowledge curriculum (general education program instituted in Fall 2018) and evaluated the extent to which student learning and achievement is demonstrated via the new Key Skills & Knowledge curriculum.

Wagner College is deeply committed to using evidence-driven assessment practices to identify learning goals, evaluate student performance, and apply such relevant data to continually improve learning outcomes. Working Groups 5 examined how Wagner assesses student learning along a number of axes, including within departments, across the college as part of the general education program, and in special programs.

Clear Institutional and Programmatic Goals

(Criterion 1) (Requirements of Affiliation 8 and 9)

All assessment efforts at the College are premised on a body of clearly stated goals for student learning. The institutional mission statement serves as the foundation of all assessment of student learning, with the objectives of various programs, degrees, and departments rooted in that mission: Wagner aims to “prepare students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship.” The College offers a comprehensive educational program that is anchored in the liberal arts, experiential and co-curricular learning, interculturalism, interdisciplinary studies, and service to society.

A central part of this overall mission is carried out in the College's hallmark curriculum, the Wagner Plan, a series of three learning communities completed by every undergraduate student over the course of their college careers. These learning communities—the First-Year Program, the Intermediate Learning Community, and the Senior Learning Community—unite deep learning with practical application. Students discover the links across disciplines, the value of civic engagement, and the role of disciplinary knowledge in everyday decision-making. In at least two of these learning communities, students complete field work, research, or an internship in an organization, usually in New York City or the surrounding area.

In addition to the Wagner Plan and their chosen major(s) and optional minor(s), all undergraduate students complete a wide range of courses, as required by the College's Key Skills and Knowledge Curriculum (instituted in Fall 2018). This general education program serves as an educational foundation for each student, helping to broaden their perspective, and bringing them and their professors into dialogue with the larger intellectual and professional communities inside and outside the College. Students take a distribution of courses in the Arts, Humanities, Social Sciences, and Sciences and Mathematics. Courses offer a series of

skills in the areas of Intercultural Understanding, Creativity, Critical Reading and Analysis, Information Literacy and Technological Competency, Quantitative Thinking, Oral Communication, and Written Communication. Courses are designated as offering these skills at either an intensive level or a practice/exposure level. The skills are linked to courses across the curriculum and designed to give Wagner graduates a language to communicate the skills they have acquired to prospective employers and graduate programs. Faculty, administrators, and student leaders support students in learning about and understanding how the goals are relevant for success. In particular, this occurs through academic advising by faculty members and administrators in the Center for Academic and Career Engagement, as well as administrators in Campus Life and upper-level students who serve in the role of Community Leaders.

As with undergraduate education, Wagner's graduate programs in Business, Education, Microbiology, Media Management, Nursing, and Physician Assistant Studies are committed to the learn-by-doing philosophy embodied in the Wagner Plan, based on experiential learning and interdisciplinary studies. These programs strive to foster core competencies, cutting-edge technologies, and critical thinking. They remain responsive to the needs of the external community and to the College's stakeholders. Graduate programs are organized so as to expand the students' knowledge base, synthesize knowledge into new concepts and theories, test theories, create new ideas and processes, and apply them in practice. Students are given the opportunity to learn strategies of leadership and change in order to be prepared for real world applications and decision-making.

Organized and Systematic Assessment of Student Achievement

(Criterion 2) (Requirement of Affiliation 8)

Over the past several years, Wagner has developed and implemented a series of comprehensive assessment tools to evaluate the degree to which students are meeting the educational goals of the institutional mission statement as well as the goals of specific programs. Assessment of student learning at the College is generally overseen by the Committee for Learning Assessment (CLA), a standing committee of the faculty, led by democratically elected members of the faculty, charged with "coordinating the assessment of all academic curricular and co-curricular programs." The CLA ensures that meaningful appraisals of student learning take place on a number of levels, from individual departments to college-wide programs.

Each year, each academic department across the College conducts internal assessment of their own course offerings and student performance amongst their majors as part of their annual departmental report. Each faculty member completes a report of their individual activity, including teaching, scholarship and professional development, and service. A particularly excellent example of a department-level assessment is the 2016-2017 Report from the Department of Biological Sciences, found in the evidence inventory. Faculty in biology identified a series of specific and clearly stated student learning outcomes for each of their degree programs and administered a suite of assessment tools to assess outcomes, including quizzes, rubric-based evaluations, and grade tracking. After reflecting on results, the department then implemented a series of adjustments in areas such as quiz frequency, course offerings, and course-content delivery. All academic departments conduct assessments according to the needs and practices within their own fields. The Department of Performing Arts, for example, brings in professionals from New York City's theater industry to evaluate student performance showcases in acting, singing, and dance. The CLA conducts an annual review of each department's internal assessments and offers feedback on how to improve the evaluation protocols and how to adapt curriculum

based on the data. This provides an opportunity for the periodic assessment of departments' assessment plans.

The CLA also oversees assessment of college-wide initiatives and programs. In 2018, for example, the CLA was charged with developing a new assessment process for the Key Skills and Knowledge general education program. Previously, efforts to evaluate students' skill development in general education courses had been piecemeal, inconsistent, and not centrally organized. This new system, however, was designed to integrate faculty-led, regular assessment into the rollout of the curriculum from the beginning. This assessment program, fully described in the Evidence Inventory and democratically approved by the full-time faculty in September 2019, operates quite simply: Each semester, the CLA selects one of the seven skills that comprise the Key Skills and Knowledge Curriculum. For each course offering that skill on the practice/exposure level, CLA reviews the course syllabus and one relevant assignment prompt to ensure that the course does indeed offer practice of or exposure to the skill in question. For each class offering the skill on the deeper intensive level, instructors evaluate the work of a sample of students in their classes according to a standard rubric developed by the CLA in conjunction with skill experts on campus. For example, the rubric for the skill of Written Communication (available in the Evidence Inventory) was developed with the guidance of Dr. Lindsay Sabatino, a faculty member in the English Department and Director of the College's Writing Center. The first assessment of the skill Written Communication took place in Fall 2019. The CLA looks forward to continuing to implement this assessment program. Each skill will be assessed on a regular and rotating basis. The CLA will identify recommendations for improvements based on the data once campus operations return more closely to normal following the COVID-19 pandemic.

The College continually assesses the three learning communities at the heart of its signature Wagner Plan with a series of survey instruments designed to measure students' perceptions of pedagogical effectiveness, skills acquisition, and programmatic design. At the conclusion of each semester, each Wagner student taking a First-Year Program Reflective Tutorial, an Intermediate Learning Community, or a Senior Learning Community completes an extensive survey asking them to evaluate their experience. Each survey is specifically aimed at assessing the unique characteristics of the learning communities. For example, in an Intermediate Learning Community, two faculty members offer different disciplinary perspectives on a single theme. The survey for Intermediate Learning Communities asks students to rate the extent to which the course "helped me to appreciate the interrelationships between diverse disciplines." The faculty who teach in each kind of learning community meet regularly (two to three times per semester) as part of the College's official schedule of important meetings. Results from the yearly surveys are shared in these meetings. Each kind of learning community has a dedicated faculty coordinator who works with the Dean of Integrated Learning to discuss the survey evidence, prepare for the learning community meeting, and help relevant faculty members to understand and address students' impressions of the strengths and weakness of the program.

An example of using student survey data for programmatic change occurred in recent years within the Intermediate Learning Communities. These learning communities can be structured as two distinct but related courses or as a single course that is team-taught by both faculty members. Surveys showed students express a preference for team-taught Intermediate Learning Communities, where both faculty members are in the classroom together, as opposed two-course learning communities where each instructor teaches an independent course and the two are united by a common project. As a result, the faculty coordinator of the program

and the Dean of Integrated Learning solicited faculty to develop and offer a greater proportion of team-taught Intermediate Learning Communities.

Wagner also conducts a number of other assessments to measure aspects of student learning in specific areas. The Graduating Student Survey, taken as an exit interview by students completing their course of study, showed that 78% of students reported completing one or more internships and/or volunteer experiences during their time at Wagner. On a student survey conducted in 2018-2019 by the Center for Academic and Career Engagement, students ranked the following aspects of critical services as excellent or good:

Clarity of services: 94.74%

Quality of the services: 94.6%

Knowledge of the current internship/job market: 94.6%

Professionalism: 97.37%

Assessment within the College's Writing Center has been transformed under director Dr. Lindsay Sabatino, a tenured professor in the English Department. In its 2018-2019 assessment, the Writing Center reported that it conducted a total of 866 sessions with 317 writers. Of those students, 58.81% strongly agreed and 37.21% agreed that the session helped them develop a plan for the next steps in their writing, additionally 55.81% strongly agreed and 37.21% agreed that the session helped them to have a better understanding of their own writing and ways to improve it. Across departmental assessments, campus-wide assessments, and programmatic assessments, the faculty and appropriate administrators at Wagner College are conducting organized and systematic assessments that reveal student achievement of learning goals for the institution, as well as for specific programs. The results of these assessments are communicated to stakeholders, particularly faculty members in relevant programs who work democratically on continuous improvement of the design and delivery of education at Wagner College.

Utilization of Assessment toward Ongoing Improvement

(Criterion 3) (Requirement of Affiliation 10)

Assessment data have also driven improvements in a variety of other curricular and co-curricular programs throughout the College. Alongside informal conversations with current and prospective students and comparisons with peer institutions, the College's Retention Committee used surveys of students to identify new majors with the greatest potential to attract and retain more students. As a result, in the past few years, Wagner has added new programs in Behavioral Economics, Dance Education, Environmental Studies, Film and Media Studies, Health Sciences, Mathematical Economics, Sports Administration, and Vocal Performance, as well as a graduate program that grants the degree of Doctor of Nursing Practice. Additionally, in response to first-year students asking for more support in their second semester on campus, the College has convened a task force and working groups to consider options to extend the current First-Year Program, which focuses intensively on the first semester, into the second semester.

Student support services also have been substantially improved as a result of assessment data. Under the direction of Dean Dr. Matthew Kubacki, the Center for Academic and Career Engagement has used survey data to implement a new online calendar system that allows students to make appointments. Based on the successful use of the system, it has been adopted by the Registrar and the College's library. The Center for Academic and Career Engagement has also remade its Peer Tutoring program, which pays strong students in various subject areas to provide mentorship and guidance to struggling peers. In response to feedback from students who seek tutoring, the process for faculty recommendations of Peer Tutors was strengthened.

The Athletics Department and the Center for Health and Wellness have also expanded support services for students based on evidence. The Office of Compliance within the Athletics Department has added a supported study hall period and an Athletic Advisory Council to provide services at the request of Wagner's large constituency of student-athletes. Mental health services have been vastly increased, especially in light of the sudden switch to remote learning in Spring 2020, including the addition of counselors and approval by vote from the faculty to add a statement about mental health support to each course syllabus.

Support for Professional Development

As noted above, each of the three levels of the learning communities meet regularly during fall and spring semester. These meetings include ongoing evaluation of the program as well as opportunities for professional development, particularly sharing best practices and resources for improvement of instruction and academic advising. Across the College, Wagner provides robust support for professional development. Faculty Aid and Faculty Research grants of up to \$1,750 annually are available for full-time faculty members to conduct and present research, attend professional conferences, and engage in professional development activities; adjunct faculty members may apply for up to \$1,000. The College has multiple donor-supported grants to support faculty research. The College offers sabbaticals as well as professional development semesters—faculty members teaching in the First-Year Program may elect to teach an additional course for three years and earn a semester-long break from teaching in the fourth year. Additional opportunities for development include technology and media literacy training and funds that support speaking engagements by outside academics and community leaders.

Planning and Budgeting for Academic Programs and Services

Wagner takes care to ensure that academic programs receive priority in planning and budgeting decisions. The Priorities and Budget Committee, a democratically elected standing committee composed of seven full-time faculty members, works with campus administrators to make recommendations on budget allocation. The Priorities and Budget Committee also collaborates with the faculty-led Academic Policy Committee (a democratically elected standing committee with a representative from each of the five academic divisions of the College) and the Office of the Provost to grow the faculty in strategic areas. This includes review and revision of the new hire process, recruitment and retention of talented faculty, and the implementation of new instructional titles (Clinical Professor and Teaching Fellow). These new titles bring both work force-experienced and young talent to the College, allowing for infusion of novel ideas.

Informing Constituents

The College also works diligently to keep appropriate constituencies informed about the institution and its programs. Senior administrators meet with local political figures regularly, admission counselors meet at the national level with high school students and guidance counselors. The Office of Institutional Advancement networks with alumni and major donors to the College. Each year, the College hosts an annual Homecoming Fall Festival and Alumni weekend, providing an ideal opportunity to update alumni about Wagner College. Wagner also maintains an active website to reach prospective students and the community at large.

Institutional Review and Approval of Assessment Services from Third-Party Providers

(Criterion 4)

Although Wagner does not adopt assessment services delivered by third parties, the College regularly participates in two external surveys. Wagner asks for participation of the faculty in the Faculty Survey of Student Engagement (FSSE) and students in the National Survey of Student Engagement (NSSE). The NSSE was used by 601 institutions in 2020 to assess student engagement; 87 institutions administered the FSSE in 2020. Recently Wagner made the investment in administering the NSSE survey every year instead of every third year, and the Provost's Office uses the data to assess student and faculty engagement and compare ourselves to benchmark institutions. The results are shared with stakeholders.

Assessing Assessment

(Criterion 5)

Wagner periodically assesses its assessments to ensure that data about student learning are collected reliably. Department-level assessment reports are reviewed annually by the Committee for Learning Assessment (CLA), which offers feedback for improving evaluation protocols. The CLA developed its new assessment model for the Key Skills and Knowledge General Education Curriculum in several iterations with extensive feedback from the Office of the Provost, the Department Chairs Council, and the faculty at large. It was approved for implementation by a vote of the full faculty, demonstrating that faculty thought it was effective as a plan. The assessment strategy will be continually assessed by CLA as the committee rotates through the seven skills over the next few years.

COVID-19 Response

The COVID-19 pandemic has affected Wagner College's learning assessment programs in two major ways. First, the CLA decided to temporarily pause its ongoing assessment of the Key Skills and Knowledge general education curriculum. Generally, the CLA evaluates student learning for one skill each semester, thereby rolling through the seven skills that make up Wagner's General Education Program every three and one-half years. However, as the College transitioned entirely to online instruction in Spring 2020, the CLA became concerned that the planned assessment of the Quantitative Reasoning skill might be counterproductive. Committee members felt that the abrupt switch to remote learning represented a significant challenge and

did not want to add any further burden onto faculty. Additionally, the CLA was worried that the unique and unprecedented disruptions that transformed the delivery of instruction in Spring 2020 might render any assessment data gathered unhelpful or even misleading. Thus, the Committee elected to postpone the assessment of Quantitative Reasoning until Fall 2020 and has returned to the protocol of assessing one skill each semester.

The second major change stemming from the COVID-19 pandemic involved the teaching evaluations that students complete at the end of each course they take. Under normal circumstances, Wagner students fill out a short questionnaire providing quantitative assessments of their instructors' performance in areas like enthusiasm, clarity of expectations, and responsiveness. In Spring 2020, as the College closed for in-person learning, the Faculty Personnel Committee (a democratically elected standing committee composed of tenured faculty members representing each of the five academic divisions of the College) opted to suspend the normal collection of teaching evaluations, believing that any results from this abnormal semester ought not be considered in tenure and promotion decisions. In Fall 2020 and Spring 2021, the College offered instruction in a number of modes, ranging from all in-person to all online, with many hybrid courses. The Faculty Personnel Committee recognized an opportunity to expand its traditional list of evaluation questions to reflect the variety of teaching modalities taking place. After gathering input from colleagues via email and in faculty-wide meetings, the Committee added questions specifically tailored to measure student learning and instructor performance in online and hybrid settings. One new question asked if the instructor had clearly organized course materials on the learning management. Another question inquired if the "instructor encouraged meaningful interaction between students, online or in person." For the Faculty Personnel Committee, these new additions to the student evaluation questionnaire represented a chance to both ensure that instructors were doing their due diligence in terms of delivering instruction in new modalities and to gather data that might guide our approach to classroom technology going forward.

Summary

Wagner College has developed a robust program of evidence-driven assessment of its academic programs. Under the oversight of a dedicated faculty committee, the Committee for Learning Assessment, academic departments and programs across the College outline specific learning outcomes for their students, collect data to evaluate whether students are achieving these goals, share their results with relevant stakeholders, and implement reforms based on the data in order to foster a climate of continuous and ongoing improvement. College-wide initiatives like the Key Skills & Knowledge general education curriculum and the Wagner Plan, and discrete academic offices like the Writing Center and the Center for Academic and Career Engagement. Based on the evidence in this chapter and available in the Evidence Inventory, Working Group 5 concludes that Wagner College meets the criteria for Standard V and Requirements of Affiliation 8, 9, and 10.

Recommendations

- Following the disruption caused by the COVID-19 pandemic, the Committee for Learning Assessment (CLA) needs to re-establish and continue to build the faculty's commitment to the new assessment program for the Key Skills & Knowledge general education curriculum. The CLA's plan

to assess one skill per semester on a rolling basis was put on pause after just one cycle as the College scrambled to shift to virtual instruction in Spring 2020. As this new assessment strategy relies on regularity and iterative development, Working Group 5 recommends that the CLA re-double its efforts to integrate this assessment into the ongoing life of the College as operations return closer to normal.

- While assessment of academic programs at Wagner is comprehensive, there is one discrete initiative that could benefit from more robust and regular evaluation. The Center for Academic and Career Engagement offers a peer tutoring program where advanced students in various subject areas provide academic support to peers who seek assistance. Working Group 5 recommends that this program would be well served to collect data to measure how aware students are about the peer tutoring program, how often they use it, and what kinds of obstacles prevent them from using it more.

Standard VI

Planning, Resources, and Institutional Improvement

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

Working Group 6 provided evidence of meeting the criteria for Standard VI and Requirements of Affiliation 10 and 11. Working Group 6 evaluated how resources are allocated, and how this aligns with the College's mission and goals. Working Group 6 described how these respective planning processes incorporate assessment data.

A broad spectrum of indicators speak to Wagner's institutional strength—stable enrollment numbers (please see table below), net tuition revenue that is above our peer average (43% discount rate compared to a 50%+ discount rate among our peer institutions), endowment growth from \$4 million in 1989 to nearly \$100 million in 2020, downward debt trend, and new programs in academics and athletics. In 2019, Fitch Ratings affirmed Wagner's investment-grade BBB- bond rating and gave a positive forecast for our future prospects.

Wagner College is one of the top employers and drivers of economic activity in Staten Island, New York. According to the Commission on Independent Colleges & Universities (CICU) in New York's 2017 Economic Impact Study, Wagner College spends over \$74 million with an estimated economic output impact of \$162 million locally. With student and visitor spending that number rises to \$184 million of total economic impact. Wagner directly employs 950 people and 1,650 jobs are supported through our activity on Staten Island.

Wagner College has a strong fundraising base of support for the future. Our modest but committed alumni base of 26,000+ is unified across the country. Approximately 12% of our alumni base make philanthropic gifts to the College which is in line with other institutions our size. We also have a number of philanthropic families that are deeply committed to the college's success.

Clearly Stated and Appropriately Assessed Institutional Objectives

(Criteria 1 and 9) (Requirement of Affiliation 10)

Wagner College clearly states institutional objectives, both institution-wide and for individual units. The primary objective of the institution is reflected within its mission statement, approved by the College Board of Trustees on October 14, 2011, "Wagner College prepares students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship. Wagner offers a comprehensive educational program that is anchored in the liberal arts, experiential and co-curricular learning, interculturalism, interdisciplinary studies, and service to society, and that is cultivated by a faculty dedicated to promoting individual expression, reflective practice, and integrative learning." This statement has been made available to the College community through the institution's website, as well as the overarching strategic plan that strives to achieve

engaged, integrated, transformative learning, through the implementation and effectiveness of the Wagner Plan for the Liberal Arts, also approved by the Board of Trustees in 2011. As stated within the institution's website, the overview of the College's strategic plan, as well as the Wagner Plan for the Liberal Arts is outlined as follows:

“Wagner College is uniquely positioned as the only true small, private, traditionally residential Liberal Arts College within the five boroughs of New York City.

“We are dedicated to a model of personalized education that integrates the singular field based learning opportunities of New York City into the breadth and depth of the liberal arts, the sciences and professional studies. At Wagner, theory and practice are joined to form the practical liberal arts for all students.

“Our strategic plan focuses on a distinctive educational vision, known as the Wagner Plan for the Practical Liberal Arts, which we initiated in 1998 and which we have further developed on the basis of our students' experiences and institutional outcomes. The Plan is discriminating. It enables us to prioritize our future plans and actions so that we focus on our strategic goals and the differentiating factors that will ensure Wagner's success in meeting its mission and innovative educational vision today and into the future. The Plan forms the menu for Wagner's leadership in addressing both the external exigencies and internal choices required for ordering our immediate priorities, practices and operational investments.

“The successful implementation of the Strategic Plan will allow us to deepen the Wagner Plan insuring its success and growth into the future. The Strategic and Wagner Plans are living documents that will be adapted and improved with time. The goals set forth here will allow us to continue to provide our students with a transformative, engaging and integrated educational program that produces future leaders who succeed personally and publically on a local, national and global scale.”

Furthermore, each non-academic department possesses its own objectives. In fiscal year 2018-2019, the Office of the Provost solicited detailed assessment plans from each non-academic department. Multiple non-academic departments routinely produce excellent annual assessments; two notable examples are from the Department of Athletics and the library (both are available in the Evidence Inventory). Some non-academic departments responded to the call from the Office of the Provost by creating a plan for assessment, such as the Office of the Registrar. Unfortunately, plans to focus on data collection and assessment in Spring or Summer of 2020 were disrupted by the COVID-19 pandemic. The Office of the Provost will continue to work with all non-academic departments on annual review, in an effort to utilize the results to evaluate the effectiveness of each department, and contribute to the ongoing planning and resource allocation of the institution. The goal remains to demonstrate that key decisions about academic programming and campus life, and the resources required for them to function well, are consistently driven by the mission and goals of the college.

Additionally, the senior administration of Wagner College assesses a number of factors such as national and regional enrollment trends, demographics of college-bound students, students' choice of major, as well as job

market and employment needs to determine new majors on an annual basis. The skill sets of faculty and administrative staff are then adjusted to support the needs of those academic departments to meet institutional goals. For example, investments in administrative staff in Information Technology can enhance support for academic departments.

Each year, Wagner's offices of Institutional Advancement, Finance, and Admissions collaborate to complete the Voluntary Support of Education (VSE) survey issued by The Council for Advancement and Support of Education (CASE). The report provides a visual representation of the college's year-over-year trends in comparison with our peer institutions and all higher education institutions that complete the VSE survey. Data from this comparative survey enable senior staff to make adjustments to ensure the College is in line with or ahead of other colleges in terms of finances, admissions, and fundraising.

Clearly Documented and Communicated Planning and Improvement

(Criterion 2) (Requirement of Affiliation 10)

As an ongoing assessment of faculty performance, students are required to submit semester-end surveys of their instructors, the results of which are then supplied to the instructor, the respective department chair, as well as the Office of the Provost. The survey data are utilized to evaluate and improve upon the instructional performance of the College faculty in support of the overarching mission of the College. The content of the survey has been recorded for reference within the Evidence Inventory. Further, each academic department has an assessment plan that the faculty creates which is reviewed and approved by the Committee on Learning Assessment. The assessment coordinator of each academic department prepares an annual assessment report, and this is appended to the department's annual report. The annual report is then reviewed by the Provost and Associate Provost to determine if changes are warranted.

As previously referenced, each non-academic department was required to submit an assessment report to evaluate fiscal year 2018-2019, as directed by the Office of the Provost. The reported deliverables of each plan have been submitted to the Office of the Provost for annual review, in an effort to utilize the results to evaluate the effectiveness of each department, and to contribute to the ongoing planning and resource allocation of the institution.

Quarterly reports for the Board of Trustees are prepared by each of the Vice Presidents, as well as the College President. These reports include a comparative analysis between the prior and current fiscal years to date, specifically pertaining to the fundraising progress of the institution, as well as the financial reports provided by the Business Office, and enrollment data supplied by the Office of Admissions. Please see the table below for reference to a comparative enrollment data report that is collected and maintained by the Office of Admissions.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
New full-time first year undergraduate enrollment					
Applications	2,803	2,790	2,843	2,898	2,809
Acceptances	1,920	1,942	1,975	2,023	1,987
Matriculants	421	442	433	419	412
New Transfer enrollment					
Applications	387	450	461	506	369
Acceptances	194	225	221	240	198
Matriculants	92	130	134	146	135
New Graduate Enrollment					
Matriculants	181	217	201	164	166
Total enrollments					
Undergraduate full time	1709	1757	1745	1723	1677
Undergraduate part time	41	39	67	39	64
Total undergraduate	1750	1796	1812	1762	1741
Graduate full time	204	200	199	187	158
Graduate part time	248	294	277	262	261
Total Graduate	452	494	476	449	419
Total headcount	2202	2290	2288	2211	2160
Full time equivalent					
Undergraduate	1739	1779	1771	1742	1723
Graduate	342	354	350	332	304
Total FTE	2081	2133	2121	2074	2027

Financial Planning and Budgeting

(Criterion 3) (Requirements of Affiliation 10 and 11)

As stated within the strategic plan of the institution, in order to be effective, the financial plan is supported by an enhanced multi-year budget model. This budget model uses existing data as its base, including current revenue assumptions such as enrollment and endowment earnings and expense and cash flow assumptions such as personnel commitments and debt service obligations. It then builds upon this base by using reasonable revenue growth assumptions that are in line with the external economic environment and the College's strategic enrollment goals. The budget model also accounts for future expense commitments, including new initiatives to support the College's strategic goals.

Fiscal and Human Resources, Physical and Technical Infrastructure

(Criterion 4) (Requirement of Affiliation 10)

Wagner College's financial planning and budgeting (described above) focuses on maintaining the fiscal and human resources required to support operations. The COVID-19 pandemic dramatically altered where and

how programs were delivered when Spring 2020 required a sudden shift from in-person teaching to remote instruction. The Office of Information Technology sprang into action, providing two days of intensive training on video conferencing and other tools available within the existing technological infrastructure, including advanced features on the College's course management system (Moodle). In addition to regular updates from Information Technology to support teaching during the crisis, the Dean of the Library and library staff provided valuable resources to faculty and students, including electronic access to textbooks that faculty members might have left in offices when they anticipated teaching remotely for a single week following spring break. Similarly, students might have left books in residence halls. (As an example of students leaving textbooks in the residence halls, shortly before spring break, the student-athletes on the Women's Water Polo team packed for what was planned as a brief trip to California for a competition. Students who lived in California were advised to go home rather than return to campus where most of their books and notebooks had been left. This provides one example of the great benefit of technological access to course materials.)

The Office of Human Resources provided great support throughout Summer 2020 as the College examined new regulations that would allow a partial return to in-person teaching and learning. The office was able to provide appropriate accommodations for faculty members, staff members, and administrators who needed to work remotely.

The strategic plan of the institution focuses on supporting the technological and physical infrastructure of the College. The primary challenge of older buildings is their maintenance and, as is the case with many institutions, Wagner is challenged by deferred maintenance. The magnitude of Wagner's deferred maintenance is being assessed by a third-party contractor (the preliminary report from Sightlines is available in the Evidence Inventory and further discussed below).

The second challenge is the set of major improvements to technology that occurred in response to COVID-19, particularly the need to adapt the course management system and classrooms to support remote and hybrid teaching (simultaneously instructing some students in person while others were virtually present during live classes). During Summer 2020, the course management system was moved to a hosted site, managed by a third party (E-Think), the College invested in a new video conferencing platform (the College entered a contract with Zoom because of its superior performance, rather than continuing to use WebEx), and a new system of hosting videos was integrated into the course management system (Kaltura was added to Moodle).

Nineteen classrooms were renovated with cameras and monitors. The cameras allowed faculty members to show remote students a live broadcast of the classroom's podium, the screen at the front of the room, or the in-person students. A monitor on a side wall allowed faculty members and students in the classroom to see remote students. All other classrooms were fitted with cameras with built-in microphones to facilitate hybrid teaching and learning. (Descriptions of the renovated classrooms and the cameras in other classrooms are available in the Evidence Inventory.)

Information Technology hosted virtual and in-person training sessions for the new technology. The Chief Information Officer reported evidence of adoption of the new technology during the first week of the Fall 2020 semester; there were 1,070 meetings on Zoom (of which more than 400 were recorded) and over 300

submissions of videos (from students as well as faculty members) to Kaltura. Based on feedback from faculty members, additional technological updates were made for Spring 2020, including a feature to track attendance (in-person or online) in the course management system to assist with contact tracing and an additional microphone in newly upgraded classrooms to enhance interaction between students present in class and those attending remotely. The podium microphone and the microphone installed to pick up students' voices were simultaneously active.

Decision-Making Processes, Responsibility, and Accountability

(Criterion 5)

The institutional decision-making processes and clear assignment of responsibility and accountability can be referenced within the bylaws of the College Board of Trustees. The document states that “Wagner College shall be under the management, direction, dominion and control of a Board of Trustees, which shall not exceed thirty five in number. Thirty four of these member Trustees shall be elected as provided in the Bylaws. The President of Wagner College, shall, by reason of his/her office, be a Trustee during his/her respective term of office.”

The assignment of responsibility and accountability is outlined within the document, which states, “The Board of Trustees shall possess and exercise all powers bestowed upon it by the Wagner College Constitution and Bylaws and the laws of the State of New York. The elected members of the Board of Trustees shall be determined in such manner as the Bylaws provide. The Board of Trustees shall appoint the President of the College in such manner as the Bylaws provide.” The full document can be referenced in the within the Evidence Inventory.

The organizational structure of the College creates further well-defined decision-making processes, with clear assignment of responsibilities and process to ensure accountability for each division of the College and within each division. For example, the Faculty Handbook and Student Handbook outline the decision-making responsibilities of the faculty as well as the Provost and Vice President for Academic Affairs. The Student Handbook further delineates decision-making within the Division of Campus Life. (Both handbooks are available in the Evidence Inventory.)

Comprehensive Planning

(Criterion 6) (Requirement of Affiliation 11)

Wagner College manages a growing portfolio of government, corporate, and foundation grant funding. The major gifts staff has developed relationships with local corporations to garner support for our athletics programs and the college's academic work in the community. Fundraising staff members review and apply for federal, state, and city government grant opportunities for higher education institutions that support the campus infrastructure, internationalization, research, and other academic programs. Two examples of successful grants in 2021 were from the Higher Education Capital Matching Grants Program from the State of New York—one to renovate Harborview Residence Hall (\$839,175) and another to build a new athletic facility (\$600,000).

Administrative staff members apply for foundation grants to support a number of campus projects and needs. Funding is actively pursued through established relationships with foundations that have supported Wagner and higher education initiatives. Wagner utilizes a foundation database to research institutions supporting capital improvements, scholarships, and special projects to provide budget relief for annual spending and deferred maintenance. Once an opportunity is identified, the Office of Institutional Advancement works closely with campus partners to gather and document the criteria necessary to submit a formal proposal for funding. For example in 2020, Wagner College was awarded a \$75,000 grant from the Council of Independent Colleges and NetVUE, supported in part by Lilly Endowment Inc. This grant—Vocation across the Academy—supports Wagner in expanding the institution’s ability to explore vocation through interdepartmental collaboration. Wagner’s project, entitled “What is your ‘Wagner Plan?’ Self-identity and the quest for purpose across and beyond the Academy,” is co-directed by the Dean of Integrated Learning and the Dean for Academic and Career Engagement in partnership with a leadership team comprising other faculty, administrators, and students over the course of three years. This grant fulfills a goal of the strategic plan to deepen the Wagner Plan.

To achieve focused stewardship of the campus, Wagner College contracted with an external vendor, Sightlines, to conduct benchmarking and analysis for a holistic view of the facilities. The preliminary Sightlines report (available in the Evidence Inventory) provides a guide for the senior leadership of the College to prioritize and plan for maintaining and improving campus infrastructure. Sightlines was hired and directed by the Chief Financial Officer and Vice President for Finance and Administration, along with the Director of Facilities. They presented this report to their colleagues on Wagner’s senior leadership team to develop a plan to prioritize and address campus infrastructure. The report explores utilization of space, technology needed, and deferred maintenance and enables staff to best determine the most pressing infrastructure needs in the context of the financial constraints of the College. Once the leadership team determines a course of action, they present their findings to the Buildings and Grounds Subcommittee of the Board of Trustees who can approve or adjust the plan, as needed. Any major capital expenditures are then brought to the full Board of Trustees for their guidance and approval.

A specific example the institution can provide from an academic perspective pertains to our Performing Arts programs: Music, Visual Arts, and Performing Arts currently operate in spaces that were not designed to support their activities. The College has addressed this to create functional spaces. However, spaces could be revised further or new facilities could be constructed to provide more support to enhance teaching and learning.

Annual Independent Audit Confirming Financial Viability

(Criterion 7) (Requirement of Affiliation 11)

Each fiscal year, the budget process begins by using the prior year’s budget as a starting point. From there, the leadership of the College meet often to discuss the major changes (on both the revenue and expense sides) from the prior year, and build those changes into the next year’s budget. The process takes many months, as numbers are constantly changing. Using revenue assumptions and expense projections, the leadership team finalizes all tuition costs, fees, and programs offered. As enrollment numbers become more and more accurate through the passage of time, the leadership team fine tunes the budget to plan for expenses the College can

afford. The budget process is one of collaboration and transparency. The budget is reviewed by the Finance Committee of the Board of Trustees, and then a motion is made to bring the budget to the full Board of Trustees for approval. Throughout the budget process, the mission and goals of the College are always at the forefront of decisions by the leadership team. Mission-based priorities are set to support students, faculty, and staff, to foster the overarching goal of the College of promoting academic excellence in a distinctive way.

The audit reports produced by Grant Thornton, for fiscal years 2018 and 2019, can be referenced within the Evidence Inventory. No concerns have been cited in the audits' accompanying management letters.

Adequacy and Efficient Utilization of Institutional Resources

(Criterion 8)

Wagner College reviews data about trends in student majors and the job market to determine its academic programming. Faculty members routinely work to develop ideas for possible majors in their areas of expertise. Admissions staff identify majors prospective students seek; exit interviews of students who leave the College have yielded valuable information about majors students want. The College consults the data of the U.S. Bureau of Labor Statistics to identify academic programs best suited for growing careers. The Academic Affairs Sub-Committee of the Wagner College Board of Trustees continues to evaluate the potential to add new curricular programming on an ongoing basis.

New academic programs have been created, including a Doctor of Nursing Practice, an online Master's of Business Administration, a master's degree in Media Management, and the following new majors for bachelor's degrees: American Studies, Behavioral Economics, Dance Education, Environmental Studies, Film and Media Studies, Health Sciences, Mathematical Economics, Music Education, Sports Administration, and Vocal Performance. New minors in Business Administration (a general minor, rather than focusing on a specific area such as accounting or management), Holocaust Studies, and Human Rights Studies have also been approved.

The growth of professional programs such as Nursing and Physician's Assistant Studies reflect academic decisions influenced by market needs and program popularity. In response to the increased demand of the forenamed programs, the College will continue to grow its offerings within the Health Sciences.

The Strategic Plan adequately describes enrollment goals. The future creation of a database of student registration could improve transparency and allow for the observation of trends in courses taken by students. Such a database could assist on decisions regarding programs.

The staff of the Division of Campus Life interview and survey students to improve social and cultural opportunities. Programs to raise awareness about campus safety, mental health, and other social issues are conducted on an ongoing basis to promote conversations among students.

The addition of NCAA athletic teams has advanced the student experience as well as contributed to the enrollment management goals of the College. In Fall 2016, Men's Water Polo and Women's Fencing teams were

added. In Fall 2018, the Women's Triathlon team was added, and in Fall of 2019, Women's Field Hockey. In Fall 2020, Women's Bowling was added, with the first matches taking place during the Spring 2021 semester. The recent addition of the E-Sports program within the Department of Athletics also supports efficient utilization of the institution's resources, and reflects a growing interest in e-sports at the college level.

Periodic Assessment

(Criterion 9)

Wagner College's senior staff meets annually for an operational retreat to discuss trends in higher education and how the College can position itself for future growth and financial stability. Similarly, Wagner's Board of Trustees meets each spring to hold a retreat in conjunction with its board meeting. The Trustees collaborate with senior staff to discuss and develop plans for the College's physical campus, financial position, future admissions, and academic programs.

COVID-19 Response

To mitigate the spread of the COVID-19 virus and protect the health of our campus community, Wagner College requested financial support from local foundations for several capital projects around campus. In addition to the technological support described above, Wagner installed touchless doors in its Harborview Residence Hall as well as foot peddles for opening doors in highly trafficked buildings. Air filtration systems using ultra violet light were added to heat, ventilation, and air conditioning (HVAC) units in classrooms throughout the campus.

Campus spaces including classrooms, common rooms, performance spaces, athletic facilities, residence halls, library spaces, offices, campus walkways and grounds, and dining areas were closed to the general public and altered to accommodate physical distance requirements. Common areas were cleaned frequently and disinfected twice daily. Traffic flow through buildings was one-way with clearly marked entrances and exits. Clear signage reflecting norms and expectations were posted throughout campus.

The administration of Wagner College decided to send residential students home as the pandemic spread rapidly in March 2020. As part of that decision, Wagner refunded a prorated portion of room and board fees.

Key decisions reduced community transfer of COVID-19 and improved safety. From the second week of March 2020 through the remainder of the Spring semester, all classes were immediately moved to an online platform and all residential students were moved off campus. On March 16, 2020, all Wagner College employees stopped reporting to campus, with the exception of essential personnel, as designated by the senior staff in consultation with Department Heads to determine the best approach and balance for in-person and remote work. All employees were paid in full through the end of March 2020.

All discretionary operating budgets were frozen in April 2020. This allowed the College to continue to meet contractual obligations, leases, debt service, utilities, and other fixed costs. Any spending on travel, conferences, memberships, hospitality, office supplies, and other nonessential costs was no longer permissible.

On April 9, 2020, the College furloughed 120 employees; the Chartwell's food service and Follett Bookstore laid off another 70 employees. Other steps taken to ensure financial viability included renegotiating certain vendor contracts, seeking additional grants for physical plant and student support projects, and deepening the focus on fundraising efforts.

As a result of extensive planning, the College successfully reopened in the Fall semester for a blend of in-person and remote education effective August 24, 2020.

The College lost auxiliary revenue from the Department of Athletics as NCAA sports were canceled in the Spring 2020 semester, notably the NCAA Men's Division I Basketball Tournament, from which the College receives a minimum fee each year. Athletic competition in Fall 2020 was cancelled; revenue from the Department of Lifelong Learning, typically, \$1 million annually, was lost due to cancelled events.

The College included \$1 million to the fiscal year 2020-2021 budget to cover pandemic-related costs, notably on-campus testing. The testing regime proved successful as the College was able to maintain extremely low positivity rates throughout the fall and spring semesters, well below the surrounding area.

The College added \$500,000 to the fiscal year 2020-2021 budget to allow for physical distancing strategies, including numerous tents, signage, plexiglass, hand sanitizing stations, and other necessary modifications.

One budget reduction was an adjustment to employer contributions to TIAA retirement plans from 9% or 10% to 3% for all eligible employees for calendar year 2021.

Significant budget cuts were made on departmental levels, including many discretionary spending accounts (e.g., memberships, travel, hospitality), as well as reduced student employment positions and hours, tuition remission options, and a hiring freeze on all open positions.

The College strives to continue to preserve and advance academic program, protect its comprehensive workforce, and take equitable steps to strengthen core values, despite the diminished finances of this pandemic.

Enrollment for Fall 2020 met projections, based on a budget adjusted for the crisis. Wagner College was fortunate to enroll 487 new undergraduate students for Fall 2020 compared to 542 in Fall 2019. While tuition revenue was stable, room and board revenue was drastically reduced given a substantial number of incoming students who elected to take classes remotely. Wagner College Admissions projects that enrollment will meet projections for Fall 2021, but the College anticipates reduced room and board revenue as families elect to keep students home until the pandemic eases.

As the impact of COVID-19 continues to resonate throughout the Wagner community, fundraising priorities within the Office of Institutional Advancement have shifted from unrestricted gifts to the Wagner Fund, in support of temporarily restricted gifts to the Make a Difference Fund. Gifts to the Make a Difference Fund support students in need of emergency tuition assistance resulting from unexpected financial hardship due to the pandemic. Unrestricted gifts to the Wagner Fund can also be used to supplement this support to cover

student expenses pertaining to remote technology, travel costs, and essential living expenses. The achievement of these initiatives encompasses a multifaceted effort consisting of the departments of annual giving, major gifts, alumni relations, and communications. The Office of Institutional Advancement continues to engage alumni and friends through virtual fundraisers and events, in an effort to expand the donor base and increase philanthropic support.

Fiscal Year 2020-2021 Giving

Wagner organized a Day of Caring event on May 5, 2020, to benefit students in need of emergency financial assistance due to the pandemic. Both the Make a Difference Fund and Wagner Fund initiatives were promoted through digital outreach to alumni and friends of the College throughout the 24-hour period, as they both provide budget-relief in different capacities. A dedicated giving platform and segmented e-appeals helped to support the progress of the event. Generous challenge gifts were pledged by members of the trustee community totaling \$100,000 in support of the Make a Difference Fund, as well as a total of \$600,000 pledged in support of the Wagner Fund, in an effort to provide budget relief, and proved to motivate the Wagner community to match these gifts with additional donations, and exceed our goal.

The Office of Annual Giving began to shift fundraising priorities back to the Wagner Fund at the beginning of fiscal year 2020-2021, with the first direct mail solicitation sent in October 2020, following virtual Homecoming Weekend. The Wagner Fund theme, 'We are Wagner Strong', was represented throughout all communications from the Office of Institutional Advancement throughout the fall and winter. The theme references the significance of unrestricted giving to the College through gifts to the Wagner Fund.

Once again, the most recent Day of Giving proved to be the most successful single-day fundraiser in Wagner history, and our alumni and friends played a very large part in making that happen. Recognized on the 2020 Giving Tuesday global initiative on December 1, 2020, a total of \$348,423 was raised from 488 different people and 537 gifts. Of that total, \$215,663.15 was raised in support of the Wagner Fund. Matching gift incentives from the Board of Trustees proved very significant to the success of the day.

An email appeal to current board members was sent in advance to emphasize the importance of leadership giving to the overall success of the effort, which was collectively posed as a challenge match to increase participation from the rest of the donor community. An animated video was produced in further promotion of the Day of Giving which presented the current fundraising priorities of the College, and the campus response to the pandemic. The content also highlighted the significance of philanthropic support from alumni and friends that has and will continue to allow Wagner to emerge stronger from these challenging times.

In response to limitations surrounding the in-person Athletics schedule in the Fall 2020 semester, the Wagner community helped to virtually "sellout" the football stadium by making gifts of \$25.00 or more to the Wagner College Seahawk Club. Every gift of \$25.00 counted as a virtual sponsorship of one seat filled within the stadium. A dedicated landing page supported by a third-party vendor was utilized for this effort, which included testimonials from student-athletes at Wagner. As a result, a total of \$9,075.00 was raised from 84 individual gifts in support of the Athletics program.

Similarly, Wagner promoted two virtual events for affinity groups. The first was a Virtual Chai Mitzvah Awards Dinner which raised a total of \$13,361 in an effort to advance the mission of the Chai Society which was promoted online via email and social media. Committee members made personal calls to community members for financial sponsorships and philanthropic support.

The second event was a lecture and commemoration of Kristallnacht for an affinity group of alumni and friends closely aligned with Wagner College's Holocaust Center. The virtual commemoration proved to be the most well-attended virtual fundraising effort to date at the College, with a total of 256 registered attendees. A total of \$7,000 was raised from 39 gifts in support of the event, and the Wagner College Holocaust Center.

The Office of Institutional Advancement will continue to collaborate with stakeholders and communicate the needs of the campus to alumni and friends in a thoughtful and transparent way.

Summary

Despite intense challenges caused by the COVID-19 pandemic, Wagner College remains strong and is poised to build back better. The institution's planning processes, resources, and structures are aligned with each other and fulfill the College's mission and goals. Wagner College continually assesses and improves programs and services. The College responds effectively to opportunities and challenges. Working Group 6 provided evidence of meeting the criteria for Standard VI and Requirements of Affiliation 10 and 11, evaluated how resources are allocated and how this aligns with the College's mission and goals, and described how these respective planning processes incorporate assessment data.

Recommendations

- Creating a database of student registration could improve transparency and allow for the observation of trends in courses taken by students.
- Given that the previous strategic plan was approved in 2011, an updated strategic plan should be developed, using this self-study as a guide.

Standard VII

Governance, Leadership, and Administration

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

Working Group 7 provided evidence of meeting the criteria for Standard VII and Requirements of Affiliation 12 and 13. Working Group 7 identified that Wagner College should invest additional resources in comprehensive assessment of the effectiveness of governance, leadership, and administration. Offices and positions on campus that support the comprehensive assessment of the effectiveness of governance, leadership, and administration were identified. Assessment data examined by Working Group 7 reveal Wagner's academic quality, careful fiscal management, and adherence to mission. The governance, leadership, and administrative systems support the new general education program.

Governance Structure of Wagner College

(Criterion 1) (Requirements of Affiliation 12 and 13)

All educational institutions in New York State are members of The University of the State of New York, and are governed by the New York State Board of Regents. The Regents are responsible for the general supervision of all educational activities within the state, presiding over The University and the New York State Education Department. The Board of Regents consists of 17 members elected by the state legislature for five-year terms: one from each of the state's 13 judicial districts and four members who serve at large. Regents are unsalaried and are reimbursed only for travel and related expenses in connection with their official duties.

Wagner College is authorized to offer bachelor's and master's degrees, as well as post-master's certificates, for a variety of disciplines including a small number of professional programs. Since the last self-study for reaccreditation by the Middle States Commission on Higher Education, the College was approved to offer the Doctor of Nursing Practice (DNP) which admitted its first class in 2014. The New York State Education Law, Regents Rules, and Commissioner's 35 Regulations Concerning Postsecondary Education and Program Registration provide the framework within which Wagner College operates.

The governance structure of the College can be found in the Wagner College Constitution and Bylaws and the Wagner College Faculty Handbook (17th edition, updated January 2021). Article V of the Wagner College Constitution states that "Wagner College shall be under the management, direction, dominion and control of a Board of Trustees, which shall not exceed thirty-five in number. Thirty-four of these member Trustees shall be elected as provided in the Bylaws. The President of Wagner College, shall, by reason of his/her office, be a trustee during his/her respective term of office."

The College strives to educate all members of the college community about governance matters. The Faculty Handbook is publicly accessible online.

Board of Trustees

(Criterion 2) (Requirement of Affiliation 13)

The policy documents that guide the operation of the College include the Wagner College Charter and the Wagner College Constitution and Bylaws, and the minutes of the Board of Trustees of Wagner College. Overall authority is vested in the Board of Trustees of Wagner College, which shall not exceed 35 in number.

There are a number of Trustees' committees, which include the Executive Committee; the Academic Affairs and Student Life Committee; the Audit Committee; the Business and Finance Committee; the Investment Committee, and the Institutional Advancement Committee. Subcommittees of the Board include Athletics, Buildings and Grounds, Bylaws, Enrollment and Strategic Planning, and Trustee Affairs.

Chief Executive Officer and Senior Leadership

(Criteria 3 and 4)

The duties of the College President as specified in the College Bylaws are as follows:

The President of the College shall be elected by and serve at the pleasure of the Board of Trustees.

The President of the College shall preside at all public exercises of the College, shall confer degrees authorized by the Board upon persons fulfilling the requirements thereof, and shall be the official representative of the College.

The President of the College shall be the Chief Executive and Administrative Officer of the College and Chair of the Faculty (or designate a presiding officer to act in his/her absence). The President shall be an ex-officio voting member of all trustee committees, except the committees engaged in presidential search and selection, and shall be the official medium of communication between members of the Board, the Faculty, the student body, and staff.

The President shall appoint, subject to the approval of the Board of Trustees, all administrative officers of the College including, but not limited to, the Provost, Vice Presidents, the Vice Provost for Academic Affairs, Comptroller, Registrar, various Deans and Assistant Deans, and the Director of Campus Operations. 2 In consultation with the Executive Committee of the Board, the President shall have the authority and power to dismiss any such administrative officer and all non-academic employees on one month's written notice if, in the President's judgment, the best interests of the College deem such action necessary.

(Article VI, Sections 1–4)

In matters of Academic Affairs the President shall:

Standard VII

- a. serve as the sole officer through whom the Board of Trustees exercises its control. The President shall be the official head of all instructional Departments of the College, exercising such supervision and direction as shall best promote their efficiency. The President shall be a voting member at Faculty meetings and a non-voting, ex-officio member of all Faculty committees. The President or a designee shall chair the Faculty meetings.
- b. have authority to appoint members to the teaching staff in any rank for a term of one year.
- c. have authority to appoint members to the teaching staff on a temporary full-time or part-time basis in any rank as in the President's judgment shall be desirable for the College.
- d. have the power not to reappoint any member of the instructional staff not on tenure, provided the President gives the minimum periods of notice specified.
- e. have the power to suspend or terminate any member of the educational staff on tenure for adequate cause or on account of extraordinary financial emergencies or the discontinuance of a Department or curriculum, provided written notice is given.
- f. have the power to veto the action of the Faculty, provided, however, that the President shall, within one week of the action, file the veto and his or her reasons therefore in writing with the Secretary of the Faculty and the Secretary of the Board.

The right of appeal from the President's veto to the Board is granted to the Faculty, upon two-thirds vote of the Faculty, provided such a vote is taken within one week of the filing of the veto.

The Faculty may request the President or the Board to reconsider the action and may transmit to the President or to the Board its views on the matter under consideration.

If requested by the Faculty, the President or the Board shall reconsider the action and shall inform the Faculty of the decision on reconsideration in writing within thirty (30) days of receipt of the Faculty's request for review.

- g. In acting upon a recommendation of the Faculty Personnel Committee for reappointment with tenure, the decision of the President and the Board to accept or reject such recommendation shall be final and binding.

Following a national search, Dr. Joel W. Martin was selected as the nineteenth President of the College. He also holds the rank of professor of religious studies. President Martin assumed the position in Fall 2019. President Martin has credentials and expertise appropriate for the position.

Dr. Martin has a distinguished record of teaching, service, and leadership at colleges and universities large and small. He has a particular interest in connecting scholarly work with current social problems and needs. Most recently, he had served as provost and dean of the faculty at Franklin and Marshall College in Lancaster, Pa., from 2014 until 2019.

Martin earned his bachelor's degree at a liberal arts college, Birmingham-Southern. He holds a master's in theological studies from Harvard University and a Ph.D. in the history of religions from Duke University. He began his academic career at Franklin and Marshall in 1988 as a professor and, later, chair of the religious studies department.

A noted expert on Native American religions, he is the author and editor of several books in this field, including *Sacred Revolt: The Muskogees' Struggle for a New World* (Beacon Press, 1991), *The Land Looks After Us: A History of Native American Religion* (Oxford University Press, 2001), and *Native Americans, Christianity, and the Reshaping of the American Religious Landscape*, co-edited with Mark A. Nicholas (University of North Carolina Press, 2010).

In 2000, he was named the Costo Endowed Chairholder in American Indian Affairs and professor at the University of California Riverside, one of the most ethnically diverse research universities in the nation. He served as interim dean of UC Riverside's College of Humanities, Arts, and Social Sciences from 2004 to 2006, where he led successful efforts to recruit diverse faculty and improve student retention.

From 2006 to 2014, he held academic leadership positions at the University of Massachusetts Amherst, a flagship research university. He served as dean of the College of Humanities and Fine Arts, then as vice provost for academic personnel and dean of the faculty for the university. His accomplishments included improving the gender balance and diversity of the faculty, and strengthening the finances of the College of Humanities and Fine Arts.

All members of the College administration are appointed by the President of the College with the approval of the Executive Committee of the Board of Trustees. Senior leadership in the administration consists of the following roles, in addition to the President:

1. Senior Vice President for Advancement, Enrollment, and Planning - Mr. Angelo G. Araimo
2. Provost and Vice President for Academic Affairs - Dr. Jeffrey Kraus (until June 30, 2021), Dr. Nick Richardson serving as Interim Provost and Senior Vice President for Academic Affairs
3. Vice President for Internationalization, Intercultural Affairs, and Campus Life - Dr. Ruta Shah-Gordon
4. Chief Financial Officer and Vice President for Finance and Administration - Mr. John A. Carrescia Jr.
5. Vice President of Workplace Culture and Inclusion, Chief Human Resources Officer, Chief Diversity Officer, and Title IX Coordinator - Ms. Jazzmine Clarke-Glover

All Vice Presidents have expertise and credentials appropriate for their responsibilities.

Administrators have the technology and information systems expertise required to perform their duties. The Vice Presidents receive technology and information systems support as needed.

Meetings for department heads of non-academic departments serve the purpose of connecting the various offices across campus and foster sharing of information. The Department Heads Group consists of administrative deans and directors of the College. They meet three times per semester to share and discuss information that is relevant to their areas. For example, budgeting, major events, strategic planning, and policy changes have been some of the recent topics, in addition to planning related to the COVID-19 pandemic. A full list of the names of Department Heads and Titles are in the Evidence Inventory.

After a stable and historically lengthy period of leadership of seventeen years from Wagner College's previous President, the College appointed the current President, who took office July 1, 2019. The College is currently running a search for the next Provost and Vice President for Academic Affairs. The Associate Provost for Academic Affairs has stepped into the role of Interim Provost and Vice President for Academic Affairs, and plans to return to his former position with the elevated title of Vice Provost for Academic Affairs.

Many members of the administration continue in their positions, yet there has been streamlining of positions.

- Previous: Director of Human Resources reported to Vice President for Finance and Business.
 - Role elevated to Vice President of Workplace Culture and Inclusion, Chief Human Resources Officer, Chief Diversity Officer, and Title IX Coordinator, held by Jazzmine Clark-Glover.
- Previous: Associate Provost for Assessment (Anne Love until 2017).
 - Position eliminated.
 - Duties absorbed by the Associate Provost for Academic Affairs, Dr. Nick Richardson (who is now serving as Interim Provost).
- Previous: Vice President for Administration & Chief of Staff (Joseph Romano until Summer 2017) oversaw Campus Operations, Human Resources, Communications, and Public Safety.
 - Position eliminated.
 - Chief of Staff responsibilities were absorbed by Vice President for Internationalization, Intercultural Affairs, and Campus Life, Dr. Ruta Shah-Gordon, but the responsibilities were reorganized in June 2020 to create the role of Director of the Office of the President, held by Mark Harmon-Vaught.
 - Oversight of Public Safety absorbed by Vice President for Internationalization, Intercultural Affairs, and Campus Life, Dr. Ruta Shah-Gordon.

- o Human Resources and Campus Operations absorbed by Chief Financial Officer and Vice President for Finance and Business, John Carrescia.
- o Communications reports jointly to the President and the Senior Vice President for Advancement, Enrollment, and Planning, Angelo Araimo.

Faculty

(Criteria 1 and 5)

There are a number of governing bodies on campus that guide the operations of the College. The Faculty Meeting (formerly Committee of the Whole) is the representative governing body of the Faculty. It consists of all full-time Faculty members, the President and the Provost, and the Associate Provost. Faculty Meetings are legislative/business meetings which meet monthly at least three times per semester and at least once per semester in a town hall format.

The Provost, in consultation with the standing Faculty committees, prepares the agenda for regular legislative/business Faculty Meetings. Standing committees report at each regularly scheduled Faculty Meeting. These committees may add items to the agenda of a regular meeting, and items may be introduced from the floor by any voting member of the Faculty under New Business.

The President or President's designee chairs the regular business meetings of the Faculty Meeting.

Except when otherwise stipulated, voting at all meetings shall be conducted in conformity with the most recent edition of Robert's Rules of Order.

Full-time Faculty members are required to attend regularly scheduled Faculty Meetings. Part-time members of the instructional staff are invited to attend Faculty Meetings but have no voting privileges.

Minutes from Faculty Meetings are emailed to the Faculty and archived for the Wagner community.

The Town Hall meeting of the Faculty is non-business meeting open to discussion of issues of interest to the Faculty. The Town Hall meeting allows for larger conversations by the Faculty on timely and significant issues that are better discussed, initially, in this format prior to Committee proposals and/or legislative consideration at the regular business meetings of the Faculty Meeting. Town Hall meetings allow full discussion to take place without the reports of college officers or standing committees that characterize regular business meetings. The topic for each Town Hall meeting is set by the Priorities and Budget Committee. The Chair of the Priorities and Budget Committee or chair's designee moderates the Town Hall meeting.

Special Faculty Meetings may be called by the President, or the President's designee, at the President's or designee's initiative or at the request of a standing Faculty committee, or by vote of the Faculty Meeting.

Standard VII

The Faculty are organized into seventeen academic departments, each with a department chair (or Dean in the case of the Evelyn L. Spiro School of Nursing and the Nicolais School of Business). Each department is located within one of five Divisions (Arts, Humanities, Professional Programs, Sciences, Social Sciences) solely for the purpose of standing committee representation. Department chairs meet monthly at least three times per semester as the Department Chairs Council.

There are nine standing committees of the Faculty. Each has at least one voting member from each of the five faculty divisions (unless otherwise specified).

The Academic Honesty Committee hears cases of alleged academic dishonesty and recommends sanctions, if appropriate. In addition to the five faculty members (who are normally from different academic divisions), the committee chair recruits a pool of non-voting student representatives proposed by the Assistant Dean of Campus Life and/or the President of the Student Government Association. Eligibility for student participation is limited to full-time students in good standing with no prior violations of academic honesty or community standards policy.

The Academic Policy Committee is responsible for reviewing current academic programs, reviewing all recommendations regarding Faculty position requests based upon curricular needs in collaboration with the Priorities and Budget Committee, conducting initial reviews regarding and making recommendations for new programs, reviewing all courses for meeting general education distribution requirements, evaluating all course changes in existing programs, evaluating course changes needed to implement new programs, reviewing all new course proposals, receiving reports from the Provost and Vice President for Academic Affairs regarding workloads and visiting positions.

One student may serve as a non-voting member of the Academic Policy Committee, but this option has not been exercised in the recent past. In light of the Middle States Self-Study recommendation from 2011, the Academic Policy Committee has considered adding a student member but has determined that student representation is not appropriate. The Committee unanimously concluded that, due to the sensitive nature of the Academic Policy Committee meetings, it would not add a student to its membership. However, it retains the ability to add a student should it be useful for a particular issue.

The Academic Review Committee is responsible for reviewing, each semester, the academic records of students to determine those students to be placed on Probation or Academic Suspension, and to review the records of students previously placed on Probation or Academic Suspension to determine if continued Probation or Suspension is warranted. A report on the Committee's activities is made once each semester to the Faculty.

The Committee for Learning Assessment demonstrates the commitment of the Wagner College Faculty to systematic learning assessment. The Committee for Learning Assessment focuses on examining the extent to which courses, formats, and settings allow students to meet the learning goals as described in the Wagner College Undergraduate Bulletin, as well as assessing the extent to which Wagner College students achieve their learning goals. To serve this end, the Committee for Learning Assessment is responsible for serving a

resource function and assisting academic Departments and other policy-making bodies in coordinating the assessment of all academic curricular and co-curricular programs.

The Faculty Hearing and Appeals Committee hears appeals and makes recommendations on Faculty appeals concerning significant personnel issues where a substantive violation of the normal operating process is alleged. In each case, an effort shall be made to resolve differences with the assistance of the Provost, if appropriate, prior to initiating a formal process. If the differences cannot be resolved, the Provost will convene the Faculty Hearing and Appeals Committee. Appeals regarding appointment and tenure may only involve substantive procedural irregularities or application of improper criteria. Substantive violations are defined as serious considerations that could result in a different outcome in the reappointment process.

The Faculty Personnel Committee is responsible for evaluating Faculty members for reappointment, promotion, and tenure and forwarding its recommendations to the Provost; receiving and evaluating Faculty requests for sabbaticals, leaves of absence for scholarly purposes, Faculty Aid Funds, and Faculty Research Funds, and evaluating the written report of such activity with the Provost and Associate Provost for Academic Affairs; receiving and evaluating applications for Faculty Exceptional Performance Awards and selecting the awardees in consultation with the Provost and Associate Provost. The Provost meets with the Committee to discuss its recommendations, which subsequently are forwarded to Provost for decision.

One of the recommendations from the 2011 Middle States Self-Study was to increase the composition of the Faculty Personnel Committee from five to seven members so that there would be more than four voting members, given conflicts of interest, and to create a greater Faculty voice in tenure and promotion decisions. After much discussion, to address recusal of a member, the Faculty approved the addition of one at-large alternate member who is not in the same academic department as any of the other members. This member votes on matters where there is a recused member. This has been used effectively, beginning in Fall 2019.

The Priorities and Budget Committee consults, as needed with the Faculty Personnel Committee, the Academic Policy Committee, and the Department Chairs Council on issues affecting academic priorities and Faculty work and compensation. The Priorities and Budget Committee has the right to request information from the college administration that it deems necessary to fulfill its responsibilities. The Priorities and Budget Committee reports to the Faculty at least once per semester and places items for discussion or action on the Faculty Meeting agenda. The five divisional representatives must be tenured and there are two additional at-large members who do not need to have achieved tenure.

The Department Chairs Council is responsible for making recommendations regarding departmental budgets; reviewing and making recommendations regarding interdepartmental responsibilities; making recommendations regarding the academic calendar; participating in the preparation of course schedules; promoting faculty welfare; addressing library, bookstore, and other educational resource concerns; recommending changes in academic standards; recommending changes in admission standards; and recommending changes in academic advisement.

The voting membership of the Department Chairs Council consists of the duly elected Chairs of the Academic Departments. The non-voting membership includes the Registrar, Associate Provost for Academic Affairs, the Provost's designee, and the Provost, who serves as chair of the committee. On occasion the Director of the Honors Program will attend.

The Periodic Governance Evaluation Committee meets to assess the Faculty governance structure in light of the goals and objectives of the College when called to do so by the Provost or by a majority vote of the Faculty. The Periodic Governance Evaluation Committee establishes its own rules and regulations for the conduct of business. Each of the standing committees of the Faculty Meeting shall annually elect one of its members and every three years, the Faculty Meeting will elect two members at large, to serve on the Periodic Governance Evaluation Committee. Non-voting members include the Provost's designee, the Associate Provost for Academic Affairs, and the Provost, who will serve as the chair of the committee. When appropriate, two student representatives will be elected/appointed by the Student Government Association. This Committee has not been convened during the period covered by this self-study.

Each committee is listed on the Provost's website, with members' responsibility and membership criteria identified. Agendas, minutes, and reports from the committees are distributed to the Faculty via email. Committees report to the Faculty Meeting as needed throughout the academic year. Faculty can access all internal committee minutes and forms on the course management system (Moodle). One selected member of each committee has access to edit and upload to the system page for Faculty Committee Minutes. The committees play an important role in the shared governance of the institution. The charges of the committees are consistent with the mission, vision, and goals of Wagner College.

The Faculty Representative to the Board of Trustees provides opportunity for direct communication between the Trustees and the Faculty.

Students

(Criterion 1)

The Student Government Association is the constituent body which represents student concerns to the larger Wagner community. The Student Government Association oversees all student organizations, including academic clubs, specialized groups, honor societies, student publications, and all fraternities and sororities. The components of the Student Government Association include the Executive Board (President, Vice President for Communications, Vice President for Finance, and Chief of Staff) and Senate (10 members).

The Graduate Student Government Association is not active. However, there was a "pilot" revival year in 2017-2018. Unfortunately, the effort was not successful due to a lack of interest on the part of our graduate students. Many cited job and family responsibilities, as well as their academic work, as barriers to involvement.

Assessment of the Effectiveness of Governance, Leadership, and Administration

(Criterion 5)

Each level of governance engages in assessment. Some are on a regular cycle of assessment while others engage in assessment that may be best described as ad hoc.

Board of Trustees

The Board of Trustees conducts a self-assessment every three years (last in 2015). The next assessment date would have been in 2018, but it was decided to wait because Dr. Guarasci was close to retirement from the role of President. In March 2019, the consultant agency hired to assist in the hiring of a new President conducted an assessment of the trustees before they prepared the prospectus for the new President. They are currently engaged in an assessment.

Changes in the Board of Trustees since the last Middle States self-study:

1. About three years ago, the Board decided to establish a Marketing Subcommittee to better publicize the college. This subcommittee falls under the Business and Finance Committee.
2. In addition, a full review of the Bylaws of the College is being conducted by the Board of Trustees. The Trustee Affairs Committee has begun to examine not only the language of the bylaws, but also to update the committee structure. They have examined bylaws of other colleges and universities and consulted with the Association of Governing Boards.
3. Finally, to foster more discussion and deliberation by the full board, President Joel Martin has asked the committees of the Board of Trustee to shorten their presentations to the full board.

Administration

Each semester, the President offers a State of the College presentation, to which all stakeholders are invited. At these meetings, the President offers a campus-wide update on College finances and other important institutional developments. These presentations are followed by a question-and-answer session. The State of the College prompts self-assessment by the Administration, but is not a venue for Faculty assessment of the Administration.

The President routinely examines senior leadership and reorganizes duties and responsibilities to enhance achievement of goals. All leadership teams are periodically reviewed by Human Resources.

In preparation for the 2011 Middle States self-study, several assessment surveys were conducted, including a survey of academic department chairs that has not been repeated. The College seeks for assessment that is more systematic and routine, while allowing for impromptu assessment in response to

needs and concerns at the College, such as multiple surveys of students and Faculty that were conducted during the COVID-19 pandemic.

The Priorities and Budget Committee surveyed Faculty in 2016 regarding a number of topics including support from and interactions with the College Administration. Responses were received from 45-60% of Faculty members. Only 14.7% reported agreeing or strongly agreeing with the priorities of the Senior Administration. About half of respondents felt supported or strongly supported by the Administration for excellence in teaching (51.6%), excellence in academic programs (45.2%), and recognition of faculty scholarship (58.3%). More detailed results of the survey are available in the Evidence Inventory.

Faculty

In the 2016 survey by the Priorities and Budget Committee of the Faculty, respondents were asked to rate the degree to which the Standing Committees of the Faculty influenced decisions made by the Administration: 37.2% of Faculty respondents reported that the Standing Committees were influential or very influential, 31.7% rated the Department Chairs Council as influential, 44.2% of the Faculty reported that ad hoc committees were influential or very influential.

Although a substantial percentage (46.3%) agreed or strongly agreed with the statement that they feel valued at Wagner College, 42.6% agreed or strongly agreed with the statement that they feel disempowered. Only 25% reported feeling as if their voice counts.

As a result of this survey, the Priorities and Budget Committee identified dissatisfaction of Faculty with salary, faculty morale, and, to a lesser degree, classroom technology and diversity. They report that the survey gave impetus to new collaboration between the Priorities and Budget Committee and the Administration. In 2020 they report a higher level of transparency with the President making it easier to understand the finances of the College and work together towards improvements. They report that they believe that morale has improved since 2016 and are considering repeating the survey in 2021-2022.

In the 2016 survey, Faculty reported feeling positive about their interactions with department chairs (76.2%) and peers within departments (85.1%) and in other departments (88.1%). However, there were no questions about the role of academic departments in governance.

Students

The Student Government Association structure has been markedly simplified and streamlined since the last Middle States Self-Study. Student Government Association officers, meeting times, and information for student organizations are available on the Student Government Association website.

The administration regularly holds town-hall style meetings every semester with students. The Student Government Association has recently begun recording minutes of Town Hall meetings and has the goal of assessing the effects that the Town Hall meetings have on the College.

A recommendation that emerged from the 2011 Middle States re-accreditation process was for students to attend academic department meetings. A request for information from Department Chairs revealed that only one department has a student attend all department meetings. However, eight departments report various methods by which students provide input into department decision-making, including periodic attendance at portions of department meetings, surveys of and/or discussions with students about academic programs and majors, and meetings with representatives from student organizations. Only five departments mentioned not having consultation with students but one of these is in the process of creating a formal student and alumni advisory board (three departments did not reply to the request for information). The full responses of each department are recorded in the Evidence Inventory.

Offices and Positions Supporting Assessment of Governance, Leadership, and Administration

(Criterion 5)

Wagner College's Office of Institutional Research is responsible for gathering and analyzing data, preparing reports and presenting statistics, and related functions. Data are made available to College leadership for analysis, academic support units, state and federal agencies (the Integrated Postsecondary Education Data System—IPEDS, New York State), and other stakeholders. The Office maintains a calendar of regular data reports, including the Common Data Set, and responds to ad hoc requests for data and information. The Office of Institutional Research also completes surveys on behalf of the College, such as for US News.

Although there is a Faculty Standing Committee that directly assesses learning, there is none that directly assesses governance. The Priorities and Budget Committee assessed governance peripherally in its survey in 2016. The Periodic Governance Committee has not been called to meet since the 2011 Middle States Self-Study.

The Provost's Office has engaged in assessment periodically and has a mandate to do so.

Academic Quality (Criterion 2)

The academic quality of Wagner College is regularly assessed in a number of ways such as through the National Survey of Student Engagement (NSSE), and surveys designed by Wagner College to assess the three major programs in the Wagner Plan: the First Year Program, the Intermediate Learning Community, and the Senior Learning Community. Each academic department also has its own assessment plan according to which it revises its curriculum as needed. These are discussed in detail in Chapters 3 and 5, with related documentation in the Evidence Inventory.

NSSE data from 2018-2019 reveal support for academic quality at Wagner College. The results from May 2019 graduates indicate that, on average, students reported engaging in writing ("quite a lot"), speaking ("some" to "quite a lot"), and critical thinking ("quite a lot" to "very much") including analyzing facts, theories and methods, and application to practical problems. Additional details are described in Chapter 3 and 5.

Fiscal Management (Criterion 2)

The Priorities and Budget Committee is the faculty committee responsible for reviewing the annual operating budget of the College; designing, reviewing, and revising the priorities for academic and educational programs with the Provost; reviewing and making recommendations on the Strategic Plan for Academic and Educational Programs; making recommendations to the President and the Provost on resource allocation affecting all educational programs, including departmental budgets, library and information technology, Academic and Cultural Enrichment (a fund for guest speakers and events), Financial Aid, Campus Life, and fundraising; reviewing all recommendations regarding faculty position requests from the Academic Policy Committee based on budget and priority concerns; annually nominating a slate of faculty members for election to Standing Committees and a Faculty Representative to the Board of Trustees; periodically reviewing and revising the Faculty Handbook and forwarding recommendations to the Faculty Meeting; formulating, in collaboration with appropriate administrative officers, a recommended faculty compensation plan; monitoring student recruitment, retention, attrition, and other related issues; receiving reports from the Provost regarding workloads and visiting positions, and calling special meetings to discuss important issues when necessary.

The Priorities and Budget Committee reports that it has had, until recently, no useful way of assessing how fiscally responsible the College has been because of internal policies that prevented free access to the budgets. However, the Committee reports that this is now changing under President Joel Martin, who has promised concerted efforts to improve transparency on campus about budgetary issues. The Priorities and Budget Committee now has access to the full budget and has reviewed some programs. For example, they initiated an assessment of the Center for Leadership and Community Engagement budget.

Adherence to Mission (Criterion 2)

Wagner College's stated mission, from the Wagner College Strategic Plan, is as follows:

Wagner College prepares students for life, as well as for careers, by emphasizing scholarship, achievement, leadership, and citizenship. Wagner offers a comprehensive educational program that is anchored in the liberal arts, experiential and co-curricular learning, interculturalism, interdisciplinary studies, and service to society, and that is cultivated by a faculty dedicated to promoting individual expression, reflective practice, and integrative learning.

On the NSSE survey, the graduates of 2019 reported a number of experiences that support the College's mission. Students reported (on average) working effectively with others, developing a personal code of ethics, and understanding people of different backgrounds "quite a bit." They reported being an informed and active citizen (between "some" to "quite a bit"). They also reported having "quite a bit" of interaction with people from different economic, ethnic, religious, and political backgrounds while at Wagner College. NSSE responses of students had a high standard deviation.

In 2019, the Provost's Office requested 5-year plans for academic departments. The President and Provost held individual meetings with each department to discuss the strategic plans. The plans:

1. Allowed the new President to learn what the academic needs and desires of each academic department are, with information coming directly from the department.
2. Encouraged departments to articulate their strategic goals, which should align with actions taken by the department, such as requests for new hires and actions to recruit more majors.
3. Prompted academic departments to communicate strategically as a team in a way that prompts reflection on strengths and weaknesses.

Communications - Institutional Branding and Mission

The role of the Office of Communications & Marketing is to communicate that the Mission of the college is to provide educational quality to students.

Communications is responsible for engaging the immediate, larger community outside of Wagner, and the alumni community, with what Wagner is accomplishing. Communications is also responsible for portraying to prospective students and parents what a Wagner education offers and igniting their considerations to attend Wagner. Although Communications does not directly work on education of students, Communications recognizes what is at the heart of fulfilling the Mission of the College. Communications highlights Wagner stories to generate interest from stakeholders to financially support the College's efforts.

On portraying the brand of Wagner, Communications has visual style and identity guidelines. These guidelines are a component in how Communications highlights aspects of Wagner through picking specific stories and images that focus on developing Wagner College as a brand. The Communications director stated that the Mission is the heart of the college, and Communications is in charge of translating the Mission to larger audience.

The brand promise, written approximately 2014, is available in the Evidence Inventory. The brand promise focuses on the key strengths emphasized by Wagner to be communicated to prospective students, alumni, friends, and the public at large. The promise highlights the following:

- Innovative, liberal arts college
- Aspiring leaders
- Traditional campus
- New York City

- Fulfilling Careers
- Integration, connection, learning by doing, personal and intellectual development

Governance, leadership, and administrative systems to support the Key Skills and Knowledge Curriculum (New General Education Program)

The eight Key Skills in the general education program are Intercultural understanding, Creativity, Critical reading and analysis, Information literacy, Technological competency, Quantitative thinking, Oral communication, and Written communication. Each department on campus was asked how the governance, leadership, and administrative systems support the Key Skills and Knowledge Areas Curriculum. In the responses gathered from departments across campus via email survey, it is clear that there is a general, campus-wide understanding of the new general education curriculum, and that each department supports the curriculum. For example, academic and non-academic departments alike report engaging with the wording of the general education curriculum in sophisticated ways that are unique to their specific tasks on campus. Using the skill of intercultural understanding as an example, the Department of Athletics focuses on intercultural understanding in terms of the recruiting of diverse (broadly defined) students that it brings to campus; human resources discusses how it brings an understanding of equity, diversity, and inclusion—all key to intercultural understanding—to its hiring practices; and various departments such as anthropology, modern languages, and philosophy described how intercultural understanding relates to and informs the particular methodologies of each discipline. Using the language of information technology, the library describes how it takes a leadership role in delivering the training that students need to accomplish this skill, and academic departments such as History discuss the centrality of this skill to excellence in scholarship in the discipline. Athletics provides material support by prioritizing the accessibility of technology for its athletes as it plans its budget.

COVID-19 Response

Like all institutions of higher education, COVID-19 impacted Wagner's ability to keep its physical campus fully open. Wagner College transitioned to fully remote learning in mid-March of 2020, and supported a hybrid learning model for Fall semester 2020. Twenty-two percent of the student body (449 students) requested to be remote, and 312 classes (41%) were online-only with the faculty fully remote (this excludes internships, tutorials, independent studies, clinicals, and student teaching).

In spite of the shift to hybrid and online learning, Wagner was able to maintain its governance, leadership, and administration structure. The Slack communication platform was deployed for individuals involved during Summer 2020 in planning for the College's Fall reopening. The institution decided to maintain the regular meeting calendar for Fall 2020 that had been set prior to the pandemic. All meetings switched to remote and took place utilizing the Zoom conferencing platform. Although Wagner operated without face-to-face meetings, there was no interruption to the normal meetings, voting, or decision-making that occurs during the semester.

Summary

Working Group 7 gathered evidence of how the institution meets the criteria for Standard VII and Requirements of Affiliation 12 and 13. This chapter describes the efforts to date of Wagner College's engagement in comprehensive assessment of the effectiveness of governance, leadership, and administration. Offices and positions on campus that support the comprehensive assessment of the effectiveness of governance, leadership, and administration are described. Assessment reveals Wagner's strong academic quality, appropriate fiscal management, and adherence to its Mission. Finally, the governance, leadership, and administrative systems support the Key Skills and Knowledge Areas curriculum (the new general education program).

We conclude that there is a pattern of consistent, successful efforts on the part of the Administration, the Trustees, the Faculty, and the students to engage in comprehensive assessment. Wagner College particularly effective and consistent in utilizing tools such as NSSE and internal surveys to assess signature academic programs that are in the Wagner Plan. In spite of the expected major changes that occur with a significant alteration to a general education program, a change in presidency, and a global pandemic, Wagner has remained consistently mindful of the value and benefits of assessment, and has continued that commitment throughout these challenging moments in the institution's history.

Recommendations

- The College should create a plan for regular assessment of the effectiveness of the College leadership, Administration, faculty governance, including assessments by Faculty and students of College leadership and Administration. Records of all assessments should be stored in a way that permits ready availability.
- Minutes of Town Hall meetings of the Student Government Association and the Administration should be stored in a way that permits ready availability to students.
- Faculty, Administration, and staff members should focus on transparent discussions related to the budget, priorities on campus, academic programs, and overall goals of the College as part of the construction of a new strategic plan. Surveys, such as the one conducted in 2016 by the Priorities and Budget Committee, can serve as tools for identifying challenges and concerns regarding strategic planning and leadership.