



**COLUMBIA UNIVERSITY  
Self-Study Design**

## I. INSTITUTIONAL OVERVIEW

### Mission of Columbia University

Columbia University is one of the world's most important centers of research and a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty, staff, and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the University to advance knowledge and learning at the highest level and to convey the products of its efforts to the world.

### History and Currency

For more than 250 years, Columbia University has been a leader in higher education, scholarship, and research in the nation and around the world. Columbia University currently has 17 Schools and 79 departments of instruction and serves nearly 34,000 students. There are roughly 8,800 undergraduate students across Columbia College, Columbia Engineering, and Columbia General Studies—the only fully integrated undergraduate program in the Ivy League dedicated to serving the nontraditional student—and approximately 25,000 graduate students.

According to the National Center for Science and Engineering Statistics, in 2021, Columbia University ranked in the top 3.2% of institutions for research and development expenditures, the top 1.1% for full-time graduate students, and the top 4.5% for earned doctorates. For fiscal year 2022, Columbia University Medical Center again ranked among the top 10 institutions in award dollars for research, training, and clinical projects. The expansive reach of Columbia's excellence in research extends across the globe and spans across virtually every discipline.

Over the past two decades, Lee C. Bollinger has served as the President of the University, which he has heralded as “the Quintessential Great Urban University,” an institution of uncommon scholarly excellence that is very much a part of the city, the country, and the world. Heading into the next century, Columbia intends to strengthen the bonds that tie the University to the city of New York, broaden its global reach and outlook, and expand its commitment to diversity. Undergirding these goals is a pledge to deepen the University's engagement with the great problems facing society—what President Bollinger calls the “Fourth Purpose” of the University—while retaining Columbia's distinctive academic character.

Under President Bollinger's leadership, we have witnessed the expansion of the Columbia's campus into Manhattanville. In 2017, the University opened the first hubs for research and education on the new Manhattanville campus, the Jerome L. Greene Science Center and the Lenfest Center for the Arts. They were followed in 2018 by the Forum, and in January 2022, by the Columbia Business School's new facilities, Henry R. Kravis Hall and David Geffen Hall. Central to the master plan for the new campus is the creation of indoor and outdoor spaces that are public, open, and inviting to local residents and blend seamlessly with the streetscape.

Columbia celebrated the centenary in 2020 of the Core Curriculum, a distinctive aspect of the undergraduate education covering important works and concepts in literature, philosophy, science, history, art, and music. The Core's central purpose is to teach undergraduate students at Columbia College, the School of General Studies and The School of Engineering and Applied Science how to think critically, challenge assumptions, and have open and probing discussions about complex issues. Core

classes push students to grapple with profound questions about the human experience and represent the common thread that connects all Columbia undergraduates.

Like other institutions of higher learning, Columbia University transitioned to remote instruction in March 2020 as the COVID-19 pandemic roiled our world. This shared experience created a new set of challenges and opportunities for our University community, catalyzing innovation in collaboration, education, and communication. Students returned to campus for in-person instruction in the fall of 2021, and both instructors and students have brought with them critical lessons that have enriched their ongoing experiences.

In 2020, the University established the Columbia Climate School, harnessing its talent, infrastructure, and reach to address the unprecedented global challenge of climate change. The Climate School joins other hubs of innovation and impact in research at Columbia University, and marshals the University's strengths in basic and applied disciplines and expands its resources to understand climate and its impact on society. This unprecedented commitment to tackle humanity's greatest challenge builds on the unique history of climate change research at Columbia, dating back to the founding of Lamont-Doherty Earth Observatory in 1949, and spanning the many decades since. Columbia's faculty include some of the world's leading climate experts across multiple disciplines of science, law, business, policy, engineering and more. Through their education programs, The Columbia Climate School will ensure that students are equipped with the knowledge and tools to be climate leaders in the 21st century.

A recent key development at the intersection of education and research is the unionization of graduate student workers and associate research scientists. The contract of the Student Workers of Columbia, a union in UAW Local 2710, was ratified in January 2022. University administration, schools, and departments across the University have astutely implemented the contract of the union, one of the largest student worker unions in the country.

On July 1, 2023, Nemat "Minouche" Shafik shall succeed Lee C. Bollinger and assume office as the 20<sup>th</sup> President of Columbia University. Moreover, on July 1, 2023 Provost Mary Boyce is stepping down from her post; Dennis Mitchell, Executive Vice President for University Life and Senior Vice Provost for Faculty Advancement at Columbia, will assume the role of Interim Provost.

## **II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY**

Columbia University has five institutional priorities it seeks to address in this self-study:

- Academic Excellence
- Research Distinction
- Student Success and Well-being
- Societal and Global Impact
- Inclusive Campus Culture

The institutional stakeholders consulted in identifying the priorities, from July 2022 to January 2023, include:

- The Provost and the Provost's Cabinet, comprising senior University leaders
- The President
- The Council of Deans, comprising Deans of all 17 Schools

Together, the institutional priorities not only align, but extend with specificity, the unique dimensions of the Columbia University mission. Table 1 below summarizes the intersection of the Institutional Priorities and MSCHE Standards:

**Table 1. Columbia University Institutional Priorities and MSCHE Standards.**

P—Primary, S—Secondary

MSCHE STANDARD	COLUMBIA INSTITUTIONAL PRIORITY				
	Academic Excellence	Research Distinction	Student Success and Well-being	Societal and Global Impact	Inclusive Campus Culture
1. Mission and Goals	P	P	P	P	P
2. Ethics and Integrity	P	P	P	P	P
3. Design and Delivery of the Student Learning Experience	P	P	P	S	P
4. Support of the Student Experience	P	S	P	S	P
5. Educational Effectiveness	P	S	P	S	S
6. Planning, Resources, and Institutional Improvement	P	P	S	S	P
7. Governance, Leadership, and Administration	P	P	S	S	S

### III. INTENDED OUTCOMES OF THE SELF-STUDY

There are three primary intended outcomes for the self-study. First, successfully attaining reaccreditation by the Commission. Second, informing the strategic plan with highlights of opportunities and barriers for the University by our incoming president, Nemat “Minouche” Shafik, who shall assume office on July 1, 2023, a new Provost, who will be recruited during the initial phase of President Shafik’s term, and other University leadership. Third, identifying opportunities for and barriers to interdisciplinary collaboration in education, research, and service across the University. Finally, informing investments across institutional priorities (e.g. investments in infrastructure, talent, and other resources) to continue to expand academic excellence.

### IV. SELF-STUDY APPROACH

Given the complexity of Columbia University, the Standards-based organizational approach is the most streamlined and efficient way to present evidence of compliance with MSCHE Standards and the Requirements of Affiliation, underscore our cross-cutting institutional priorities, highlight characteristic examples of excellence across the University, identify challenges that the University faces, and key areas of strategic engagement for future efforts.

## V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

### Steering Committee

The Steering Committee is co-chaired by Provost Mary Boyce, Dean and Executive Vice President for Arts & Sciences Amy Hungerford, and Vice Provost for Academic Programs Julie Kornfeld. It comprises chairs and co-chairs of Standards-based working groups and additional University representation. Its membership is detailed in Table 2, below:

**Table 2. Steering Committee Proposed Membership**

<b>Steering Committee—Proposed Member and Title</b>
<b>Mary Boyce</b> , Provost, Co-Chair
<b>Amy Hungerford</b> , Dean and Executive Vice President, Arts & Sciences, Co-Chair
<b>Julie Kornfeld</b> , Vice Provost for Academic Programs, Co-Chair
<b>Carlos Alonso</b> , Dean, GSAS
<b>Melissa Begg</b> , Dean, School of Social Work
<b>Shih-fu Chang</b> , Dean, School of Engineering and Applied Sciences
<b>Sarah Cole</b> , Dean of Humanities
<b>Katie Conway</b> , Vice Dean of Administration and COO, Columbia Business School
<b>Gareth Cordery</b> , PhD Candidate, Graduate School of Arts and Sciences
<b>Jeanine D’Armiento</b> , University Senate Executive Chair
<b>Wafaa El Sadr</b> , Executive Vice President, Columbia Global
<b>Susan Glancy</b> , Chief of Staff, Office of the President
<b>David Greenberg</b> , Executive Vice President for University Facilities and Operations
<b>Joseph Greenwell</b> , Vice President for Student Affairs
<b>Mark Hawkins</b> , Controller
<b>Soulaymane Kachani</b> , Senior Vice Provost
<b>Barry Kane</b> , University Registrar
<b>Eugenia Lean</b> , Vice Provost for Faculty Affairs
<b>Gillian Lester</b> , Dean, Columbia Law School
<b>Gerald Lewis</b> , Vice President for Public Safety
<b>Lisa Metsch</b> , Dean, School of General Studies
<b>Dennis Mitchell</b> , Executive Vice President for University Life and Senior Vice Provost for Faculty Advancement
<b>Barclay Morrison</b> , Vice Dean of Undergraduate Programs, School of Engineering and Applied Sciences
<b>Shalaigh Murray</b> , Executive Vice President for Public Affairs
<b>Justin Pearlman</b> , Vice Provost for Communications & Engagement
<b>Felice Rosan</b> , General Counsel
<b>Gerry Rosberg</b> , Senior Executive Vice President of the University
<b>Catherine Ross</b> , Executive Director, Center for Teaching and Learning
<b>Sam Sia</b> , Vice Provost for Fourth Purpose and Strategic Impact
<b>Josef Sorett</b> , Dean, Columbia College
<b>Anne Sullivan</b> , Executive Vice President for Finance & IT
<b>Anne Taylor</b> , Vice Dean of Academic Affairs, Columbia University Irving Medical Center
<b>Ann Thornton</b> , Vice Provost for Libraries
<b>Jeanette Wing</b> , Executive Vice President for Research

### Steering Committee Charge

The Steering Committee will provide leadership and assume responsibility for oversight of the reaccreditation process, ensuring the quality of the University Self-Study, supporting evidence, and the final Report. Steering Committee members will serve as co-chairs and/or members of the Working Groups (Standards, Data, and Compliance). Specifically, the Steering Committee will:

- Oversee MSCHE Self-Study process and meet with MSCHE representatives and Peer Review Evaluation Team members.
- Articulate priorities, challenges and opportunities in the University’s processes and policies, facilitating meaningful linkages with the Self-Study process.
- Through regular meetings during the self-study process, provide leadership and coordination to the MSCHE Standards-based Working Groups, and the compliance Working Group by establishing membership, ensuring all goals are met on time, offering guidance on presenting robust evidence and avoiding undue duplication of efforts.
- Review and provide feedback on Working Group deliverables and select final examples to be included to create the foundation for a cohesive and robust Self-Study.
- Review and provide feedback on the documentation roadmap and oversee the quality assurance process.
- Facilitate University-wide coordination and communication of the Self-Study process to enhance collaboration and engagement across the University community.

Because the Steering Committee includes the co-chairs of the Working Groups, this structure shall facilitate interaction and engagement across common areas of inquiry, and shall reduce effort duplication. Working Groups will submit deliverables via templates and the Steering Committee will review and provide feedback to the Working Groups. The Steering Committee will also function with a set of checks and balances: co-chairs of a given Working Group will be responsible for reviewing the products of other Working Groups. This structure will also encourage proper evaluation and assessment of Commission Standards and institutional priorities in the self-study, as well as robust analysis of the institutional mission and priorities across the Commissions Standards and Requirements of Affiliation.

### Working Groups

We have created a Working Group structure comprising six Working Groups across the seven MSCHE Standards. Standards 1 and 7 will be addressed by a singular Working Group. In addition, we have assembled small groups to address the evidence inventory and compliance. Table 3 below details the focus and leadership of each Working Group.

**Table 3. Working Group Standards, Focus, and Suggested Co-Chairs.**

Working Group Standards, Focus, and Suggested Co-Chairs		
Standard(s)	Focus	Chair(s)
1 and 7	<b>Mission and Goals + Governance, Leadership, and Administration</b> Collaborative and responsible institutional leadership focused on improvement; institutional oversight with appropriate policies and fiscal stewardship	<b>Felice Rosan</b> , General Counsel <b>Jeanine D’Armiento</b> , University Senate Executive Chair
2	<b>Ethics and Integrity</b> Commitment to freedom, fair policies, transparency, and regulatory compliance	<b>Gillian Lester</b> , Dean, Columbia Law School <b>Mark Hawkins</b> , Controller
3	<b>Design and Delivery of the Student Learning Experience</b>	<b>Eugenia Lean</b> , Vice Provost for Faculty Affairs

Working Group Standards, Focus, and Suggested Co-Chairs		
	Appropriate faculty, programs with an emphasis on undergraduate education	<b>Josef Sorett</b> , Dean, Columbia College
<b>4</b>	<b>Support of the Student Experience</b> Clear policies, processes addressing all aspects of the student experience—learning, life, extracurriculars	<b>Joseph Greenwell</b> , Vice President, Student Affairs, University Life <b>Barry Kane</b> , University Registrar
<b>5</b>	<b>Educational Effectiveness Assessment</b> Clear goals, assessments, and processes geared toward academic program improvement	<b>Sarah Cole</b> , Dean of Humanities <b>Barclay Morrison</b> , Vice Dean of Education, SEAS <b>Catherine Ross</b> , Executive Director, Center for Teaching and Learning
<b>6</b>	<b>Planning, Resources, and Institutional Improvement</b> Multiple levels of objectives, planning, processes for physical and financial institutional resources	<b>Anne Sullivan</b> , Executive Vice President for Finance & IT <b>David Greenberg</b> , Executive Vice President for University Facilities and Operations
<b>Data</b>	<b>Evidence and Documentation</b>	<b>Melissa Reynolds</b> , Director of Academic Programs
<b>Compliance</b>	<b>Regulatory Compliance</b>	<b>Mark Hawkins</b> , Controller

### Working Group Charge

Working Groups will contribute to the Self-Study Report and Evidence Inventory for the Columbia University’s MSCHE reaccreditation in Spring 2025. Each Working Group has a given Standard or set of Standards to address. All deliverables will be submitted in templates provided by the Office of the Vice provost for Academic Programs.

From May 2023 to December 2024, the Working Groups will conduct a robust review and evaluation of Columbia University’s programs, practices and policies relevant to their MSCHE Standard. Reporting to the Steering Committee, each Working Group will:

- Develop an understanding of the Middle States Standards for Accreditation and Requirements of Affiliation and of the criteria under the Standard assigned to your Working Group. Make special note to the final assessment criteria of each Standard. Review the 2016 Self-Study brief in order to become aware of past successes and challenges in meeting previous accreditation standards.
- Hold regular (at least monthly during the academic year, more as needed) meetings, beginning in May 2023, to identify, collect and analyze evidence, and to draft reports for the Steering Committee in accordance with the established timetable.
- Keep minutes of all meetings, to be stored on Google Drive. The Office of the Vice Provost for Academic Programs will assist Working Groups with record-keeping.
- By June 15, 2023, use the Initial Examination template to craft a short summary relative to your Standard and identify sources of information and relevant data. For each of the criteria listed under your Standard, provide brief answers. Some answers may be simply “yes” along with a reference to the most relevant evidence to support the assertion. You might not have an assessment example for every criterion, but please include some examples for the Standard overall. Make note of data, policies or documents that are missing or incomplete. Any shortcomings that the Working Group cannot satisfactorily address directly should be noted and communicated to the Steering Committee co-chairs even before the Initial Examination is due. Use the Google doc for your Standard as the common workspace for the Initial Examination. This document will be visible only to members of the various Working Groups and Steering Committee.

- Collaborate with other Working Groups, governance bodies, designated consultants and key offices to address the Specific Lines of Inquiry, to identify gaps in the evidence or in processes and procedures, to develop strategies addressing these gaps. Please identify the gaps early in the process along with suggested resolutions.
- Using information gathered in step five, along with feedback from the Steering Committee, complete the Gap Analysis and Emerging Recommendations template. This includes preliminary findings organized by the Standard's criteria, a summary of any missing documentation, and any recommendations likely to be included in the Final Report, along with a refined Evidence Inventory. A draft of this document is due by October 15, 2023. Feedback will be provided by the Steering Committee by November 15, 2023, and the final version is due by December 15, 2023.
- By the end of the 2023-24 academic year, submit a Final Report of 12-15 pages. A template and style guide will be provided. Your report will be made public on the Self-Study website. The report will demonstrate compliance with the relevant Middle States Standards of Accreditation and Requirements of Affiliation. It is critical that the report address each of the criteria listed for the relevant Standard. Demonstrating compliance will involve citing evidence (policy documents, analyses, data sets, minutes) and creating an analytical narrative explanation of how these items show that the University meets the given criteria. On the basis of the evidence collected and analyzed, the report will assess the University's strengths and weaknesses in relation to the Standard, identify areas of distinction, and suggest opportunities for improvement linking these opportunities to the Institutional Priorities.

The Final Report will include:

- An overview of how the Working Group addressed criteria in light of the institutional priorities they considered.
- The findings on compliance with the Standard, including an explanation of how Columbia meets each criterion, with citation of the most relevant evidence, and noting any gaps between the criteria and our current practices.
- Analytical discussion identifying both strengths and challenges, articulating an assessment approach for this Standard, and providing concrete examples of assessment in action for institutional improvement.
- Recommendations for institutional improvement and innovation related to the five institutional priorities of the Self-Study.
- A limited number of recommendations will be put forth in the final narrative. Not all Working Group recommendations will find their way into the final version of the Self-Study Report. However, the comprehensive set of recommendations will be important to discussions as the University begins to formulate a strategic plan under new leadership.
- Suggestions for improvement or small projects that would support innovation. These might be activities that are already underway, but are ripe for further action. These will be compiled as an outcome of the Self-Study process and referred to existing processes or governance bodies for appropriate consideration and action.

A draft of the Final Report is due by May 1, 2024. Feedback will be provided by the Steering Committee by June 1, 2024. The final draft of the Final Report by June 30, 2024. The Working Groups should recognize that their submitted reports will be used as source information for the Self-Study document, and may or may not appear in their submitted form in that final document.

As the Steering Committee merges the individual Working Group reports into a single coherent Self-Study, Working Groups should be available to discuss revisions during the Fall of 2024.

Working Group members should also anticipate in the External Review Team Chair visit in October 2024 and participate in the MSCHE External Review Team Site Visit in spring of 2025.

Table 4 below details the Standards, Requirements of Affiliation, and draft specific lines of inquiry that each Working Group will address. The draft specific lines of inquiry have been vetted with the Working Group Co-Chairs. Working Groups will refine further the specific lines of inquiry in the course of their initial meetings in May 2023 and over Summer 2023.

**Table 4. Standards, Requirements of Affiliation, and Specific Lines of Inquiry.**

Standard and/or Focus	Requirements of Affiliation	Specific Lines of Inquiry
<b>1. Mission and Goals + 7. Governance, Leadership, and Administration</b> Collaborative and responsible institutional leadership focused on improvement; institutional oversight with appropriate policies and fiscal stewardship	7. Mission and Goals	<b>Mission and Goals</b> 1. How do Columbia University’s Mission and Goals remain appropriate?  2. How are the Mission and Goals developed collaboratively to address all key stakeholders, and how are they adopted?  3. How do the Mission and Goals guide decision-making for planning, resource allocation, program and curricular development, and related institutional and educational outcomes?  4. How are the Mission and Goals communicated broadly?  5. To what extent are the Goals realistic and supported by administration, educational and student support programs?  6. How do you evaluate success of the Mission and what is the process of periodic evaluation?  <b>Governance, Leadership, and Administration</b> 1. Does the University have a clearly articulated and transparent governance structure?  2. Does the University have a legally constituted governing body with clearly defined roles and responsibilities for oversight?  3. Does the University have a Chief Executive Officer and sufficient Administration who have appropriate experience, skills and credentials; clearly defined roles and reporting relationships; appropriate resources and working relationships; and processes for evaluation?  4. How does the administrative unit regularly engage with faculty and students in advancing the University’s goals and objectives?  5. What procedures are in place to evaluate administrative units and how are assessment data utilized to enhance operations?  6. How does the University periodically assess the effectiveness of governance, leadership and administration?
	10. Institutional Planning	
<b>2. Ethics and Integrity</b> Commitment to freedom, fair policies, transparency, and regulatory compliance	5. Compliance with Government Laws	1. How does the University demonstrate a commitment to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights? What new initiatives have we undertaken or existing aspects have received renewed attention? How does the Institution set its goals and measure its progress?  2. How does the University establish a climate that fosters respect among students, faculty, staff and administration from a range of
	6. Compliance with Commission Policies	
	12. Governance Structures	

	<p>13. Governing Body</p> <p>14. Accurate Information</p>	<p>diverse backgrounds, ideas and perspectives? What, if any, new efforts are underway? How does the University receive feedback on its efforts and involve community members in new and ongoing initiatives? How does the University take current campus or national topics and fold these into ongoing efforts?</p> <p>3. What policies, procedures and practices are in place to assure fair and impartial treatment of constituencies in all aspects of operations, to address complaints and grievances, to avoid conflicts of interest, and to communicate with honesty and integrity with all constituencies? What recent enhancements speak to the commitments we have made to these?</p> <p>4. How is the University addressing the ongoing challenges in affordability for students and financial literacy of students across its many programs and schools? How is effectiveness measured?</p> <p>5. Across a broad and diverse set of operations conducted by the University, how does the institution ensure compliance with all applicable federal, state and Commission reporting policies, regulations and requirements, including those items in the Verification of Compliance? How does the University identify gaps, and respond to and leverage these through a lens of continuous improvement?</p> <p>6. How does the institution periodically assess ethics and integrity as evidenced in institutional policies, processes and practices, and the manner in which these are implemented? How are the results of these assessments communicated to relevant actors and how does the Institution ensure that corrective action is taken?</p>
<p><b>3. Design and Delivery of the Student Learning Experience</b> Appropriate faculty, programs with an emphasis on undergraduate education</p>	<p>8. Systematic Evaluation of Programs</p> <p>9. Student Learning Programs</p> <p>10. Institutional Planning</p> <p>15. Faculty</p>	<p>1. How are the University's academic programs designed to foster a coherent student learning experience and promote synthesis of learning?</p> <p>2. To what degree are student learning experiences designed, delivered and assessed by faculty and/or other appropriate professionals who demonstrate effectiveness of professional responsibilities, hold requisite qualifications, are sufficient in number, engage in professional growth and are evaluated regularly?</p> <p>3. Are academic programs of study clearly and accurately described in official publications of the University in a way that students are able to understand and follow degree and program requirements and expected time to completion?</p> <p>4. What learning opportunities and resources are provided by the University to support both programs of study and students' academic progress?</p> <p>5. In what ways do the University's educational programs sufficiently offer new areas of intellectual experience, expand their cultural and global awareness and cultural sensitivity, prepare students to make well-reasoned judgments and develop general skill areas?</p> <p>6. If Columbia employs any third-party providers, what are the assessment outcomes of these student learning opportunities?</p> <p>7. How does the University periodically assess the effectiveness of programs providing student learning opportunities?</p>

<p><b>4. Support of the Student Experience</b> Clear policies, processes addressing all aspects of the student experience—learning, life, extracurriculars</p>	<p>8. Systematic Evaluation of Programs 9. Student Learning Programs 10. Institutional Planning 15. Faculty</p>	<p>1. Does the University and constituent Schools have clearly stated ethical policies and processes for admissions, financial aid, retention, supporting underprepared students and student achievement? What best practices are in place and what are the processes by which they are evaluated and implemented?</p> <p>2. What policies, procedures, and tools are in place to enhance the student experience in selecting and successfully enrolling in courses that meet their educational needs and goals? How is student, faculty, and staff feedback incorporated?</p> <p>3. What policies and procedures are used to evaluate and accept transfer credits and credits awarded through various learning approaches in each School?</p> <p>4. What policies and procedures are used for the safe and secure maintenance and appropriate release of student information and records in each School?</p> <p>5. What academic, fiscal, and administrative principles and procedures govern athletics, student life, community building, and other extracurricular activities?</p> <p>6. What are the assessment outcomes of any student support services in each School and the University overall?</p> <p>7. How does the University support the diversity of its students in an attempt to create an equitable experience?</p> <p>8. How does the University periodically assess the effectiveness of programs supporting the student experience?</p>
<p><b>5. Educational Effectiveness Assessment</b> Clear goals, assessments, and processes geared toward academic program improvement</p>	<p>8. Systematic Evaluation of Programs 9. Student Learning Programs 10. Institutional Planning</p>	<p>1. Are the institution’s educational goals at the program, School, and University level interrelated and linked to the Mission of the University?</p> <p>2. Do the University and Schools have a comprehensive assessment of the student learning plan and use results for improvement of educational effectiveness, consistent with the mission of the University?</p> <p>3. What are the assessment outcomes of any assessment services provided by third-party providers, if applicable?</p> <p>4. How does the University periodically assess the effectiveness of assessment processes?</p>
<p><b>6. Planning, Resources, and Institutional Improvement</b> Multiple levels of objectives, planning, processes for physical and financial institutional resources</p>	<p>8. Systematic Evaluation of Programs 10. Institutional Planning 11. Financial Resources</p>	<p>1. Are the University’s objectives clearly stated, assessed appropriately, linked to mission and goal achievement, reflective of conclusions drawn from assessment results, and used for planning and resource allocation?</p> <p>2. Are planning and improvement processes clearly documented and communicated?</p> <p>3. How do planning and improvement processes include broad constituent participation and incorporate the use of assessment results?</p> <p>4. How is the financial planning and budgeting process aligned with the University’s mission, goals and strategic plans/objectives?</p> <p>5. How do the University’s financial, human, physical and technological resources adequately support its operations?</p>

- 6. Are decision-making processes well-defined with clear assignment of responsibility and accountability?
- 7. How does the University engage in comprehensive planning for facilities, infrastructure and technology linked to the University's strategic and financial planning processes?
- 8. Is an annual independent audit confirming financial viability with evidence of follow up on any concerns cited in the audit's accompanying management letter?
- 9. What strategies exist to measure and assess the adequacy and efficient utilization of University's resources required to support the University's mission and goals?
- 10. How does the University periodically assess the effectiveness of planning, resource allocation, institutional renewal processes and availability of resources?

**Working Group Composition**

Tables 5-10 present the proposed membership of the six Working Groups. The strategy for populating these working groups is to leverage the knowledge, expertise, and leadership of the members in order to marshal evidence from across the University demonstrating compliance with the Standard(s).

**Table 5. Standards 1 and 7 Working Group.**

<b>Standards 1 and 7   Mission and Goals; Governance, Leadership, and Administration</b>
<b>Jeanine D’Armiento</b> , Chair of Executive Committee, University Senate, Co-Chair
<b>Felice Rosan</b> , General Counsel, Co-Chair
<b>Jerome Davis</b> , University Secretary
<b>Loftin Flowers</b> , Associate Vice President, Government Relations
<b>Susan Glancy</b> , Chief of Staff, Office of the President
<b>Geraldine McAllister</b> , Director, University Senate
<b>Dana Palmer</b> , Senior Associate Provost for Academic Programs
<b>Justin Pearlman</b> , Vice Provost for Communications & Engagement
<b>Susan Rushing</b> , Deputy General Counsel
<b>Remi Silverman</b> , Associate General Counsel

**Table 6. Standard 2 Working Group.**

<b>Standard 2   Ethics and Integrity</b>
<b>Mark Hawkins</b> , Vice President of Finance and Controller, Co-Chair
<b>Gillian Lester</b> , Dean of Columbia Law School, Co-Chair
<b>Lichinia Beltre</b> , Executive Director of Compliance, Student Financial Services
<b>Adina Berrios Brooks</b> , Associate Provost for Faculty Diversity and Inclusive Pathways
<b>Vince Blasi</b> , Corliss Lamont Professor of Civil Liberties, Columbia Law School
<b>Bruno Bosteels</b> , Professor of Latin American and Iberian Cultures
<b>Ben Chang</b> , Vice President for Communications
<b>Jessica Fenton</b> , Associate General Counsel
<b>Dena Goffman</b> , Associate Dean for Professionalism, Columbia University Irving Medical Center
<b>Sonia Gugga</b> , Director of Institutional Research, Office of the Provost
<b>Virginia (Ginny) Kaplan</b> , Assistant Vice President, Human Resource Operations

<b>Sandra Soo-Jin Lee</b> , Chief of Division of Ethics and Professor of Medical Humanities, Columbia University Irving Medical Center
<b>Jessica Marinaccio</b> , Dean of Undergraduate Admissions & Financial Aid, Columbia College and School of Engineering and Applied Sciences
<b>Michael Patullo</b> , Associate Dean for Planning, Communications, and Faculty Affairs, Columbia Law School
<b>Melissa Reynolds</b> , Associate Director of Academic Programs, Office of the Provost
<b>Naomi Schrag</b> , Vice President for Research Compliance, Training, and Policy and Research Integrity Officer
<b>Anne Taylor</b> , Vice Dean of Academic Affairs, Columbia University Irving Medical Center
<b>Donna Ulijn</b> , Assistant Controller
<b>Joan Waters</b> , University Ombuds Officer

**Table 7. Standard 3 Working Group.**

<b>Standard 3   Design and Delivery of the Student Learning Experience</b>
<b>Eugenia Lean</b> , Vice Provost for Faculty Affairs, Co-Chair
<b>Josef Sorett</b> , Dean of Columbia College, Co-Chair
<b>Jonathan Cain</b> , Associate University Librarian for Research and Learning
<b>Susan Chang-Kim</b> , Vice Dean and Chief Administrative Officer, Columbia College
<b>Katie Conway</b> , Vice Dean of Administration and COO, Columbia Business School
<b>Carmen DeLeon</b> , Associate Provost for Academic Appointments, Faculty Affairs
<b>Lucy Drotning</b> , Associate Provost for Institutional Research, Office of the Provost
<b>Donna Fenn</b> , Deputy General Counsel
<b>Lisa Hollibaugh</b> , Dean of Academic Affairs, Columbia College
<b>Amanda Irvin</b> , Director of Faculty Programs and Services, Center for Teaching and Learning
<b>Helen Lu</b> , Vice Dean of Faculty Affairs and Advancement, School of Engineering and Applied Sciences
<b>Shannon Márquez</b> , Dean of Global Engagement and Director, Undergraduate Global Education
<b>Caroline Marvin</b> , Dean of Academic Affairs, School of General Studies
<b>Bob Mawhinney</b> , Professor of Physics and Dean of Science
<b>Rudi Odeh-Ramadan</b> , Vice Dean for Finance and Administration, Vagelos College of Physicians & Surgeons
<b>Art Palmer</b> , Associate Dean and Vice Chair, Biochemistry and Molecular Biophysics, Vagelos College of Physicians & Surgeons
<b>Ixchel Rosal</b> , Senior Associate Vice President for Student Life
<b>Dionida Ryce</b> , Assistant Vice President for Faculty Affairs, Columbia University Irving Medical Center
<b>Andrea Solomon</b> , Vice Dean and Dean of Academic Affairs, Graduate School of Arts & Sciences

**Table 8. Standard 4 Working Group.**

<b>Standard 4   Support of the Student Experience</b>
<b>Joseph Greenwell</b> , Vice President for Student Affairs, University Life, Co-Chair
<b>Barry Kane</b> , University Registrar, Co-Chair
<b>Sandi Bernal Garcia</b> , Dean of Students, Mailman School of Public Health
<b>Melanie Bernitz</b> , Senior Vice President, Columbia Health
<b>Marilena Botoulas</b> , Associate Dean for Curriculum and Programs
<b>Gareth Cordery</b> , PhD Candidate, Graduate School of Arts and Sciences
<b>Donna Fenn</b> , Deputy General Counsel
<b>Cristen Kromm</b> , Dean of Undergraduate Student Life
<b>Jenny Mak</b> , Senior Associate Dean of Undergraduate and Graduate Student Affairs, School of Engineering and Applied Sciences
<b>Claudia Marin Andrade</b> , Associate Vice President for Student Success and Intervention, University Life

<b>Jeremiah Mercurio</b> , Head, Humanities & History, University Libraries
<b>Celina Chatman Nelson</b> , Associate Dean for Academic Diversity and Inclusion/Professional Development, Graduate School of Arts and Sciences
<b>Clare Norton</b> , Senior Associate Dean of Admissions, Columbia Business School
<b>Dana Pavarini</b> , Executive Director of Undergraduate Admissions, Columbia College
<b>Peter Pilling</b> , Director of Intercollegiate Athletics
<b>Yadira Ramos-Herbert</b> , Associate Dean of Student and Registration Services, Columbia Law School
<b>Maria Reynoso</b> , Interim Executive Director of ISSO and Director, Compliance, International Students & Scholars Office
<b>Curtis Rodgers</b> , Vice Dean, School of General Studies
<b>Ian Rottenberg</b> , Dean of Religious Life
<b>David Seltzer</b> , Executive Director of University Financial Aid
<b>Lisa Wade-Stewart</b> , Director, Registration and Enrollment Services, Columbia University Irving Medical Center
<b>Scott Wright</b> , Vice President for Campus Services
<b>Tsuya Yee</b> , Associate Dean for Student Affairs, School of International and Public Affairs

**Table 9. Standard 5 Working Group.**

<b>Standard 5   Educational Effectiveness Assessment</b>
<b>Sarah Cole</b> , Dean of Humanities, Co-Chair
<b>Barclay Morrison</b> , Vice Dean for Academic Affairs, School of Engineering and Applied Sciences, Co-Chair
<b>Catherine Ross</b> , Director of the Center for Teaching and Learning, Co-Chair
<b>Carlos Alonso</b> , Dean, Graduate School of Arts and Sciences
<b>Denise Cruz</b> , Professor of English and Comparative Literature
<b>Helen de Pinho</b> , Associate Dean of Educational Programs, Mailman School of Public Health
<b>Sonia Gugga</b> , Director of Institutional Research, Office of the Provost
<b>Garud Iyengar</b> , Senior Vice Dean of Research and Academic Programs, School of Engineering and Applied Sciences
<b>Rosa Lee</b> , Senior Associate Dean for Curricular Affairs, Vagelos College of Physicians & Surgeons
<b>Monica Lypson</b> , Vice Dean for Education, Vagelos College of Physicians & Surgeons
<b>Erik Nelson</b> , Senior Associate Dean of Academic Affairs, School of Professional Studies
<b>Letty Moss Salentijn</b> , Vice Dean for Curricular Innovation & Interprofessional Education, College of Dental Medicine
<b>Alfredo Spagna</b> , Lecturer in the Discipline of Psychology, Director of Undergraduate Studies in Neuroscience & Behavior
<b>Miguel Urquiola</b> , Dean of Social Science and Professor of Economics
<b>Katja Vogt</b> , Professor of Philosophy

**Table 10. Standard 6 Working Group.**

<b>Standard 6   Planning, Resources, and Institutional Improvement</b>
<b>David Greenberg</b> , Executive Vice President for University Facilities and Operations (Co-chair)
<b>Anne Sullivan</b> , Executive Vice President for Finance & IT (Co-chair)
<b>Patrick Burke</b> , Vice President, Facilities Management, Operations & Planning, CUIMC
<b>Chris Cronin</b> , Associate University Librarian for Collections
<b>Pete Cymrot</b> , Associate General Counsel
<b>Dan Driscoll</b> , Vice President of Human Resources
<b>Jeff Hensley</b> , Assistant Vice President, Internal Audit
<b>Robert Hornsby</b> , Associate Vice President, Internal Communications
<b>Nancy Johnson</b> , Vice President, Budget and Planning

<b>Soulaymane Kachani</b> , Senior Vice Provost
<b>Julie Kornfeld</b> , Vice Provost for Academic Programs
<b>Gaspere LoDuca</b> , Vice President and Chief Information Officer
<b>Gerry McGillian</b> , Vice President for Operations
<b>William McKoy</b> , Senior Vice President and Chief Financial Officer, Columbia University Irving Medical Center
<b>Peter Michaelides</b> , Vice President of Finance and Administration

### Working Group Timeline

An overview of the timeline for the Standards-based Working Groups is presented in Table 11.

**Table 11. Working Group Timeline.**

	Spring 2023	Summer 2023	Fall 2023	Winter 2023	Spring 2024	Summer 2024	Fall 2024	Winter 2024	Spring 2025
Convene Steering Committee + Working Groups	█								
Gather initial evidence		█							
Analyze gaps in evidence			█						
Gather additional evidence			█	█	█	█	█	█	
Propose examples to integrate relevant institutional priorities			█	█					
Draft and edit report (extended chapter outline; 12-15 pages)					█				
Provide feedback on drafts of chapter from writer						█	█		
Finalize and submit self-study							█		
Evaluation Team Chair visit							█	█	
Participate in site visit									█

## VI. GUIDELINES FOR REPORTING

The following broad timeline will structure the work of the Steering Committee and Working Groups:

- Steering Committee and Working Group meetings: May 2023-Spring 2025.
- Initial Examination template: June 15, 2023, which the Steering Committee will review.
- Evidence gathering: Summer 2023-Summer 2024.
- The Gap Analysis and Emerging Recommendations template draft: October 15, 2023. After feedback from the Steering Committee by November 15, 2023, a final version is due December 15, 2023.
- Final Report (12-15 pages): end of 2023-24 academic year.
- Self-study document draft: Summer 2024.
- Steering committee feedback and final draft of self-study: Fall 2024.

We request a Spring 2025 site visit, given our substantial leadership transitions.

The report template for each Working Group will be approximately 12-15 pages in length and shall assume the following format:

- **Introduction**
  - Brief overview of how the working group addressed criteria and the relevant institutional priorities.
- **Method and Analysis**
  - Describe what data were compiled and analyzed. Provide narrative on how the University adheres to each of the criteria of the Standard(s). Identify appropriate evidence. This narrative constitutes the largest component of the report.
- **Strengths**
  - Enumerate concisely the strengths of the University, as explained in the analysis.
- **Challenges and Areas for Improvement**
  - Briefly list the issues which need to be addressed by the University.
- **Recommendations**
  - Identify major suggestions for how the University could address the areas for improvement listed above.

## **VII. ORGANIZATION OF THE SELF-STUDY REPORT**

The self-study shall assume the following structure:

- Executive Summary
- Introduction—history and overview of Columbia University; organization of the self-study
- Chapters 1-7—each address the respective Standard and associated requirements of affiliation and institutional priorities
- Conclusion and strategies for the future

## **VIII. VERIFICATION OF COMPLIANCE**

Mark Hawkins, Vice President for Finance and the University Controller, has assembled a small group from the Internal Audit and the Controller’s office to verify compliance. Mark is a member of the Steering Committee and the co-chair of Working Group 2 (Ethics and Integrity). Mark shall serve as the primary liaison between his small Compliance Working Group and the Steering Committee and other Working Groups.

## **IX. SELF-STUDY TIMETABLE**

The Steering Committee and Working Groups will have their initial meetings in May 2023. The Working Groups will complete the Initial Examination Template by June 15, 2023, which the Steering Committee will review. Evidence will be gathered in Summer 2023, and Working Groups and the Steering Committee will resume regular meetings in Fall 2023. The Gap Analysis and Emerging Recommendations template will be submitted by Working Groups to the Steering Committee by October 15, 2023. After feedback, a final version is due December 15, 2023. By the end of the 2023-24 academic year, Working Groups will submit a Final Report of 12-15 pages. The Steering Committee will then review and make final recommendations for the self-study document, which will be drafted in Summer 2024. The Steering Committee will review and provide feedback on the final self-study in Fall 2024.

We request a spring 2025 site visit, given our substantial leadership transitions.

## **X. COMMUNICATION PLAN**

Columbia University supports a robust, transparent, and broadly inclusive communications strategy throughout the reaccreditation process. There are three main avenues through which we will communicate with the Columbia community:

- Announcements via email
- Self-Study website
- Meetings with various constituent groups across the University

We have drafted the Columbia University Middle States Reaccreditation website, where we will post announcements about the reaccreditation process. The website will include:

- General information on the accreditation process
- Calendar of events
- Draft documents as they become available
- Comment submission form

The Steering Committee co-chairs will provide updates on the reaccreditation process at Board of Trustees and other senior leadership meetings, Faculty meetings, Staff meetings, and in select open forums that shall occur during the academic year. Open forums will be held following the distribution of the drafts of the self-study.

A feedback submission form will be available on Columbia’s reaccreditation website, and will be used to gather feedback from all stakeholders and will be regularly monitored by the Steering Committee Co-Chairs.

An overview of the communications plan timeline is provided in Table 12.

**Table 12. Communications Plan Timeline.**

	Spring 2023	Summer 2023	Fall 2023	Winter 2023	Spring 2024	Summer 2024	Fall 2024	Winter 2024	Spring 2025
Convene open session for self-study preparation site visit									
Launch self-study website									
Field questions from self-study website									
Communicate and meet with Columbia constituencies									
Meet with community constituencies									
Solicit and incorporate public feedback on self-study draft									
Finalize, submit, and publicly post self-study									
Prepare key constituencies for evaluation team chair visit									
Convene key constituencies for evaluation team chair visit (TBD)									
Prepare constituencies for site visit									
Convene constituencies for site visit									

## XI. EVALUATION TEAM PROFILE

We expect that the Evaluation Team Chair would be the President/Chancellor or Provost or President/Chancellor or Provost Emeritus of a member institution of the Association of American

Universities, preferably from the Ivy Plus group, with a similar complexity: comprising multiple professional schools and a medical center.

Candidates for the Chair of the Evaluation Team could come from the following institutions:

#### **MSCHE Institutions**

- Cornell University
- The University of Pennsylvania

#### **AAU Member Institutions**

- Johns Hopkins
- University of Chicago
- Yale
- Dartmouth
- Duke
- Harvard
- Northwestern
- Stanford

## **XII. EVIDENCE INVENTORY**

Melissa Reynolds, Director of Academic Programs in the Office of the Vice Provost for Academic Programs, will serve as evidence manager. In each Working Group, a designated evidence manager will work on behalf of the group to upload evidence into the Provost's Office Document Database (PODD). Documents will be uploaded to the PODD as they become available. The evidence manager will determine the most appropriate naming convention early in Spring 2023. The naming convention will be described in the Working Group style guide.

Each Standard will have a designated worksheet where all evidence for the standard will be listed. Each document title will be linked to the specific document located also in the PODD. Once a document is uploaded to a working group evidence folder, the title needs to be added to the appropriate section of the master inventory workbook and linked to the uploaded document.

As the self-study narrative is being prepared, the contents of the PODD will be reviewed, curated and updated as appropriate. All evidence required and in support of the self-study will be uploaded to the MSCHE portal with the self-study narrative.