

Report to the
Faculty, Administration, Trustees, and Students
of

The College at Brockport: State University of New York
Brockport, NY 14420

By

A Team Representing the
Middle States Commission on Higher Education

Prepared After a
Follow-Up Visit to the Institution on:
October 14-16, 2015

The Members of the Team:

LTC Chris Mayer, Associate Dean for Strategy, Policy, and Assessment
United States Military Academy
West Point, NY

Ms. Debbie Stasolla, Associate Vice President for Planning
Rider University
Lawrenceville, NJ

Working with the Team:

Dr. Sean McKittrick, Vice President
Middle States Commission on Higher Education

Dr. Phillip Ortiz
Assistant Provost for Undergraduate and STEM Education
State University of New York

At the Time of the Visit:
President/Chief Executive Officer:
Dr. Heidi R. Macpherson

Provost and Vice President for Academic Affairs:
Dr. Mary Ellen Zuckerman

Chair of the College Council (Governing Board):
Mr. Scott Turner
Managing Partner, Nixon Peabody, LLP, Clinton Square
Rochester, NY

I. Institutional Overview

The College at Brockport is a public comprehensive master's institution located on a 464-acre campus that offers 49 undergraduate major programs, 41 master's programs, 13 post-bachelor's certificates, and seven post-master's certificates. Brockport is part of the State University of New York (SUNY) system of higher education and enrolls over 7,000 undergraduate students and over 1,000 graduate students. It serves students in western New York and beyond.

Brockport is a comprehensive institution comprised of five schools: The School of The Arts, Humanities, and Social Sciences; The School of Business Administration and Economics; The School of Education and Human Services; The School of Health and Human Performance; and The School of Science and Mathematics. Brockport offers access to higher education to an increasingly diverse student body, with approximately 17% of undergraduate and 14% of graduate students representing underrepresented groups. Slightly over one-half of new undergraduate students are first-time, full-time freshmen, and the remaining are transfer students. Approximately 90% of the undergraduates are full-time students, and approximately one-third of the student body lives on campus.

The faculty at Brockport consists of 329 full-time and 266 part-time faculty members. Of the full-time tenured and tenure-track faculty, 95% hold terminal degrees. The high level of scholarly productivity of faculty members and their dedication to teaching and learning is impressive and demonstrates their commitment to Brockport and its students. The faculty, staff, and administration of Brockport are clearly dedicated to the mission of the institution and play a collaborative role in all aspects of student success.

Brockport emphasizes three essential elements in its mission.

The College at Brockport:

1. Is committed to providing a liberal arts and professional education - at both the undergraduate and graduate level - for those who have the necessary ability and motivation to benefit from high quality public higher education;
2. Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and
3. Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

II. Nature and Conduct of the Visit

The purpose of the visit was to ascertain whether or not The College at Brockport was in compliance with Standard 7 (Institutional Assessment), Standard 12 (General Education), and Standard 14 (Assessment of Student Learning). The specific language of the Commission calling for the monitoring report and for a team visit is as follows:

To request a monitoring report, due September 1, 2015, documenting further development and implementation of an assessment process that:

- (1) Evaluates the institution's overall effectiveness in achieving its mission and goals with evidence that assessment information is used in budgeting, planning, and allocating resources (Standard 7); and,
- (2) Documents assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes, including in educational offerings and general education (Standards 12 and 14).

A small team visit was conducted from 14 to 16 October 2015 following the submission of the September 2015 Monitoring Report. The team included Chris Mayer, the chair, Associate Dean for Strategy, Policy, and Assessment at The United States Military Academy, and Debbie Stasolla, Associate Vice President for Planning at Rider University.

The team met with a number of groups and individuals during the visit. These interviews brought forth additional relevant evidence not immediately apparent or included in the September 2015 Monitoring Report. The complete list of individuals and groups is included at the end of this report.

The team reviewed the institution's Statement of Accreditation Status; the Characteristics of Excellence; the Commission's guidelines on Follow-up Reports and Visits; the September 2015 Monitoring Report; the April 2014 Follow-Up Visit Report; the February 2014 Monitoring Report; the 2012 Self Study; the Evaluation Team Report; and documents referenced in the September 2015 Monitoring Report.

III. Affirmation of Compliance with Requirements of Affiliation Under Review

Based on a review of the September 2015 Monitoring Report, and appendices, interviews, and other institutional documents, the team affirms that The College at Brockport continues to meet the Requirements of Affiliation under review.

IV. Compliance with Accreditation Standard(s) Under Review

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

In the team's judgment, the institution appears to be in compliance with this standard.

Summary of Key Evidence and Developments:

Since the February 2014 Monitoring Report, The College at Brockport implemented several structural and process changes designed to strengthen what was then a new college-wide institutional assessment system (IAS). One of the primary goals for doing so was to further integrate assessment results with planning, budgeting, and resource allocation.

A Director of Assessment was hired a little over a year ago to coordinate the IAS and lead the newly created Office of Accountability and Assessment (OAA). The IAS is also supported, in part, by the Office of Research, Analysis and Planning (RAP), which has been in existence for some time. The Directors of OAA and RAP report directly to the Provost and are members of the Provost's leadership team. Various college-wide committees, comprising faculty, staff, and students, are also important components of the IAS and include, among others, the Institutional Effectiveness and Accountability Committee, Administrative Assessment Committee, Budget and Resource Committee, General Education Assessment Committee, and Academic Program Review Committee.

The Institutional Effectiveness and Accountability Committee (IEAC), which has been in existence for the past two years, is responsible for assessing implementation of Brockport's

2011-2016 Strategic Plan. It does so through an annual review and reporting process to the Cabinet. The IEAC relies on institutional data and the work of various college-wide committees, among them the Enrollment Management Committee and Diversity Committee, to track progress through standardized documentation and a recently redesigned website.

Two new faculty-led committees were established a year ago to replace the IEAC subcommittee on academic assessment – the General Education Assessment Committee and the Academic Program Review Committee. This change was made with the establishment of the Office of Accountability and Assessment, which, along with the Provost, is now responsible for guiding general education, administrative, and programmatic assessment.

The Budget and Resource Committee (BRC) reviews and makes recommendations to the Cabinet regarding the College's annual budget. Divisional reports are made to the BRC each fall and spring to make the case for strategic funding or priority setting on the basis of assessment and other data and demonstrated relevance to Strategic Plan goals.

A Periodic Administrative Unit Assessment Process (PAUA) was established last year, patterned after the academic PPR process and supplementing existing annual administrative assessment work. The PAUA, administered on a five-year cycle, is designed to drive resource allocation and prioritization within divisions. The annual assessment process is designed, in part, to support the PAUA and demonstrate evidence of closing the loop efforts within administrative and educational support units while also evidencing unit-level work in support of Brockport's Strategic Plan. Oversight of the PAUA and annual administrative assessments is the responsibility of the OAA. Six administrative units completed the pilot PAUA process last year with another nine to complete the process this year as per a published multi-year schedule.

Several examples provide evidence of the effectiveness of Brockport's work since the February 2014 Monitoring Report, demonstrating the use of assessment to effect programmatic change and support planning and resource allocation. For example, annual administrative and PAUA assessments led to changes related to new student welcome programs; living learning communities; employee recruitment and orientation; the vendor selection process; student recreation employee recruitment and emergency preparedness training; and Blackboard implementation training. Implementation progress related to the Strategic Plan has been achieved in such areas as high impact practices, the Campus Climate Study Project and resulting action plans, and further development of the Academic Success Center.

Brockport established several recommendations for itself as part of the September 2015 Monitoring Report as it continues to strengthen assessment across the College. The recommendations speak to the need to further strengthen the integration of assessment, planning, budgeting, and resource allocation, particularly as the College embarks on a new strategic planning process under the leadership of its new President. The team, therefore, encourages Brockport to pursue its own recommendations and demonstrate progress in their implementation.

Going forward, progress should also be evidenced of the effectiveness of several changes outlined in the monitoring report or discussed in the interviews that have yet to be implemented or have only recently been implemented. For example, implementation is expected this fall of the new campus planning and resource allocation calendar, principles, and guidelines established earlier this year. A newly revised Periodic Program Review (PPR) process, established by the Academic Program Review Committee (APRC) this past year, requires implementation beginning this year. Several action items related to the campus climate study

project still require implementation. A new survey committee was only recently established to disseminate and better utilize National Survey on Student Engagement, State University of New York Student Opinion Survey, and other survey data across the College. Additionally, the Periodic Administrative Unit Assessment is still relatively new, with the pilot set of administrative units having just completed the process this past summer.

Significant Accomplishments:

- Brockport is to be commended for the work it has completed and documented since the February 2014 Monitoring Report to further strengthen college-wide assessment. It speaks to Brockport's commitment to meaningful assessment in support of institutional effectiveness and planning, budgeting, and resource allocation. It also speaks to a culture of collegiality and collaboration that will be critical to the sustainability of this work going forward.

Requirements: N/A

Recommendations: N/A

Suggestions: N/A

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

In the team's judgment, the institution appears to be in compliance with this standard.

Summary of Key Evidence and Developments:

The College at Brockport General Education Program (GEP) reflects State University of New York (SUNY) requirements (seven subject areas and two competencies) and four Brockport requirements. These GEP requirements are outlined on an external College webpage and form the basis of Brockport's GEP student learning outcomes (SLO). The GEP SLOs are documented, clearly articulated, and reflect what students should know and be able to do after completing the GEP. A review of the College's GEP SLOs provides evidence that Brockport meets the Standard 12 requirement to possess a program that promotes student proficiency in oral and written communication, scientific and quantitative reasoning, and technological competency.

Following the submission of its February 2014 Monitoring Report, and the April 2014 Follow-Up Report recommendation to create an oversight structure for general education assessment, the College created the General Education Assessment Committee (GEAC). Documentation provided and interviews during the visit provided evidence that the GEAC conducted an assessment of selected GEP SLOs and developed a GEP assessment plan and schedule, during the spring of 2015. Brockport began to implement its new GEP assessment plan during the fall of 2015 as it started to assess another set of GEP SLOs. At the time of the team's visit, however, the first round of assessment of GEP SLOs under the new GEP assessment plan has not yet been completed. It is important that Brockport fully implement the GEP assessment plan if it is to provide evidence of an effective GEP assessment process.

Also involved in Brockport's GEP assessment process is the General Education Innovation Committee, which explores and pilots new general education approaches, and the Senate General Education Committee, which ensures that GEP courses support student achievement of relevant GEP SLOs. The Senate General Education Committee is currently in the process of recertifying all GEP courses to ensure that they support student achievement of relevant GEP SLOs. The Office of Accountability and Assessment (OAA) also has a role by providing oversight for the GEP assessment process and advice to faculty members who conduct GEP assessment. The organizations mentioned above provide an appropriate oversight structure for the assessment of the GEP and dissemination of assessment information to those with responsibilities for planning and resourcing the GEP curriculum and teaching GEP courses.

The GEP Assessment Plan, dated May 29 2015, is a documented, organized, and sustainable process for assessing student achievement of GEP SLOs. It establishes when each GEP SLO will be assessed through academic year 2018-2019, and it identifies specific courses from which evidence will be collected to assess GEP SLOs. The plan includes the identification and training of faculty teams to assess GEP SLOs during each academic year. It also documents how assessment information makes its way through the system, and how recommendations are transformed into actions to improve teaching and learning across the College.

Faculty teams use direct measures to assess student achievement of GEP SLOs. These are generally course-embedded measures, and, beginning in the fall of 2015, courses required to provide direct measures for GEP assessment will be notified prior to the semester in which the evidence will be collected. Brockport also uses a nationally validated test, the Collegiate Learning Assessment (CLA), to compare first-year and senior students' levels of critical thinking. The measures used to assess the GEP SLOs provide sufficient and convincing evidence that students are achieving GEP SLOs.

Examples included in the monitoring report and provided during interviews offer evidence that assessment results are used to improve teaching and learning in the GEP. Assessment results and concerns about student learning in the GEP are also discussed with Deans and between Department Chairs to facilitate the use of this information to improve teaching and learning. Because the GEP SLOs are, along with programmatic SLOs, currently serving as institutional SLOs, GEP SLO assessment informs institutional assessment. The new assessment process cited above includes a flow chart that demonstrates how assessment results and recommendations will reach senior academic leaders and the College Senate General Education Committee, which will result in actions to improve teaching and learning.

The GEP assessment process will be assessed in 2016 by the General Education Assessment Committee, which is essential for ensuring that the process is effective and sustainable.

Significant Accomplishments: N/A

Requirements: N/A

Recommendations:

- Fully implement the General Education Assessment Plan as it is written in the May 29, 2015 document.

Suggestions: N/A

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

In the team's judgment, the institution appears to be in compliance with this standard.

Summary of Key Evidence and Developments:

Brockport has implemented numerous organizational and process changes in response to the recommendations in the April 2014 Follow-Up Visit Report.

One change was the establishment of the Office of Accountability and Assessment (OAA). The mission of the OAA includes supporting assessment efforts across campus as well as facilitating actions informed by assessment results taken to improve teaching and learning. The OAA also communicates assessment results to internal and external audiences, which ensures that assessment information is shared.

Another change is the revision of the Periodic Program Review (PPR) process. In response to a request during the April 2014 Follow-Up Visit, the PPR schedule was changed to a five-year cycle and focused on program rather than departmental review. The PPR process is documented, organized, and sustainable through its articulation of detailed guidelines for program reviews and a schedule that outlines when programs are required to conduct their PPR from 2015 to 2020.

The student learning outcomes (SLOs) of all programs were revised during the 2012-2013 academic year. The SLOs articulate what students are expected to be able to know and do by completing each program's course of study, and the SLOs appear to be consonant with the Brockport mission as well as the standards of higher education and of the disciplines represented by the programs.

Each of the College's schools requires its programs to assess at least one SLO per year with a direct measure of student learning, and there is evidence that programs are adhering to this guidance. A review of numerous programs' assessment processes demonstrates that programs have documented, organized, and sustainable processes by identifying SLOs to be assessed each year and, in many cases, the course from which evidence will be collected. At the time of the team's visit, all programs were in the third year of a three-year assessment cycle.

Programs are using direct evidence, typically course-embedded assignments, to determine how well students are achieving assessed SLOs. Additionally, all of the assessment results reviewed had designated benchmarks related to each assessment measure.

Program assessment coordinators collect and analyze assessment results and develop action plans to address opportunities for improvement discovered during this analysis. This information is shared and discussed with program and department faculty. Once this is completed, program leaders and faculty attend their Dean's annual assessment meeting, which is hosted by the Dean of each school and offers program faculty the opportunity to present their assessment results, discuss plans to address identified areas for improvement, and request additional resources (if needed). In addition to the Deans, the Provost and Director of OAA typically attend these meetings. Department Chairs, Deans, the Provost, and the Director of OAA use information presented during these meetings for budget development and prioritization. This

part of the process facilitates the sharing and discussing of assessment information with leaders across the campus, and it focuses assessment efforts on improving teaching and learning.

Deans annually assess program assessment processes. An easy-to-use rubric allows each Dean to ensure that program assessment processes meet required standards, providing evidence that school leaders periodically evaluate the effectiveness and comprehensiveness of program assessment processes. Program leaders also receive advice on their assessment processes from the Dean and other faculty during the Dean's annual assessment meetings.

Significant Accomplishments:

- The Dean's annual assessment meetings are a very effective method of informing academic leaders and faculty of the state of learning within Schools and across the College. These meetings emphasize the importance of assessing student learning, facilitate the use of assessment results to improve teaching and learning, and inform priorities. This approach is enhanced by the use of the Closing the Loop Template, which provides an additional means for using assessment results to improve teaching and learning and to inform priorities.

Requirements: N/A

Recommendations: N/A

Suggestions: N/A

V. Summary of Compliance

The College at Brockport, in its Monitoring Report and via the on-site Small Team visit, has demonstrated that it continues to be in compliance with:

1. The Requirements of Affiliation.
2. Standard 7, Institutional Assessment.
3. Standard 12, General Education.
4. Standard 14, Assessment of Student Learning.

The progress the College at Brockport has made since the February 2014 Monitoring Report is worthy of praise. Sustaining and enhancing these advances, at a time when the College's community is coming together to draft a new strategic plan, provides Brockport a unique and exciting opportunity to achieve the next level of excellence and become an even greater institution.

Meetings during the October 14-16 2015 Follow-Up Team Visit

**Director of Accountability and Assessment Meeting
Thursday, October 15, 2015 – 7:15-7:45 AM**

NAME	TITLE	AREA/UNIT
Ms. Francis Dearing	Director of Accountability and Assessment	Academic Affairs

**Meeting with President
Thursday, October 15, 2015 – 8:00-8:30 AM**

NAME	TITLE	AREA/UNIT
Heidi Mcpherson	President	Office of the President

**President's Cabinet Meeting
Thursday, October 15, 2015 – 8:45-9:45 AM**

NAME	TITLE	AREA/UNIT
Mary Ellen Zuckerman	Provost and Vice President	Academic Affairs
Kathryn (Katy) Wilson	Vice President	Enrollment Management and Student Affairs
James (Beau) Willis	Vice President	Administration and Finance
Michael Andriatch	Vice President	Advancement
David Mihalyov	Chief Communications Officer	Office of the President

**Deans Meeting
Thursday, October 15, 2015 – 10-11 AM**

NAME	TITLE	AREA/UNIT
Darwin Prioleau	Dean	The Arts, Humanities And Social Sciences
Jose Maliekal	Dean	Science And Mathematics
Thomas Hernandez	Interim Dean	Education And Human Services
Mark Kittleson	Dean	Health And Human Performance

**Offices Of Accountability And Assessment and
Research, Analysis And Planning Meeting
Thursday, October 15, 2015 – 11:15 AM-12:15 PM**

NAME	TITLE	AREA/UNIT
Jeff Lashbrook	Director	Research, Analysis And Planning
James Brien	Sr. Programmer/Analyst	Research, Analysis And Planning
Claire Goverts	Assistant Director	Research, Analysis And Planning
Taneika Thompson	Programmer Analyst	Research, Analysis And Planning
James Scheid	Enrollment Analyst	Research, Analysis And Planning
Frances Dearing	Director	Accountability And Assessment
Keith Nobles	Coordinator For Specialized Academic Assessment	Accountability And Assessment
Leigh Robinson	Assessment System Support	Accountability And Assessment

**Budget and Resource Committee Meeting
Thursday, October 15, 2015 – 10:00-11:00 AM**

NAME	TITLE	AREA/UNIT
Dawn Jones	BRC Chair Associate Professor	Mathematics
Karen Riotto	Assistant Vice President	Finance and Management
Christal Dewberry	Student	
Crystal Hallenbeck	Director	Budgeting
Mary Covell	Financial Analyst	Finance and Management
Eric Witmer	Graduate Assistant	Finance and Management
Samuel Tanner	Vice President	Brockport Student Government
Warren Kozireski	Assistant Director of Student Union and Activities	Student Activities and Activities/ WBSU Station Manager
Rey Sia	Department Chair - Biology	College Senate Representative
Dr. James (Beau) Willis	Vice President	Administration and Finance
Cynthia Booth	Visiting Assistant Professor	Health Care Studies
Scott Haines	Director	Campus Recreation
Jeffrey S. Smith	Associate Provost and Chief Information Officer	Library, Information and Technology Services
Dan Petree	Dean	School of Business Administration and Economics
Leah Barrett	Associate Vice President	Enrollment Management and Student Affairs
Craig Ross	Associate Director	Residential Life
Kelly Brennan-Jones	Associate Professor	Psychology
P. Trish Ralph	Chair	Theatre and Music Studies
Arielle Ingrassia	Treasurer	Brockport Student Government

Institutional Effectiveness and Accountability Committee Meeting
Thursday, October 15, 2015 – 1:30 – 2:30 PM

NAME	TITLE	AREA/UNIT
Leah Barrett	Associate Vice President	Enrollment Management and Student Affairs
Sara Kelly	Director	Residential Life and Student Conduct
Lin Becker	Administrative Assistant	Enrollment Management and Student Affairs
Jeff Lashbrook	Director	Research, Analysis and Planning
Kari A. Smoker	Assistant Professor	Accounting and Finance
Jason Morris	Associate Professor	Mathematics
Karen Riotto	Assistant Vice President	Finance and Management
David Mihalyov	Chief Communications Officer	Office of the President
Janie Hinds	Professor	English
Jose Maliekal	Dean	School of Science and Mathematics

**General Education Assessment Committee (GEAC),
 General Education Innovation Team (GEIT),
 College Senate General Education Committee (CSGEC) Meeting
 Thursday, October 15, 2015 – 2:45 – 3:45 PM**

NAME	TITLE	AREA/UNIT	COMMITTEE
Paul Moyer	Associate Professor	History	GEAC
Priya Banerjee	Associate Professor/ Associate Director	Public Health/ Honors College	GEAC
Nancy Washer	Associate Director	Delta College	GEAC
Daniel Rogers	Lecturer/ Advisement Coordinator	Computer Science	GEAC
Nathan Reff	Assistant Professor	Mathematics	GEAC
Phyllis Kloda	Associate Dean	The Arts, Humanities and Social Sciences	GEAC
John Keiser	Associate Professor	Business Administration	CSGEC
Bob Baker	Composition Coordinator	English	GEAC/CSGEC
Andrea Rubery	Professor	Political Science	GEAC
Margaret Logan	Chair	Chemistry and Biochemistry	GEIT
Barbara LeSavoy	Director	Women and Gender Studies	GEIT
Donna Wilkerson- Barker	CELT Assessment Fellow and Associate Professor	CELT/Modern Languages and Cultures	GEIT
Sara Kelly	Director	Residential Life and Student Conduct	GEIT
Joe Chesebro	Gen Ed Innovation Team Leader/Associate Professor and Interim Chair	Communication	GEIT
Karen Podsiadly	Director	Community Development	GEIT
Tony Dumas	Visiting Assistant Professor	Theatre and Music Studies	GEIT
Natalie Sarrazin	Associate Professor	Theatre and Music Studies	GEIT
Marcy Esler	Director	Student Retention	CSGEC
Craig Lending	Associate Professor	Biology	GEAC

Department Chairs And Assessment Coordinators
Thursday, October 15, 2015 – 4:00-5:00 PM

NAME	TITLE	AREA/UNIT	CHAIR OR AC
Margaret Logan	Associate Professor	Chemistry and Biochemistry	Chair
Paul Moyer	Associate Professor	History	Assessment Coordinator
Tim Massey	Associate Professor	Art	Chair
Kad Lakshmanan	Professor	Computer Science	Chair
Sandy Miller	Distinguished Professor	Mathematics	Interim Chair
Jason Morris	Associate Professor	Mathematics	Assessment Coordinator
Joe Chesebro	Associate Professor	Communication	Interim Chair
Dena Levy	Associate Professor	Political Science	Chair
Jennifer Haytock	Professor	English	Chair
Kathy Petersen	Professor	Nursing	Chair
Roger Kurtz	Professor	African and African American Studies	Interim Chair
Donna Kowal	Director/Associate Professor	Honors College/Communication	
Laurie Cook	Associate Professor	Biology	Assessment Coordinator
Tim Stoller	Director	Delta College	
Chris Norment	Professor	Environmental Science and Biology	Chair
Jacques Rinchard	Associate Professor	Environmental Science and Biology	Assessment Coordinator
Ann Bunch	Associate Professor	Anthropology	Interim Chair
Joe Torre	Associate Professor	History	Chair
Peter Hager	Associate Professor	KSSPE	Assessment Coordinator
Gordon Barnes	Associate Professor	Philosophy	Chair
Stanley Radford	Professor	Physics	Chair
Jennifer Boyle-Wittman	Associate Professor	Public Health and health Education	Chair
Patti Follansbee	Assistant Professor	Healthcare Studies	Chair
Diane Maurer	Director	Professional Education Unit	
Janka Szilagyi	Associate Professor	Education and Human Development	Chair
Susan Seem	Professor	Counselor Education	Chair
Kristin Heffernan	Associate Professor	Criminal Justice	Chair
Tate Shaw	Director	Visual Studies Workshop	

Six Unit Heads For Periodic Administrative Unit Assessment and Three Other Unit Heads Meeting

Thursday, October 15, 2015 – 4:00-5:00 PM

NAME	TITLE	AREA/UNIT
Jeffrey Smith	Chief Information Officer	Library, Information, Technology Services
Bob Henry	Assistant Vice President	Facilities and Planning
Mike Andriatch	Vice President	Advancement
Sara Kelly	Director	Residential Life and Student Conduct
Kimberley Haines	Director	Student Union and Activities
Scott Haines	Director	Campus Recreation
Rick Lair	Director	Facilities and Planning: Maintenance
Randall Langston	Assistant Vice President	Enrollment Management and Student Affairs
Bob Cushman	Assistant Director	Library, Information, Technology Services
Mike Dentino	Director	Student Learning Center
Wendy Cranmer	Assistant Vice President	Human Resources
Debora Stasolla	Middle States Team Member	

Other Advisory Chairs Meeting

Thursday, October 15, 2015 – 5:15-6 PM

NAME	TITLE	COMMITTEE
Wanda Wakefield	Associate Professor	Facilities and Planning Committee
Jennifer Ratcliff	Associate Professor	Diversity Committee
Kad Lakshmanan	Professor	Academic Program Review Committee
Frances Dearing	Director of Assessment	Academic Program Review Committee
Mary Ellen Zuckerman	Provost and Vice President of Academic Affairs	Enrollment Management Committee
Kathryn Wilson	Vice President of Student Affairs	Enrollment Management Committee