

Middle States Self-Study Design

Pratt Institute

June 15, 2022

Institutional Overview

History

Pratt Institute was founded in 1887 by American industrialist Charles Pratt. An advocate of education and the transformational impact it can have on people's lives, Pratt set out to provide an affordable college education that was accessible to the working class. From its founding, the Institute has been remarkably inclusive. In almost every discipline, Pratt was among the first colleges in the United States to welcome students of every background, regardless of social standing, race, or gender, offering opportunity to a new diverse professional class, anchored in our surrounding communities. The rapidly industrializing economy required new training initiatives and educational experiences for workers, and Pratt responded by providing programs that prepared students to enter the fields of design and engineering. Early Pratt students became architects, engineers, dressmakers, and furniture makers. Pratt's engineering and design programs were complemented by a liberal arts curriculum that provided students with a rich and full understanding of the world in which they would be working. Although the engineering program closed in the 1990s, this approach remains central to the Pratt curriculum to this day.

Since the first class of 12 students convened on Pratt's Brooklyn campus in 1887, the Institute has become a highly ranked leader in its fields. With over 1,200 faculty and 750 staff, an operating budget of \$232 million, and an endowment of approximately \$300 million, Pratt has both the human capital and financial resources to accomplish its strategic goals. A strong commitment to shared governance—and healthy relationships between the Institute's leadership and the Academic Senate, as well as the Faculty Union—ensures that the Institute functions well on a daily basis and, as evidenced during the pandemic, can be as nimble as it needs to. As we emerge from the pandemic, we are grateful for strong enrollment and lessons learned. We have a capacity for teaching with technology that we did not have before and are beginning to consider how that capacity can be used most effectively.

Pratt is committed to transformative academic excellence through its Schools of Architecture, Art, Design, Information, Liberal Arts and Sciences, and Continuing and Professional Studies. The Institute is also home to impact-driven centers that push the boundaries of innovation on agendas ranging from community development to data visualization. With a long-held commitment to the communities of New York, Pratt also offers programs for local pre-college and continuing education students in the Pratt Center for Community Development; the Center

for Art, Design and Community Engagement K–12; and the School of Continuing and Professional Studies.

Pratt's main campus is located in Brooklyn, New York, and several programs as well as a public gallery are housed in a landmark building in Manhattan. Pratt's spaces will soon expand to include research, studio and exhibition space at the Brooklyn Navy Yard. Pratt also has an extension campus, Munson-Williams-Proctor Arts Institute (PrattMWP), in Utica, New York.

Mission and Institutional Goals

Pratt's mission "is to educate artists and creative professionals to be responsible contributors to society. Pratt seeks to instill in all graduates aesthetic judgment, professional knowledge, collaborative skills, and technical expertise. With a firm grounding in the liberal arts and sciences, a Pratt education blends theory with creative application in preparing graduates to become leaders in their professions. Pratt enrolls a diverse group of highly talented and dedicated students, challenging them to achieve their full potential."

The Institute's major goals are articulated through its [Strategic Plan](#). President Frances Bronet assumed her role on January 2, 2018, and an inclusive strategic planning process began very soon after. Co-chaired by the Provost and the Vice President for Finance and Administration, the plan was approved by the Board of Trustees in May 2019. Its five pillars are academic excellence; student success; diversity, equity, and inclusion; global education; and civic engagement.

Notably, diversity had emerged as a central institutional focus in the years prior to President Bronet's arrival, and a Diversity Strategic Plan was completed even before the Institute hired its first Vice President for Diversity and Inclusion in 2018.

Following the Institute's Strategic Planning process, the Institute developed and approved a set of [All-Institute Learning Goals](#), beginning this effort just prior to the pandemic and completing it in Spring 2021. The seven goals focus on: Justice, Environmental Sustainability, Global Citizenship, Resilience, Creative Problem Solving, Versatile Communication and Disciplinary Fluency. Developed by a task force and vetted through a highly consultative process involving faculty, staff, students, and academic as well as senior leadership, these goals articulate in broad terms the knowledge and skills that students can expect to gain at Pratt, whatever their area or level of study. The Institute is working now to design an assessment framework that draws on routinely collected data to document achievement of these goals. Note that these goals complement but are distinct from General Education goals, which are cultivated at the undergraduate level only.

Academic Programs and Support

Notable for its reputation in the creative industries and for its vibrant, visible presence in New York's art, design, and cultural landscape, Pratt offers a collaborative, interdisciplinary, research-

and inquiry-based education that prepares students for professional and personal success with the goal of contributing to a more just and sustainable world. The Institute is organized around five degree-granting Schools: the School of Art, School of Design, School of Architecture, School of Liberal Arts and Sciences, and School of Information. It also has a strong School of Continuing and Professional Studies, which offers non-degree courses and certificates and also runs a robust pre-college program. Students admitted to the PrattMWP extension campus are Pratt students from the time they matriculate; they complete the first two years of their Bachelor of Fine Arts degree in Fine Arts, Communications Design, Photography, or Art and Design Education in Utica and then move to the Brooklyn campus to complete their degrees.

Together, the five degree-granting schools offer a wide range of undergraduate and graduate degree programs across the associate, baccalaureate, and master’s degree levels. The Schools of Art, Design, and Architecture enroll the largest numbers of students. In 2021–22, the enrollment in each school was:

School of Design	1,876	36.5%
School of Art	1,515	29.5%
School of Architecture	1,168	22.7%
School of Information	277	5.4%
School of Liberal Arts & Sciences	178	3.5%

Remaining students either have undeclared majors (1.1%) or are dual-degree students, exchange students, or non-matriculated students (1.2%).

Finally, a note on Pratt’s BFA programs: All students registered in four-year programs in the School of Art and the School of Design begin their studies with a year of Foundation courses. Since Pratt’s last self-study, completion of a major curricular revision has seen all BFA programs reduced from 134 to 126 credits with corresponding changes to majors making space for students to take electives, minors, a required integrative course, and a significantly revised general education program. Teaching of the revised curricula began in Fall 2016.

Similarly, AAS students—who typically intend to transfer to a four-year program, either at Pratt or elsewhere—take what is now a 66-credit program that includes foundational courses like those taught in the four-year program, along with courses in the liberal arts and sciences that will allow students to satisfy general education requirements, and courses in their major.

Students registered in the two year AOS degree, which prepares graduates for direct entry to the workforce, also complete a 66-credit program that is focused entirely on their major.

School of Architecture

The highly ranked School of Architecture has produced acclaimed, research-driven spatial outcomes with real-world impact. The curriculum is informed by a broad cultural and analytical base in the liberal arts and sciences, while providing the specialized knowledge unique to individual disciplines. The School’s learning objectives, which stress the relationship between intellectual development and creative activity, establish a unique context for professional education in an art and design institute. The importance of independent learning is emphasized

in studio-based curricula, research-oriented thesis programs, and independent research centers available to both graduate and undergraduate students. The school also partners with city and government agencies, community groups, academic and cultural institutions, and construction industry leaders to create outcomes that are powerfully positioned to advance pedagogy, public policy, and professional practice.

Undergraduate

Architecture B. ARCH
 Construction Management B.P.S.
 Construction Management B.S.
 Building and Construction A.A.S.

Graduate

Architecture (first professional) M. ARCH
 Architecture (post professional) M.S.
 Urban Design M.S.
 City and Regional Planning M.S.
 Facilities Management M.S.
 Historic Preservation M.S.
 Real Estate Practice M.S.
 Sustainable Environmental Systems M.S.
 Urban Placemaking and Management M.S.
 Landscape Architecture M.L.A.

School of Art

Pratt offers one of the most comprehensive and highly ranked professional programs of study in art in the world, provided by a distinguished faculty and supported by exceptional technical and studio resources. Students collaborate and learn, weaving creative energy and opportunity into an unmatched educational experience. The faculty are professional artists, designers, critics, historians, and practitioners, many of whom are recipients of prestigious awards such as Tiffany, Fulbright, and Guggenheim fellowships. The faculty's works, projects, and publications are recognized and shown around the world. In addition to outstanding curricula and faculty, Pratt offers a range of academic opportunities within the "cultural campus" of New York City. Every department is guided by twin objectives. The first is an emphasis on professional skills development, by which students gain the techniques, skills, methodology, and vocabulary required for success as productive artists, designers, and scholars. The second is the development of the critical judgment and historical perspective needed to become a true problem solver and to ensure that professional expertise is not simply technical training. Art and design history, melded with studies in the liberal arts and sciences, provides the context for stimulating intellectual and creative inquiry.

Undergraduate

Art and Design Education B.F.A.
 Art and Design Education B.F.A./M.A.
 Digital Arts B.F.A.
 Game Arts B.F.A.
 Film B.F.A.
 Fine Arts B.F.A.
 Photography B.F.A.
 Graphic Design/Illustration A.A.S.
 Painting/Drawing A.A.S.
 Game Design + Interactive Media A.O.S.

Graduate

Art and Design Education ADV CRT
 Art and Design Education (initial) M.A.
 Art Therapy and Creativity Development M.P.S.
 Arts and Cultural Management M.P.S.
 Dance/Movement Therapy M.S.
 Design Management M.P.S.
 Digital Animation and Motion Arts M.F.A.
 Digital Imaging M.F.A.
 Fine Arts M.F.A.
 Interactive Arts M.F.A.

Graphic Design A.O.S.
Illustration A.O.S.

Photography M.F.A.

School of Design

The School of Design educates curious makers in design practice to impact the world around them through the design of messages, objects, spaces, and systems. Recognizing the interdisciplinary commonalities of its disciplines, the School celebrates, connects, and educates designers whose creative endeavors will shape our world in critical ways. We believe that design connects: our work facilitates exchange, communication, and the building of community. Design enables: our work expands our physical and mental abilities. Design sustains: our work addresses the world's limited resources and our significant environmental challenges. Design empowers: our work promotes equality, inclusiveness, and the free movement of people. Design humanizes: our work offers civil solutions for improving quality of life. Through discipline-specific studio-based programs, students develop the requisite skills and methods to succeed in their respective professions while grounding this creative work in a rich context of history and critical inquiry. Our faculty, noted practitioners and accomplished scholars, exemplify the ethos of our educational experience; we teach makers how to think, and critical thinkers how to make. Located in Brooklyn, the city's epicenter of design and culture, the School of Design is made up of four of Pratt's oldest and most esteemed disciplines.

Undergraduate

Communications Design B.F.A.
Fashion B.F.A.
Industrial Design B.I.D.
Interior Design B.F.A.

Graduate

Communications Design M.F.A.
Industrial Design M.I.D.
Interior Design M.F.A.
Packaging, Identities and Systems Design M.S.

School of Information

Building upon Pratt's national reputation in art, design, and architecture, the School of Information's diverse and exciting graduate programs prepare students to be information leaders and digital innovators. Located in the heart of Manhattan, the school's graduate programs are designed for participatory, hands-on learning experiences, many of which engage NYC's world-class cultural and educational institutions, media companies, and technology firms. As a member of the iSchools Consortium, the School of Information joins thought leaders worldwide in shaping the teaching and practice of information studies and all related aspects of the field.

Graduate

Library and Information Science M.S.
Data Analytics and Visualization M.S.
Information Experience Design M.S.
Museums and Digital Culture M.S.
Library and Information Science M.S.L.I.S. /
History of Art and Design M.A. (dual degree)
Archives Certificate Program ADV CRT

Conservation and Digital Curation ADV CRT
Digital Humanities ADV CRT
Museum Libraries ADV CRT
User Experience (UX) ADV CRT
Spatial Analysis and Design ADV CRT

School of Liberal Arts and Sciences

SLAS comprises five departments (History of Art and Design, Humanities and Media Studies, Math and Science, Social Science and Cultural Studies, and Writing) offering undergraduate and graduate degree programs listed below. The School also offers a number of disciplinary and interdisciplinary minors, and every undergraduate student at the Institute takes a required General Education program that is also offered through the School. SLAS faculty teach approximately a quarter of all credits offered per term. Finally, SLAS has also nurtured the development of centers for faculty research (Center for Material Science and STEAMplant Initiative) and houses academic support services (Writing and Tutorial Center and programming for English language learners).

Undergraduate

Art History B.A.
Critical and Visual Studies B.A.
History of Art and Design B.F.A.
Writing B.F.A.

Graduate

History of Art and Design M.A.
Media Studies M.A.
Museum Studies ADV CRT
Writing M.F.A.
Performance and Performance Studies M.F.A.
Design History ADV CRT
Library and Information Science M.S.L.I.S. /
History of Art and Design M.A. (dual degree)

School of Continuing and Professional Studies

SCPS serves those seeking professional education in the fields of art, design, and architecture and provides a hub where interactive learning, innovation, and creative solutions are at the core of the experience. SCPS also offers pre-college programs for high school students, preparatory courses, noncredit certificate programs, American Institute of Architects (AIA) courses, international student programs, custom programs, and an interdisciplinary technology lab. Finally, SCPS houses Pratt's Integrative Mind + Body Program that provides one-credit well-being courses.

Additional Academic Programs and Support

Since the time of Pratt's last self-study, the Provost's office has supported the development of two major ventures that together support faculty and students:

- Pratt's Office of Research and Strategic Partnerships was conceptualized, resourced, and created, with the inaugural Associate Provost for Research and Strategic Partnerships being hired in Fall 2017. The work of this office has grown quickly, and its

work will soon be partly housed in the Research Yard of Pratt Institute, New York City College of Technology, and the Brooklyn Navy Yard

- Pratt's Center for Teaching and Learning was conceptualized, resourced, and created, with the inaugural Director for the Center being hired in Summer 2018.

Additionally, buoyed by the Strategic Plan, the following are areas of ongoing development:

- Interdisciplinary teaching and research opportunities have become increasingly important at Pratt, and over the past six years, the Pratt Integrative Courses—required of all art and design majors—were conceptualized, resourced, and created, as were guidelines for development of independent minors.
- Global education is a growing area of emphasis. Pratt now offers more than 20 study abroad programs and international exchange programs, in locations that include Florence, Milan, Copenhagen, London, and Tokyo. Pratt's also has long-established residential programs in Rome (Undergraduate Architecture), Venice (multi-disciplinary, grounded in Fine Art and the History of Art and Design), and a newer program in Berlin (with a disciplinary focus that shifts at intervals).
- The Pratt Institute Libraries offer collections and services focused on the visual arts, architecture, design, creative writing, and allied fields. Additional materials of general interest support the general education curriculum. The Brooklyn Campus Library houses more than 200,000 volumes of print materials, including 600+ periodicals, rare books, and the Institute's archives. The Pratt Manhattan Center (PMC) Library supports the PMC Community and the larger Pratt Community, as well as visiting researchers, with a collection of monographs, serials, electronic resources, and a picture collection of approximately 30,000 images.

Finally, a strong and well-developed set of offices and programs support student learning and student life. These include the Learning/Access Center, Center for Career and Professional Development, and much more. Student Affairs and Academic Affairs increasingly collaborate to ensure holistic and student-centered support.

Students Served

Pratt's enrollment has increased steadily over the past several years, rising by 13% from 2013 to the present moment. While the pandemic caused a 14% enrollment drop, to 4,316 students in Fall 2020, those numbers rebounded by 23% in Fall 2021, reaching an all-time high of 5,137 students in Fall 2021. Of those students, 3,675 are undergraduates and 2,650 are graduate students.

Over that same period—from 2013 to the present—Pratt's student body has also become increasingly residential, with over 1,700 students living on campus, and increasingly made up of full-time students. Since 2013, the number of full-time students has risen by 20%, while the number of part-time students has fallen by 47%.

Pratt students come from 48 states and 66 countries, and the diversity of the student population can be articulated in a number of ways:

- Over time, the Institute has become increasingly internationalized. In 2021–22, 36% of all students were international (1,815 students). The undergraduate student body is 32% international (1,170), while the graduate student body is 45% international (645). Overall, Pratt’s international student population increased 63% in eight years, going from 1,115 students in 2013-14 to 1,815 in 2021-22.
- The 2021 student body as a whole is 30% minority (1,536 students), which excludes white students, international students, and students whose race / ethnicity is “unknown.” By level, 33.5% (1,217) of undergraduates are minority students, and 22% (319) of graduate students are minority.
- Underrepresented minorities (Black / African-American, Hispanic / Latinx, and American Indian / Alaska Native) comprise 13.9% of the student body as a whole: 14.4% of undergraduates (522 students) and 12.6% of graduate students (182).
- In terms of gender, 73% of students (3,704) identify as female and 23% (1,379) identify as male.

Faculty

With an average student:faculty class ratio of 9:1, Pratt currently has 169 full-time faculty and 1,040 part-time faculty members, 142 of whom have a Certificate of Continuous Employment (the equivalent of tenure for part-time faculty). Individual departments set standards both for promotion through the faculty ranks and for changes in status.

Full-time faculty are typically reviewed for re-appointment in their third and fifth years, and for tenure in their seventh year of employment at the Institute. Most part-time faculty are hired as visiting faculty, and can apply for a change in status to adjunct after they have experience teaching at Pratt (typically three years, but this requirement can vary by department). Adjunct faculty are eligible for a Certificate of Continuous Employment once they have taught for ten semesters as adjuncts, and may apply for that change of status in the preceding year. Faculty workload is tied directly to faculty status and specified in the Faculty Union contract.

Many faculty in the Schools of Art, Design, and Architecture maintain professional practices, while 80% of full-time faculty—and 65% of all faculty—have a terminal degree in their fields. Their practical experience and broad partnerships are integral to how they teach, bringing new ideas to their students and bringing their students’ ideas to bear on their practices, while connecting students with internships and jobs.

There are a wide range of resources available to support faculty in their teaching, their creative practices and their research. These include the Center for Teaching and Learning and the Office of Research & Strategic Partnerships.

Faculty are also active in shared governance through the Academic Senate, which also represents chairs, assistant/associate chairs, and staff who teach, and all faculty are represented by the UFCT Local 1460 faculty union.

Institutional Priorities to be Addressed in the Self-Study

Appointed in Fall 2021, Steering Committee Co-Chairs Donna Heiland, Interim Provost, and Chris Alen Sula, Associate Professor in the School of Information and President of the Academic Senate, worked with President Frances Bronet, Institute senior staff, and deans to identify preliminary priorities for this self-study. This discussion was informed by Pratt’s mission, strategic plan, and reflections on its initiatives, both accomplishments to date and plans for the near future.

A draft of the institutional priorities were discussed with members of the Steering Committee, as well as representative bodies in Pratt’s shared governance structure: Academic Senate (faculty, chairs, assistant/associate chairs, and teaching staff), Staff Council, and Student Government Association. The draft priorities were presented at an open Academic Senate Plenary meeting on December 7, 2021 for feedback from the community and subsequently refined with senior leadership and the Steering Committee.

For the purposes of the self-study, Pratt’s institutional priorities are:

- Offering a creative, critical, and inclusive **academic experience**
- Fostering **student success** and faculty and staff communities that support student success
- **Stewarding** resources and relationships
- Advancing **diversity, equity, inclusion, and access**

Mapping of Institutional Priorities to Mission

The following chart demonstrates how these priorities are aligned to the elements of Pratt’s mission. These are primary mappings, and we acknowledge that standards not checked may also be embedded within our institutional priorities.

Elements of Mission	Institutional Priorities			
	Academic Experience	Student Success	Stewardship	DEI
“The mission of Pratt Institute is to educate artists and creative professionals...”	X		X	
“...to be responsible contributors to society.”	X		X	X

“Pratt seeks to instill in all graduates aesthetic judgment, professional knowledge, collaborative skills, and technical expertise.	X		X	
“With a firm grounding in the liberal arts and sciences, a Pratt education blends theory with creative application in preparing graduates to become leaders in their professions.	X	X	X	
“Pratt enrolls a diverse group of highly talented and dedicated students, challenging them to achieve their full potential.”		X	X	X

The importance of stewarding resources and relationships is implicit in Pratt’s mission statement. Fulfilling our mission requires responsible management of financial and physical resources and cultivating deep and meaningful relationships with students and alumni, faculty, staff, trustees, donors, and external community members.

Mapping of Institutional Priorities to Standards for Accreditation

The following chart demonstrates how these priorities are aligned to the Middle States standards. These are primary mappings, and we acknowledge that standards not checked may also be embedded within our institutional priorities.

	Institutional Priorities			
Standards	Academic Experience	Student Success	Stewardship	DEI
I. Mission and Goals	X	X		
II. Ethics and Integrity			X	X
III. Design and Delivery of the Student Learning Experience	X	X		
IV. Support for the Student Experience		X		X
V. Educational Effectiveness Assessment	X	X		
VI. Planning, Resources, and Institutional			X	

Effectiveness				
VII. Governance, Leadership, and Administration			X	X

Intended Outcomes of the Self-Study

The intended outcomes of our self-study are to:

- Demonstrate how Pratt Institute currently meets the Commission’s Standards for Accreditation and Requirements for Affiliation
- Focus on continuous improvement in the attainment of the institution’s mission, its institutional priorities, and its institutional learning goals
- Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
- Document progress on the Institute’s current strategic plan and prepare the Institute for the next cycle of strategic planning
- Align institutional planning and assessment processes with the MSCHE accreditation cycle

Self-Study Approach

Pratt has determined that a standards-based approach to the Self-Study will be most valuable for the Institute. This approach will provide a strong framework for our institutional narrative, even as it will also allow us to align our strategic planning and assessment processes with the standards, ensuring that the work of the Institute and the work of accreditation are well integrated with each other. This framework will also easily accommodate discussion of our current institutional priorities.

Organizational Structure of the Steering Committee and Working Groups

Pratt’s self-study process is being led by an institutional Steering Committee, which is guided by two presidentially appointed co-chairs. The co-chairs have, in turn, appointed one faculty member or chairperson and one staff member as co-chairs of each working group. Additional Steering Committee members include leaders of Institutional Research and Communications, as well as a student identified by the Student Government Association.

The faculty and chair members of each working group were nominated in an open call, reviewed by the Academic Senate, and appointed by the Steering Committee co-chairs in consultation with the co-chairs of that working group. The staff members of each working group were appointed by the Steering Committee co-chairs in consultation with the co-chairs of that working

group, and members vary from those who have served on previous Middle States self-studies to those for whom this is their first. This general model follows the success of our recent strategic plan, which was developed as a collaboration between faculty, students, staff, and senior leadership.

A draft of responsibilities for the co-chairs, Steering Committee, working group co-chairs, and working group members was discussed with the Steering Committee in December 2021 and updated based on feedback. Following those discussions, the co-chairs provided each working group with a draft charge, which outlined relevant standards, institutional priorities, and requirements of affiliation to be addressed in each group's lines of inquiry. These charges were updated based on feedback from working group members, and a draft of their lines of inquiry was shared with the Steering Committee for feedback. The revised lines of inquiry appear below with each working group.

Each working group has a designated project within the Asana project management software and a shared folder hosted on our institutional Google Drive account. The Steering Committee co-chairs and respective working group co-chairs have the ability to create tasks and to-do items in Asana, which lets members know when documents need attention, files have been updated, and deadlines are approaching. All working group members have read, comment, and edit access to this folder, which also contains links to common resources, such as Middle States documents and templates, our evidence inventory, and examples of other self-study designs and reports.

All working group co-chairs are members of the Steering Committee, where there is ample opportunity for communication and coordination across the groups. Working group co-chairs may also meet separately as needed to coordinate work with particular areas, such as the PrattMPW extension campus. In addition, all Steering Committee members have access to all working group folders so they may read and comment on draft reports and other working documents within the various groups.

Finally, a project manager has been identified from among the Provost Office staff to assist the co-chairs in their responsibilities and help ensure that self-study progress remains on deadline.

Steering Committee

Co-Chairs

Donna Heiland, Interim Provost

Chris Alen Sula, Associate Professor, School of Information; President, Academic Senate

Co-Chair responsibilities

- Establish basic structures for the self-study, including working group membership and charges, resource repository, evidence inventory, deadlines and reporting guidelines, and other procedures

- Lead the Steering Committee and support its members in their work
- Liaise with representatives of the Middle States Commission on Higher Education and coordinate visits associated with the self-study
- Provide updates to the Pratt community on the accreditation process and seek feedback from all stakeholders, including faculty, staff, students, board members, and others
- Compile and edit working group reports into the final self-study report
- Assist the President in responding to evaluation team report
- Help identify institutional gaps in structures, policies, and procedures, and collaborate with institutional leaders to address them

Members

Robert Brackett III, Adjunct Associate Professor, Undergraduate Architecture

Anthony Cocciolo, Dean, School of Information

Kathryn Cullen-DuPont, Adjunct Associate Professor, Humanities & Media Studies

John Decker, Chairperson, History of Art & Design

Tom Greene, Director of Legal Affairs

Nicole Haas, Chief of Staff to the President

Daphne Halpern, Vice President for Institutional Advancement

Heather Lewis, Professor, Art & Design Education

Jim Kempster, Vice President for Communications & Marketing

Cathleen Kenny, Vice President for Finance & Administration

Walker Meyn, Chair of Academics, Student Government Association

Amir Parsa, Founding Director, Center for Interdisciplinary Studies; Curator, Individualized Learning

Rhonda Schaller, Assistant Vice President for Student Affairs; Visiting Associate Professor, Fine Arts; Lecturer, Continuing and Professional Studies

Audrey Schultz, Professor, Construction/Facilities Management

Keena Suh, Associate Professor, Interior Design

Osundwa Wanjera, Director of Institutional Research

Farzam Yazdanseta, Acting Associate Chairperson and Adjunct Assistant Professor, Undergraduate Architecture

Karyn Zieve, Adjunct Assistant Professor, History of Art & Design; Chair, SLAS General Education Committee

Steering Committee responsibilities:

- Determine institutional priorities for the self-study
- Develop the self-study design
- Ensure adherence to project timelines, including those for submission of working group materials, and for communication and reporting to the community
- Review and respond to self-study draft
- Coordinate Institute-wide review of the self-study draft
- Facilitate the Evaluation Team visit, either directly or by appropriate delegation of responsibilities

Project Manager

Renae Govinda, Program Coordinator, Center for Interdisciplinary Studies

Project Manager responsibilities:

- Configure and administer project management system (Asana) for the MSCHE self-study and site visit processes, establishing and/or documenting workflows and coordinating tasks as needed
- Assist co-chairs in establishing and maintaining resource repository and documenting work toward the self-study
- Assist co-chairs in preparing for site visits associated with the self-study
- Assist Steering Committee in planning work and ensuring adherence to deadlines
- Coordinate receipt of working group reports
- Work with co-chairs to coordinate and execute paperwork for stipend and course release requests
- Other duties may emerge

Working Groups

Working Group Co-Chair responsibilities:

- Assist the self-study co-chairs in establishing membership and charges for their working group
- Lead working group members in developing lines of inquiry for the group
- Lead an active, open, evidence-based inquiry about compliance with their standard
- Organize working group members and coordinate research and reporting around their standard with reference to relevant institutional priorities and lines of inquiry
- Coordinate with other working group co-chairs on areas of overlapping interest
- Provide periodic reports to the Steering Committee and its co-chairs on the progress of their working group
- Help in identifying institutional strengths and opportunities for improvement

Working Group Member responsibilities:

- In collaboration with Working Group co-chairs, develop and implement a strategy for:
 - researching, gathering evidence, and reporting on compliance with the assigned Standard
 - researching, gathering evidence, and reporting on accomplishment of relevant institutional priorities and lines of inquiry
- Identify areas of strength and opportunities for improvement relevant to the assigned standard, relevant priorities, and lines of inquiry
- Provide regular updates to the full working group at regularly scheduled meetings

Working Group 1 – Mission and Goals

Co-Chairs

Robert Brackett III, Adjunct Associate Professor, Undergraduate Architecture
Anthony Cocciolo, Dean, School of Information

Members

Nida Abdulla, Assistant Professor, Undergraduate Communication Design
Allison Druin, Associate Provost for Research and Strategic Partnerships
David Frisco, Director of Creative Services, Communications and Marketing; Adjunct Professor,
Graduate Communications & Package Design
Susan Young, Chairperson, Associate Degree Programs

Charge

Consider how Standard I and relevant portions of Requirements of Affiliation 7 and 10 are linked to Pratt's Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priorities of Academic Excellence and Student Success.

Lines of inquiry

- How have Pratt's mission and goals been developed and periodically assessed? [MSCHE Standard I, Criteria 1a, 1g, and 4; MSCHE Requirement of Affiliation #1]
 - What constituent groups have had input on defining the mission statement and goals for the Institute? [MSCHE Standard I, Criteria 1a and 1c]
 - How has the process ensured inclusive participation from students, faculty, staff and other stakeholders? [MSCHE Standard I, Criteria 1b]
- How do Pratt's mission and goals align with each other, focus on student learning, and drive decision-making around planning, resource allocation, program and curricular development, and institutional and educational outcomes? [MSCHE Standard I, Criteria 1d and 3; Academic Experience Priority]
- How are Pratt's mission and goals publicized and widely known among internal stakeholders? [MSCHE Standard I, Criteria 1f]
- How are Pratt's mission and goals regularly assessed to ensure they are relevant, achievable, and contribute to student success? [MSCHE Standard I, Criteria 2; Student Success Priority]
- How do Pratt's mission and goals support scholarly inquiry and creative activity at levels and of the type appropriate to the institution? [MSCHE Standard I, Criteria 1e]

Examples of Potential Evidence

- Minutes of Board of Trustees, Senior Staff, Academic Senate, Provost's Council, Chairs' Council, Student Government Association, Staff Council, and other meetings
- Pratt Strategic Plan and related school and department plans and initiatives
- Financial resources dedicated to supporting strategic goals
- Faculty Handbook

- Curriculum review and development (Institute, school, department)
- Student and faculty publications and awards related to mission and strategic goals
- Pre- and post-graduation student surveys and external school rankings
- Missions and goals of peer institutions
- Institute communications

Working Group 2 – Ethics and Integrity

Co-Chairs

Tom Greene, Director of Legal Affairs

Kathryn Cullen-DuPont, Adjunct Associate Professor, Humanities & Media Studies

Members

Peg Fox, Assistant Provost for Academic Affairs

Amy Hecht, Director of Employment, Human Resources

Secoya Holmes, Director of Admissions Events, Operations, and Diversity Recruitment

Sebastian Kaupert, Adjunct Associate Professor, Undergraduate Communication Design

Jazmin Peralta, Executive Director of Diversity, Equity & Inclusion

Jason Rodgers, Chief Steward of Clerical Staff Union; Library Technician/Access Support Services Coordinator

Jolene Travis, Executive Director of Public Relations and Editorial Communications

Charge

Consider how Standard II and Requirement of Affiliation 14 are linked to Pratt's Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priorities of DEI and Stewardship.

Lines of inquiry

- How does Pratt assess and improve its efforts at inclusion and respect for people of diverse backgrounds? [MSCHE Standard II, Criteria 1 and 2; DEI Priority]
 - How does Pratt create a welcoming environment?
 - How is the effectiveness of DEI efforts measured?
 - How will Pratt strive to balance academic freedom and individuals' freedom of expression with prevention of harassment and bias?
- How does Pratt ensure complaints/grievances are addressed promptly, appropriately, and equitably? [MSCHE Standard II, Criteria 3 and 4; Stewardship Priority]
 - Are existing grievance procedures for faculty, staff, and students sufficient?
 - Are policies well-known and distributed, and understood?
 - How does Pratt protect individuals from retaliation?
- How does Pratt reflect its values and trustworthiness in internal and external communications? [Criteria 6; Stewardship Priority]

- How is this demonstrated in particular in communications to potential applicants re: affordability, funding sources, value and accessibility? [MSCHE Standard II, Criteria 7a and 7b; MSCHE Requirement of Affiliation #14]
- How is balance achieved between sharing information and confidentiality within various aspects of the Institute (e.g., Human Resources; Title IX; Communications; Diversity, Equity, and Inclusion; Learning/Access Center; Admissions; Registrar)?
- How is this reflected in Pratt's compliance with reporting requirements? [MSCHE Standard II, Criteria 8; MSCHE Requirement of Affiliation #14]
- How does Pratt ensure fairness and impartiality in hiring and other employee actions (i.e. professional development, promotions, compensation, discipline, termination, et al.)? [[MSCHE Standard II, Criteria 2, 4, and 5; DEI and Stewardship Priorities]
 - How is DEI incorporated into these processes?
 - How is equity ensured and measured?
- How are policies and practices evaluated and updated, as necessary, on a regular basis? [MSCHE Standard II, Criteria 9]

Examples of Potential Evidence

- Pratt Community Standards
- Policy Portal, especially Conflicts of Interest, Ethics, Whistleblower, Human Rights, Non-Discrimination, Anti-Nepotism, Employment of Individuals with Disabilities, Intellectual Property, etc.
- Collective Bargaining Agreements (Faculty, Clerical & Technical Staff, Public Safety, Facilities)
- Faculty Handbook
- Resolution on Freedom of Expression
- Academic Integrity Standards
- Bias reporting form and EthicsPoint
- Title IX procedures
- Diversity, Equity, and Inclusion Strategic Plan, including the DEI Allies program
- Human Resources Hiring Procedures, including Diversity Search Advocates
- Learning/Access Center reports and procedures
- Climate Survey data
- Institute communications

Working Group 3 – Design and Delivery of the Student Learning Experience

Co-Chairs

Amir Parsa, Founding Director, Center for Interdisciplinary Studies; Curator, Individualized Learning

Keena Suh, Associate Professor, Interior Design

Members

Marcia Approo, Associate Registrar Records and Technology, Registrar's Office

Eve Baron, Chairperson, Graduate Center for Planning and the Environment

Damon Chaky, Associate Professor, Math & Science

Marcus Civin, Assistant Dean, School of Art

Nick Dease, Digital Learning Librarian; Visiting Assistant Professor, School of Information

Meredith Hoffheins, Associate Director of Undergraduate Advisement; Lecturer, Continuing & Professional Studies

Natalie Moore, Assistant Chairperson and Adjunct Associate Professor, Foundation Arts & Design

Ted Ngai, Senior Data Analyst and Developer, Interdisciplinary Technology; Visiting Associate Professor, Undergraduate Architecture

Eric O'Toole, Associate Professor, Graduate Communications & Package Design

Maira Seara, Dean, Continuing and Professional Studies

Elisabeth Sullivan, Director of the Learning/Access Center

Judit Török, Director of the Center for Teaching and Learning

Charge

Consider how Standard III and relevant portions of Requirements of Affiliation 8, 9, 10, and 15 are linked to Pratt's Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priorities of Academic Excellence and Student Success.

Lines of inquiry

- What types of learning opportunities are designed and delivered at various curricular levels leading to undergraduate and graduate degrees, certificate, and other credentials, and how are these pathways integrated into the overall learning landscape? [MSCHE Standard III, Criteria 1; MSCHE Requirement of Affiliation #9]
- How are creative and inclusive learning environments sustained by a diverse range of qualified faculty? Are these faculty regularly and consistently evaluated and provided with sufficient opportunities, resources and support for teaching, scholarly inquiry, creative practice, and professional development? [MSCHE Standard III, Criteria 2 and 6; MSCHE Requirement of Affiliation #15]
- How and to what extent are academic programs of study and learning opportunities clearly and accurately described in official publications and communications so that they can be optimally referenced by stakeholders? [MSCHE Standard III, Criteria 3]
- What structures, policies, and procedures are in place for periodic assessment and follow up of the mechanisms and materials that generate and sustain the design and delivery of learning opportunities at Pratt? [MSCHE Standard III, Criteria 8; MSCHE Requirement of Affiliation #8]
- How is the general education program integrated into undergraduate student's learning experience? [MSCHE Standard III, Criteria 5]
- What structures, processes, and support are in place to provide sufficient educational opportunities and resources for the development of students' learning, research,

scholarship, and creative production? [MSCHE Standard III, Criteria 4 and 6; MSCHE Requirement of Affiliation #10]

- What processes are in place for adequate and appropriate institutional review and approval of any student learning opportunities designed, delivered, or assessed at PrattMWP? [MSCHE Standard III, Criteria 7]

Examples of Potential Evidence

- Pratt Catalogs (undergraduate and graduate)
- Faculty Handbook
- Departmental peer review committee guidelines and procedures, including appointment, reappointment, promotion, and tenure (ARPT) criteria
- Curriculum Review Policy and Academic Initiative Proposal Guidelines
- Center for Teaching and Learning
- Library resources and services
- Student degree audits and portfolios of student work
- Academic advising procedures
- Areas that provide tutoring (Learning/Access Center, Writing Tutorial Center, HEOP)
- Reporting documents related to academic program review
- Research funds (e.g., Faculty Development Fund, Graduate Student Engagement Fund)
- Lectures/lecture series, talks, exhibitions, and workshops

Working Group 4 – Support of the Student Learning Experience

Co-Chairs

Rhonda Schaller, Assistant Vice President for Resilience, Wellness & Well-being; Visiting Associate Professor, Fine Arts; Lecturer, Continuing and Professional Studies

Farzam Yazdanseta, Acting Associate Chairperson and Adjunct Assistant Professor, Undergraduate Architecture

Members

Amy Ballmer, Chair of Library, Teaching, Learning & Collection Development; Visiting Assistant Professor, School of Information

David Burke, Assistant Chairperson and Visiting Associate Professor, Graduate Communications & Package Design

Amanda Diaz, Director of Higher Education Opportunities Program HEOP

Nedi Goga, Executive Director, Student Financial Services & Compliance, Student Financial Services

Nada Gordon, Acting Director and Visiting Assistant Professor, Intensive English Program

Amanda Huynh, Assistant Professor, Industrial Design

Juliet Lee, Associate Registrar Courses and Curriculum, Registrar's Office

Emma Legge, Director of Student Involvement

Dustin Liebenow, Associate Vice President for Enrollment Management, Admissions

Zachary Lucero, Undergraduate Advisor

Patricia Madeja, Professor, Fine Arts; Lecturer Fine Arts, Continuing and Professional Studies

Charge

Consider how Standard IV and relevant portions of Requirement of Affiliation 8 are linked to Pratt's Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priorities of Student Success and DEI.

Lines of inquiry

- We have enrolled an increasingly diverse creative student body with financial, social, psychological and learning/access needs. How have the Institute's academic and student support programs evolved to support students' well-being and contributed to persistence and retention for all students? At Pratt we define student success in terms of retention, persistence, and graduation rates, and we define well-being as positive emotions and engagement in school and in life, developing growth mindsets, practicing mindfulness and contemplative practices, developing meaningful relationships, and accomplishments. [MSCHE Standard IV, Criteria 1a, 1b, 1c, 1d, 2, and 6]
 - Review and analyze how Pratt's policies, procedures and programs build student success through admission, retention, graduation, and transfer, including placement in Intensive English Program courses.
 - What role does student success play in the undergraduate experience and the graduate experience? Is student success different for undergraduate and graduate students?
 - Can we identify existing formal/informal communities of care? How do we address the physical, emotional, and health and safety wellbeing of all community members.
 - How are students made aware of the resources and support available to them?
- How does academic advising build trust, communication, and a sense of belonging between a student and advisor to ensure that our undergraduate and graduate students in all years of their respective curriculum receive timely and accurate advising? [MSCHE Standard IV, Criteria 1, 2, 3, and 6]
 - Examine policies and procedures for evaluating and accepting transfer credits.
 - Examine policies and procedures for evaluating Certificate of English Proficiency.
 - Examine policies and procedures for evaluating Associate Degree Programs transfers (both internal and external) into the four-year degree track.
 - Do advising models vary from graduate to undergraduate programs?
 - How well do our advisors understand the inner-mechanics of their respective departments and how the courses work in the department?
 - How are the academic chairs involved in shaping the new advising model?
- How do our policies and procedures ensure the safety, security, and accuracy of student information and records? [MSCHE Standard IV, Criteria 3]
 - How do institutional security measures safeguard students' records?
 - How can we practice informed consent so that students know where their information and records are kept and how they are/will be used?

- In what ways do components of Academic Affairs; the Office of Diversity, Equity and Inclusion; and Student Affairs Division collaborate to support our goals for well-being, student persistence, and time to degree? [MSCHE Standard IV, Criteria 1–6; MSCHE Requirement of Affiliation #8]
 - How does the assessment of support services improve the student experience?
 - How does fostering communities that support student success advance diversity, equity, inclusion and access?
 - How do we determine the effectiveness and equitable distribution of the student support services by third-party providers?

Examples of Potential Evidence

Each working group should identify potential sources of evidence that address the lines of inquiry proposed above.

- Survey data
 - Campus Climate Survey
 - Healthy Minds Survey
 - American College Health Association (ACHA) Well-Being Surveys
 - First Destination Survey
 - First Year Experience Survey
 - National Survey of Student Engagement (NSSE)
 - Cooperative Institutional Research Program (CIRP) Freshman Survey
- Pratt Catalogs (undergraduate and graduate)
- Policy Portal
 - Transfer Credit after Matriculation Policy
 - FERPA
 - Privacy Policy
- Registrar’s website

Working Group 5 – Educational Effectiveness Assessment

Co-Chairs

Heather Lewis, Professor, Art & Design Education; Faculty Director of Program and Learning Outcomes Assessment

Karyn Zieve, Adjunct Assistant Professor, History of Art & Design; Chair, SLAS General Education Committee

Members

Josiah Brownell, Associate Professor, Social Science & Cultural Studies

Patricia Ciavarelli, Senior Research Analyst, Institutional Research

Kara Hearn, Chairperson, Film & Video

Gaia Hwang, Acting Assistant Dean, School of Design; Visiting Associate Professor, Graduate Communications & Package Design

James Lipovac, Professor, Foundation Art & Design

Craig M. MacDonald, Associate Professor, School of Information

Sara Greenberger Rafferty, Associate Professor, Photography

Irina Schneid, Adjunct Assistant Professor, Interior Design

Jason Vigneri-Beane, Associate Professor, Undergraduate Architecture; Pratt Young Scholars Instructor, K–12 Center

Zach Whitehurst, Assistant Chairperson and Visiting Instructor Associate Degree Programs [TBD, new assessment professional reporting to Office of Provost — expected January 2023]

Charge

Consider how Standard V and relevant portions of Requirements of Affiliation 8, 9, and 10 are linked to Pratt’s Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priorities of Academic Excellence and Student Success.

Lines of inquiry

- What evidence does the Institute have that student learning goals or outcomes are accessible, equitable, and related at the institutional and program level, and aligned with the mission, strategic plan, and relevant educational experience? [MSCHE Standard V, Criteria 1]
- To what extent does the Institute maintain an organized and systematic faculty-led, and where appropriate professional-led, student learning outcomes assessment process that collects, evaluates, and uses information to determine the extent to which students are achieving stated learning goals? Where do equity gaps exist? [MSCHE Standard V, Criteria 2]
- How are assessment results at the institutional, departmental, and course levels collected, shared, and used to continuously improve educational effectiveness, student success, and equity through informed changes to curriculum, instruction, and delivery of degree/programs and in planning and budgeting of academic student support programs and services? [MSCHE Standard V, Criteria 3; MSCHE Requirement of Affiliation #10]
- What evidence exists of an inclusive culture of assessment that makes it possible to support continuous, sustainable improvement? What evidence is there of a shared institutional commitment to: supporting all faculty and staff engaged in assessment; a clear institutional conceptual framework for assessment; and cross-institutional communications about assessment? [MSCHE Standard V, Criteria 3–5; MSCHE Requirement of Affiliation #8]
- How does the institution periodically analyze the effectiveness and equity of the assessment processes used to support institutional learning and continuous improvement of educational effectiveness and student success? [MSCHE Standard V, Criteria 5]

Examples of Potential Evidence

- Institute Learning Goals

- Program learning outcomes and alignment with Institute learning goals & strategic plan
- Curricular Review Policy, templates, and processes
- Sample program proposals and revisions and course proposals and revisions
- Institutional syllabi guidelines and sample syllabi
- Program assessment reports
- Accreditation decisions for specialized programs
- Enrollment, retention, transfer, and graduation data
- Student Opinion Survey and National Survey of Student Engagement results (selected)
- Post-graduation survey data

Working Group 6 – Planning, Resources, and Institutional Improvement

Co-Chairs

Cathleen Kenny, Vice President for Finance & Administration
 Audrey Schultz, Professor, Construction/Facilities Management

Members

Missy Brown, Cataloging and Metadata Librarian
 Rodrigo Guajardo, Model/Woodshop Technician, School of Architecture; Visiting Assistant Professor, Undergraduate Architecture
 Chris Jensen, Acting Chairperson, Math & Science
 Diana Russo, Assistant Vice President for Information Technology, Enterprise Systems
 Kimberlae Saul, Director of Planning and Design, Office of Facilities Management; Visiting Assistant Professor, Graduate Architecture & Urban Design
 Laurel Voss, Assistant Provost for Academic Administration

Charge

Consider how Standard VI and relevant portions of Requirements of Affiliation 8, 10, and 11 are linked to Pratt’s Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priority of Stewardship.

Lines of inquiry

- How well do we align financial resources with institutional priorities? What evidence exists demonstrating alignment across the institution? [MSCHE Standard VI, Criteria 1, 3, 4, and 5; MSCHE Requirement of Affiliation #11]
- What planning strategies are used to ensure resources are distributed equitably and in alignment with the Institute’s mission, goals and objectives? [MSCHE Standard VI, Criteria 2 and 4; MSCHE Requirement of Affiliation #10]
- How do our planning and budgeting processes ensure that participation from constituents is appropriately used to inform decision making and resource allocation? [MSCHE Standard VI, Criteria 2]

- What evidence do we have that assessment results and conclusions are used in our planning and budgeting processes? [MSCHE Standard VI, Criteria 7–9; MSCHE Requirement of Affiliation #8]
- What evidence do we have that assessment results are used for the continuous improvement of our processes and practices? [MSCHE Standard VI, Criteria 7–9; MSCHE Requirement of Affiliation #8]
- How do we evaluate the adequacy of human, physical and technical resources? How is that information used to inform resource allocation? [MSCHE Standard VI, Criteria 4]

Examples of Potential Evidence

- Pratt Strategic Plan and related school and department plans and initiatives
- Buildings, Facilities and Capital Budgets
 - Campus Master Plan
 - Energy Master Plan
 - Information Technology Plans
 - Facilities Condition Assessment Reports
 - Deferred Maintenance Assessment Reports
- Institutional Advancement
 - Capital Campaign Plans
 - Fundraising Plans
- Financial and Compliance
 - Audited Financial Statements
 - Compliance reports (federal, state, local)
- Human Resources
 - Salary benchmarking studies
- Sustainability Actions & Climate Change Activities and Initiatives
 - External Reports
 - Board policy to divest of fossil fuel investments
 - Energy Master Plan

Working Group 7 – Governance, Leadership, and Administration

Co-Chairs

John Decker, Chairperson, History of Art & Design

Daphne Halpern, Vice President for Institutional Advancement

Members

Kye Carbone, President of Faculty Union (UFCT Local 1460); Adjunct Professor, Foundation Art & Design

Nicole Haas, Chief of Staff to the President

Jennifer Minniti, Chairperson, Fashion Design

Donna Moran, Professor, Fine Arts

Steve Riccobono, Assistant Vice President for Human Resources

Uzma Rizvi, Associate Professor, Social Science & Cultural Studies

Christopher MJ Ruggieri, President of Staff Council; Assistant Director of Residential Life
[TBD, Controller — to be named by Fall 2022]

Charge

Consider how Standard VII and Requirements of Affiliation 12 and 13 are linked to Pratt's Mission, Institute Learning Goals, Strategic Plan, and the specific institutional priorities of DEI and Stewardship.

Lines of inquiry

- In what ways does the Institution engage students, staff, faculty, and administrators in shared governance? How does the institution assess the success and effectiveness of its governance, leadership, and administration? [MSCHE Standard VII, Criteria 1 and 5; MSCHE Requirement of Affiliation #12]
- What efforts have been made to build, maintain, and enrich Pratt's human infrastructure (professional development, recruitment, retention, DEI) and what has been the outcome of these endeavors thus far? What has stood in the way of these efforts? [MSCHE Standard VII, Criteria 2]
- How does the leadership identify, define, and communicate its goals, key initiatives, and processes for institutional decision making? Are these processes transparent, fair, engaged, appropriate, aligned with institutional priorities, and reflect the needs and diversity of the institution? [MSCHE Standard VII, Criteria 3 and 4; MSCHE Requirement of Affiliation #13]
- In what ways are Pratt's evolving commitment to DEI reflected in its organizational structures and priorities? What steps has Pratt's leadership taken to support the creation of a safe, diverse, and inclusive environment for students, staff, and faculty? [MSCHE Standard VII, Criteria 2]

Examples of Potential Evidence

- Institute Charter
- Bylaws of Board of Trustees, Academic Senate, Student Government Association, and Staff Council
- Organizational Chart for the Institute
- Job descriptions and CVs for President and Senior Staff
- Pratt's Strategic Plan (esp. DEI Strategic Plan)
- Policy Portal
- Faculty Handbook (esp. §1)
- Human Resources Hiring Procedures
- Board of Trustees Conflict of Interest Policy and expectations

Guidelines for Reporting

The Steering Committee meets monthly for 90 minutes; additional meetings are scheduled as needed. This schedule allows time for verbal reports on completed work, as well as discussion of key decisions of the self-study and upcoming plans.

A working timeline was established by the Steering Committee co-chairs and Institute officers who attended the Middle States Self-Study Institute in Fall 2021. As the self-study develops, additional deadlines and events will be added to ensure completion of the final report.

Reporting templates are provided to working group co-chairs by the Steering Committee co-chairs in advance of each deadline. For an example, see the Template #1: Lines of Inquiry, Possible Evidence, Gaps (Appendix A), which was used to create the previous section of this self-study design.

We will approach the writing of the self-study report through a scaffolded process. Prior to Fall 2022, all working groups will be asked to file a planning template explaining how they will structure their work and provide interim reports to the Steering Committee (Appendix B). Throughout Fall 2022, all working groups will be asked to report on preliminary findings and opportunities for each of their lines of inquiry, along with a list of evidence sources that inform these conclusions (Appendix C). These interim reports may be submitted separately for each line of inquiry and will be read and discussed by the Steering Committee over the course of the semester. Working group co-chairs will relay feedback to their teams and consider any comments and revisions in the next steps of their work.

During Spring 2023, the working groups will submit draft chapters to the Steering Committee, with full and updated findings, accompanying narrative, including reflections and opportunities for ongoing institutional improvement. These chapters should be no more than 10 single-spaced pages and will be compiled into a draft report (see next section) in early Fall 2023 semester and circulated widely to the Pratt community for feedback. A revised report will be sent to the evaluation team chair six weeks in advance of their visit.

Organization of the Final Self-Study Report

The Steering Committee will create a concise, clear, and objective Self-Study Report that is no longer than 200 double-spaced or 100 single-spaced pages. The self-study report will be structured as follows:

- Executive Summary, which provides a brief description of major findings and opportunities for improvement and innovation identified in the self-study
- Introduction, which summarizes the history, type, size, and students profile
- Chapters 1–7, each covering a corresponding Standard as defined by Middle States and including:
 - cross-references to relevant materials in other parts of the report and within the Evidence Inventory;
 - analytically-based inquiry and reflection;
 - conclusions, including strengths and challenges, with references to appropriate criteria; and

- opportunities for ongoing institutional improvement.
- Conclusion, which summarizes the major conclusions of our self-study and opportunities for ongoing improvement.

Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements and Requirements of Affiliation

Our verification of compliance with applicable federal regulatory requirements will be led by two staff members who oversee departments responsible for several relevant activities expressed in the requirements:

Nedi Goga, Executive Director, Student Financial Services & Compliance

Luke Phillips, Registrar

They will be assisted by staff from additional areas detailed in the following table.

Federal Regulatory Requirement	Strategy for Verification
1. Student Identity Verification	Registrar’s Office
2. Transfer of Credit Policies and Articulation Agreements	Provost’s Office, Registrar’s Office
3. Title IV Program Responsibilities	Student Financial Services & Compliance
4. Institutional Record of Student Complaints	Working Group 2, Office of Student Affairs
5. Required Information for Students and the Public	Registrar’s Office, Provost’s Office, Office of Admissions, Institutional Research
6. Standing with State and Other Accrediting Agencies	Provost’s Office
7. Written Arrangements	Registrar’s Office
8. Assignment of Credit Hours	Provost’s Office, Registrar’s Office

Our strategy for verification of compliance with MSCHE Requirements of Affiliation is twofold. Some requirements (as specified below) will be verified by a special review conducted by the same two staff members listed above, who oversee departments responsible for relevant activities expressed in the requirements:

Nedi Goga, Executive Director, Student Financial Services & Compliance

Luke Phillips, Registrar

They will be responsible for reporting on these to the Steering Committee, drafting language for inclusion in the self-study report, and working with the evidence inventory team to include supporting documents in our evidence inventory prior to submission of the draft report.

The other requirements will be verified by designated working groups (as specified below), which have included these requirements in their lines of inquiry and preliminary considerations of sources of evidence. The groups' reporting will be embedded within their general reporting to the Steering Committee on their lines of inquiry and submission of periodic reports leading to the self-study report draft.

Each specific requirement is listed below, along with our strategy for verification.

Requirement of Affiliation	Strategy for Verification
1. License to operate	Verification of Compliance Review
2. Active enrollment	Verification of Compliance Review
3. Graduate at least one class	Verification of Compliance Review
4. Communicates with MSCHE in English	Verification of Compliance Review
5. Complies with applicable government laws and regulations	Verification of Compliance Review
6. Complies with applicable MSCHE, interregional, and inter-institutional policies	Verification of Compliance Review
7. Mission statement approved by governing board	Working Group 1
8. Systematically evaluates programs and publicizes results	Working Groups 3, 4, 5, 6
9. Rigorous, coherent, and appropriately assessed learning opportunities	Working Groups 3, 5
10. Planning integrates appropriate goals	Working Groups 1, 3, 5, 6
11. Adequate financial support with budgeting and auditing	Working Group 6
12. Legally constituted governance structure	Working Group 7
13. No conflicts of interest on governing body	Working Group 7
14. Accurate, fair, complete, and consistent information shared with accrediting body.	Verification of Compliance Review, Working Group 2
15. Core faculty sufficient for educational programs	Working Group 3

Self-Study Timetable

Planning for the self-study began in Fall 2021 with appointment of the co-chairs and participation in the Middle States Self-Study Institute. We prefer a Spring visit by the evaluation team in 2024, ideally after our Spring Break in mid-March to ensure greatest participation from our community members. The timetable below outlines major steps toward this goal.

Self-Study Preparation (members, institutional priorities)	Fall 2021
Self-Study Preparation (lines of inquiry)	January–March 2022
Self-Study Design Draft	April 1, 2022
Middle States Liaison Visit	April 12, 2022
Working Group Research & Reporting	Fall 2022–Spring 2023
Self-Study Report Draft (for comment)	September 30, 2023
Evaluation Team Chair Preliminary Visit	Fall 2023
Self-Study Report	February 15, 2024
Evaluation Team Visit	Spring 2024

Communication Plan

Our communications plan for the self-study process is presented in the following table. This plan was developed by the self-study co-chairs and Jim Kempster, Vice President for Communications & Marketing, also serves as a member of the Steering Committee. The plan provides for continued updates to our community about the self-study process, as well as opportunities for feedback that will guide development of the self-study. Various community stakeholders are included in the plan, such as faculty, students, staff, Board members, and alumni.

Pratt Institute Middle States Self-Study Communication Plan

Purpose	Audiences	Methods	Timing
Internal Operations <i>to share data, documents and research results and communicate in a secure, transparent and convenient manner</i>	Steering Committee Members and Working Group Members	<ul style="list-style-type: none"> Google drive with shared folders; Guide to Middle States Accreditation build Self-Study design content email communications to the committee and working group; project management tool (Asana) 	Fall 2021 - Spring 2024
Outward-facing Information and Reporting <i>to update constituencies about the Self Study process</i>	General Communication Vehicles (for all audiences)	<ul style="list-style-type: none"> outward-facing self-study site on Pratt.edu <ul style="list-style-type: none"> statement of accreditation, timeline, committee members, communication plan, schedule soliciting input/communicating public content of the self-study design document schedule details ongoing reporting, resources, historic document of record (example: Haverford College) April 12 open plenary with Paul Starkey President/Provost's email updates Provost/Co-chairs open office hours regular Pratt News reports communication of key information through social media, campus monitors, etc. general email address for comments and questions msche@pratt.edu 	<ul style="list-style-type: none"> webpage launch by March 2022 updating timeline/record of process continuous updates to the webpage Open plenary April 12, 2022
	Students	<ul style="list-style-type: none"> presentations to Student Government Association (SGA); include SGA representative on Steering Committee; 	<ul style="list-style-type: none"> reports to SGA each academic term; periodic forums with students?
	Faculty	<ul style="list-style-type: none"> faculty representatives on Steering Committee; updates at Academic Senate meetings; Chair's Council updates Provost's/email updates 	<ul style="list-style-type: none"> faculty representatives report to divisions; regular updates at Academic Senate

	Administration and Staff	<ul style="list-style-type: none"> senior staff updates; staff council update Provost's council updates 	<ul style="list-style-type: none"> periodic updates
	Alumni	<ul style="list-style-type: none"> updates in alumni newsletter and emails (TBD w IA) report in <i>Prattfolio</i> at the end? 	<ul style="list-style-type: none"> alumni newsletter, timing?
	Board of Trustees	<ul style="list-style-type: none"> presentations at BOT meeting 	<ul style="list-style-type: none"> Regular updates by the President/Provost; periodic updates at BOT meetings by Self-Study co-chairs

Community Operations <i>to gather feedback about working group reports</i>	General Communication Vehicles (for all audiences)	<ul style="list-style-type: none"> outward-facing self-study site on Pratt.edu build Self-Study design content April 1/Community input feedback from open forums President/Provost's newsletter/email updates President's/Provost's drop-in feedback solicitations emails? feedback solicitation through social media? 	<ul style="list-style-type: none"> updating timeline/record of process continuous updates to the webpage;
	Students	<ul style="list-style-type: none"> feedback from SGA representative on Steering Committee after sharing updates on Working Group reports 	ongoing
	Faculty	<ul style="list-style-type: none"> feedback by faculty serving on Steering Committee after sharing relevant Working Group reports; feedback after sharing updates at Academic Senate meetings; 	ongoing
	Administration and Staff	<ul style="list-style-type: none"> feedback by administration and staff serving on Steering Committee after sharing relevant Working Group reports feedback from staff council 	ongoing
	Alumni	<ul style="list-style-type: none"> feedback solicitation (TBD w Institutional Advancement) 	ongoing
	Board of Trustees	<ul style="list-style-type: none"> Feedback from board members after periodic reports 	ongoing

Evaluation Team Profile

Pratt seeks the following characteristics and expertise in our evaluation team:

- The Institute would prefer a **team chair** with experience at AICAD institutions (Association of Independent Colleges of Art and Design) and with a strong academic background (e.g., a provost, unless a president also has a strong academic background).
- The **team members** should have experience in key areas and characteristics related to Pratt, including the following:
 - expertise in studio-based courses;
 - strong commitment to diversity, equity, and inclusion
 - familiarity with supporting a large international student body;
 - institutions in urban settings;
 - appreciation for grassroots approaches to assessment; and
 - work with private non-profit institutions, including their financial operations (a controller would be helpful, if not a chief financial officer).

Pratt has an emphasis on art, design, and architecture education, but has additional breadth through its School of Liberal Arts and Sciences and its School of Information, the latter of which offers graduate programs only. As of April 1, 2022, our highest enrollments were in these areas:

<u>Undergraduate</u>		<u>Graduate</u>	
Architecture B. ARCH	701	Architecture M. ARCH	198
Communications Design B.F.A.	629	Industrial Design M.I.D.	165
Fine Arts B.F.A.	335	Library and Information Science M.S.	129
Industrial Design B.I.D.	285	Communications Design M.F.A.	118
Interior Design B.F.A.	273	Information Experience Design M.S.	97

For reference, the following list shares our thinking on peer and aspirant institutions from which the evaluation chair and team members might be drawn. This list is drawn from the National Center for Education Statistics' Integrated Postsecondary Education Data System (2020–21), as well as our own admissions data and reflections on our institutional identity.

<u>Peer/AICAD institutions</u>	<u>Local peers</u>	<u>Institutions that would add breadth</u>
Rhode Island School of Design	The New School / Parsons	Emerson College
School of the Art Institute of Chicago	New York University	Chapman College
California College of the Arts	Marymount Manhattan College	Columbia College Chicago
California Institute of the Arts	Cooper Union for the	Drexel University
ArtCenter College of Design	Advancement of Science	Simmons University
Savannah College of Art and Design	and Art	
University of the Arts	New York Institute of	
Otis College of Art and Design	Technology	
Ringling College of Art and Design	SUNY/Fashion Institute of	
Massachusetts College of Art and Design	Technology	
College for Creative Studies	New Jersey Institute of	
	Technology	

Evidence Inventory Strategy

Pratt's Director of Institutional Research, Osundwa Wanjera, will lead the management of Pratt's Evidence Inventory for the self-study. He is a member of the Steering Committee and, in consultation with its co-chairs, has identified the following team of individuals across the Institute to assist in this process:

Osundwa Wanjera (team lead), Director of Institutional Research

Patricia Ciavarelli, Senior Research Analyst, Institutional Research (Working Group 6)

Nick Dease, Digital Learning Librarian; Visiting Assistant Professor, School of Information (Working Group 3)

Peg Fox, Assistant Provost for Academic Affairs (Working Group 2)

Laurel Voss, Assistant Provost for Academic Administration (Working Group 6)

This team is drawn from the working group members, helping to embed knowledge of the Evidence Inventory in the working groups themselves. In addition, the Evidence Team lead will report to the Steering Committee, on which all of the working group co-chairs serve.

The Evidence Inventory will be maintained on our shared institutional Google Drive, to which all Steering Committee and working group members have access. Documentation and links to the evidence will also be presented in the project management software Asana. The evidence team will have the responsibility of populating all the required documents and data. Working group members will also be granted access to populate the folders holding the evidence and that access will be controlled by one member of the Evidence Team who will act as the Asana Task Manager. The same Evidence Team member will be responsible for setting up and managing the Asana project, while also taking responsibility for controlling access to folders for the larger group or if access is needed by others on an ad-hoc basis.

The Evidence Team will develop a controlled naming system for cataloging resources and provide guidelines to the working groups for citing evidence in the self-study report. The Evidence Team lead will assist the self-study co-chairs in collecting, preparing and uploading the final inventory to the MSCHE submission portal.

Self-Study Design Reporting Template

Working Group:

Co-Chairs:

Members:

Proposed Lines of Inquiry

Each working group should identify 4–6 synthetic questions that will guide their research and reporting through the self-study process. In developing lines of inquiry, working groups should be mindful of the following:

- [Institute mission](#)
- [Institute Learning Goals](#)
- Any relevant portions the Institute [strategic plan](#)
- Any criteria for [Middle States Standards](#) identified for the working group
- Any [Institutional priorities](#) identified for the working group
- Any [requirements of affiliation](#) identified for the working group
- Any relevant follow-ups identified in the previous Middle States Self-Study

Draft lines of inquiry (sub-lines may also be included):

- 1.
- 2.
- 3.
- 4.

Examples of Potential Evidence

Each working group should identify potential sources of evidence that address the lines of inquiry proposed above.

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Potential Gaps and Challenges

Based on its development of proposed lines of inquiry and potential sources of evidence, each working group should identify any existing gaps in evidence, systems, policies, or procedures, as well as any recommendations or processes or ongoing work that would yield such evidence before the self-study report is submitted in Fall 2023.

Potential Gap	Notes

Self-Study Reporting Plan Template

Working Group:

Co-Chairs:

Interim Reporting Plan

From the [Self-Study Design](#) (p. 26):

We will approach the writing of the self-study report through a scaffolded process. Throughout Fall 2022, all working groups will be asked to report on preliminary findings and opportunities for each of their lines of inquiry, along with a list of evidence sources that inform these conclusions. These interim reports may be submitted separately for each line of inquiry and will be read and discussed by the Steering Committee over the course of the semester. Working group co-chairs will relay feedback to their teams and consider any comments and revisions in the next steps of their work.

During Spring 2023, the working groups will submit draft chapters to the Steering Committee, with full and updated findings, accompanying narrative, including reflections and opportunities for ongoing institutional improvement. These chapters should be no more than 10 single-spaced pages and will be compiled into a draft report (see next section) in early Fall 2023 semester and circulated widely to the Pratt community for feedback. A revised report will be sent to the evaluation team chair six weeks in advance of their visit.

Please describe how your group will conduct its work. (For example, will all group members contribute research and reporting to all lines of inquiry? Will specific group members be assigned to specific lines of inquiry?)

Please describe when your group will submit interim reports to the Steering Committee in Fall 2022. (For example, will you report separately on each line of inquiry? Will you report on all lines of inquiry at one time? Please note that we do not expect a report every month, unless your group chooses to submit that way.)

September:

October:

November:

December:

Self-Study Interim Reporting Template

Working Group:

Co-Chairs:

Line of Inquiry:

Please use a separate form for each line of inquiry.

Interim Reporting Plan

From the [Self-Study Design](#) (p. 26):

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Preliminary conclusions

Please outline top-level conclusions for the line of inquiry specified above, and note in parentheses which sources of evidence inform each finding. Each conclusion should be stated concisely in 1–3 sentences.

Strengths

- Finding (sources of evidence)
- Finding (sources of evidence)

Challenges

- Finding (sources of evidence)
- Finding (sources of evidence)

Opportunities for improvement

Please note any opportunities for institutional improvement that arise from these findings. Each opportunity should be stated concisely in 1–3 sentences.

- Opportunity
- Opportunity