Self-Study Report Prepared For

THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

February 2021

SlipperyRock University

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Common Acronyms at Slippery Rock University

AACSB	Association to Advance Collegiate Schools of Business
AAAHC	Accreditation Association for Ambulatory Health Care
ACBSP	Accreditation Council for Business Schools and Programs
ACE	American Council on Education
AFAS	Advanced Financial Aid System
AFSCME	American Federation of State, County, and Municipal Employees
AHEAD	Association for Higher Education and Disabilities
APSCUF	Association of Pennsylvania State College and University Faculties
ARC	Aebersold Recreation Center
ASAEC	Academic and Student Affairs Executive Council
BOG	Board of Governors
CAEP	Council for the Accreditation of Educator Preparation
CASE	Council for the Advancement and Support of Education
CBA	Collective Bargaining Agreement
CEPP	Code of Ethics and Professional Practices
CHES	College of Health, Engineering and Science
CLA	College of Liberal Arts
COB	College of Business
COE	College of Education
CORE	SRU Student Organization Management System
COT	Council of Trustees
CTL	Center for Teaching and Learning
D2L	Desire2Learn – learning management system
EI	Evidence Inventory
EM	Enrollment Management
FA	Office of Financial Aid and Scholarships
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
FYI	First-Year Initiative
FYRST	First Year Studies - A transition course for first-year students
GRASP	Office of Grants, Research and Sponsored Programs
GSSP	Global Scholars Pathway Program
HIP	High Impact Practice
IATS	Information and Administrative Technology Services
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IT	Information Technology
KPI	Key Performance Indicators
LCC	Learning Community Cluster
LLC	Living Learning Community
LS/LSP	Liberal Studies/Liberal Studies Program
MD&A	Management's Discussion and Analysis
MSCHE	Middle States Commission on Higher Education
NACAC	National Association for College Admission Counseling
NACE	National Association of Colleges and Employers
NAGAP	National Association of Graduate Admission Professionals
NCAA	National Collegiate Athletic Association
OCEL	Office for Community-Engaged Learning
ODS	Office for Disability Services
OIE	Office for Inclusive Excellence

OHRP	Office of Human Participants in Research
OPEIU	Office and Professional Employees International Union Healthcare Pennsylvania
PASSHE	Pennsylvania State System of Higher Education (also "State System")
PDE	Pennsylvania Department of Education
POA	PASSHE Officers Association
PRMA	Planning Resource Management and Assessment
PRR	Periodic Review Report
PRSA	Public Relations Society of America
PSAC	Pennsylvania State Athletic Conference
QUIE	Quanzhou University of Information (QUIE)
RFP	Request for Proposals
RISP/RS	Rock Integrated Studies Program also known as Rock Studies
RNL	Ruffalo Noel-Levitz, creators of AFAS system
SA	Student Affairs
SAF	Student Activity Fee
SARA	State Authorization Reciprocity Agreement
SCC	Student Counseling Center
SCORE	Summer Collaborative Research Experience
SCUPA	State College & University Professional Association
SEM	Strategic Enrollment Management
SHS	Student Health Services
SLO	Student Learning Outcome
SPFPA	International Union, Security, Police, and Fire Professionals of America
SPJ	Society of Professional Journalists
SRSGA	Slippery Rock Student Government Association
SRU	Slippery Rock University
SSC	Robert M. Smith Student Center
STEM	Science, Technology, Engineering, and Math
SLC	Student Leadership Competencies
TLC	Technology Learning Center
UCC	University Curriculum Committee
URSCA	Undergraduate Research Scholarly and Creative Activities

Executive Summary

Slippery Rock University, founded in 1889, is a member of Pennsylvania's State System of Higher Education (PASSHE). Located in the rolling hills of western Pennsylvania, specifically in Butler County, the 660-acre campus is less than an hour north of Pittsburgh, an hour south of Erie, and 45 minutes east of Youngstown, Ohio. Dr. William Behre joined the University as president in 2018.

Slippery Rock is a four-year, public, coeducational, comprehensive university offering a broad array of undergraduate and graduate programs to more than 8,800 students. The University offers more than 100 programs leading to 68 baccalaureate, 29 master's, and 4 doctoral degrees. In addition, students can choose a variety of minors, concentrations, and certificates. Certificates are also available to non-degree students seeking additional career preparation. The University maintains 18 discipline-specific accreditations in addition to teacher-education endorsements through the Pennsylvania Department of Education.

The University has implemented new programs and opportunities as a way to serve the needs of its changing student population and regional employers. The most recently approved programs focus on health-related degrees, security and information intelligence, and engineering, but also include the Bachelor of Fine Arts degrees in Dance and Acting, the Doctor of Education in Special Education, Doctor of Education in Educational Leadership and Administration, the Master of Public Health, the Master of Accountancy, and the Master of Social Work. A list of programs approved since 2013 can be found in Table 4.2.

Middle States accreditation

Slippery Rock University (SRU) completed its most recent decennial self-study in spring 2011, received Middle States accreditation reaffirmation on June 23, 2011 with no findings, and was awarded 16 commendations for the institution's effective leadership. The subsequent 2016 Periodic Review Report was also accepted with no findings. Since that time Slippery Rock has submitted annual reports and substantive changes in accordance with Commission policy.

Self-study process and organization

The self-study shows institutional development since the last self-study, emphasizing the last five years. The steering committee was comprised of 16 members including two self-study co-chairs and two sub-committee chairs for each standard. Each sub-committee was comprised of 10 to 20 faculty, staff, and student representatives. The steering committee and sub-committees met over two years to develop their research and identify evidence to support the process. A separate group worked on the federal compliance report. After a formal kick-off luncheon for the process in October 2019, the steering committee began promoting the MSCHE process through meetings and a dedicated website about the self-study.

When the COVID-19 pandemic hit the University in spring 2020, the self-study had been in early draft. The steering committee reflected on how to approach the pandemic response while representing the campus development since 2011 and overall Standard alignment. In consultation with MSCHE and the University leadership, the steering committee chose to address the seven Standards as planned and added an eight chapter addressing Slippery Rock's pandemic response through the lens of both the University's mission and the Standards.

The self-study is organized with an executive summary, introduction, chapters for each Standard and the pandemic response, and an appendix with the master list of Evidence Inventory exhibits.

Goals of the self-study

Slippery Rock used a standards-based approach for the self-study. the steering committee addressed four intended self-study outcomes indicated in the self-study design. These outcomes, listed below, were accomplished through the research, analysis, and evidence achieved with the self-study.

- Reaffirmation of accreditation
- Demonstration of how SRU currently meets Middle States Standards, Requirements of Affiliation, and all federal compliance mandates
- Evaluation of four institutional priorities through the lens of the Middle States Standards
- Engagement of University community in a thoughtful and transparent self-assessment process that actively seeks involvement from all areas of the Slippery Rock University Community

Institutional Priorities

Aligned with Middle States expectations, the University identified four institutional priorities to provide structure for the analysis of the seven MSCHE Standards of Accreditation. The priorities were chosen by President Behre following feedback from Institutional stakeholders provided via a series of open forums, surveys, and meetings. The interactions were designed to both seek opinions on institutional priorities and educate the various audiences on the purpose, importance, value, process, and timeline of the accreditation process. The four priorities are:

- Student success
- Transformation of students through a quality, flexible, agile, and integrated curriculum and co-curriculum using powerful pedagogies and High-Impact Practices
- Caring community
- Use of resources: financial, facilities, technology, efficiency and effectiveness, and sustainability

The Institutional Priorities are woven throughout the self-study and are summarized in a dedicated section in each chapter.

Findings by Standard

Standard I: Mission and Goals

Slippery Rock University's mission and goals, approved and supported by its Council of Trustees, provide a foundation and direction for its purpose within the context of higher education. SRU's student learning outcomes and strategic goals, which address academic and institutional effectiveness, are aligned with the institutional mission. Student success is the ultimate focus of the University, delivered and supported by each campus department, office, college, and unit.

The University mission is "to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service." The corresponding vision statement is "Slippery Rock University will excel as a caring community of lifelong learners connecting with the world." Interestingly, the idea of the caring community of lifelong learners is anecdotally a common description of the University.

Next Steps

Review of Mission, Vision, and Values. With the last Mission review about five years ago, the University should review the Mission, Values, and Vision for relevance, revision if indicated, approval through channels leading through the President and Council of Trustees, and notification across campus, which will reflect an ongoing and regular assessment schedule.

Standard II: Ethics and Integrity

Slippery Rock University is committed, in all of its activities, to remaining faithful to its mission; honoring its contracts and commitments; adhering to relevant policies, laws, rules, and regulations; and representing itself truthfully to all constituents. By adhering to sound ethical standards in support of its commitment to provide a positive learning and work environment, SRU continues its reputation as an effective institution of higher education, preserves the public trust, and maintains commitments to its constituents.

The University has taken a number of steps to address diversity and inclusion. In particular, SRU has implemented policies, procedures, programs, and support systems that articulate its commitment to respect and non-discrimination. Continuing to support the development of these initiatives is a University goal.

Next Steps

<u>Diversity and Inclusion Strategic Plan</u>. The University will complete the plan underway led by the Special Assistant to the President for Diversity and Inclusion. The plan should identify an infrastructure that addresses best practices in diversity management (e.g., student success and employment recruitment) and enhances the welcoming and supportive environment for underrepresented minorities and other marginalized populations within the campus community.

Standard III: Design and Delivery of the Student Learning Experience

Slippery Rock University provides students with well-designed and rigorous learning experiences at all program and degree levels and instructional modalities. Through existing procedures and structures, programs are regularly reviewed to ensure they are consistent with higher education expectations, and engage in an active cycle of continuous assessment and improvement. In response to enrollment and resource changes, the University has begun refining the curricular process to create a sufficiently lean course array while meeting student learning outcomes. By investing in strong programs and processes, Slippery Rock University shows commitment to the efficient use of resources in building an integrated curriculum that eliminates duplication.

Slippery Rock developed a new general education offering called the Rock Integrated Studies Program. New in 2018, the program is reaching maturity as students transition through the pipeline.

Next Steps

<u>Rock Integrated Studies Program</u>. The University should continue implementation and enhancement of the Rock Studies general education program, including provisions for ongoing assessment, review, and revision to ensure student success.

<u>Curricular Efficiency</u>. The University should streamline curriculum and course offerings to increase faculty and program efficiencies while eliminating course duplication and overlap, which help sustain integrated and interdisciplinary design of student learning opportunities.

Standard IV: Support of the Student Experience

Each of the departments and offices that support the student experience is comprised of highly experienced, professional staff and faculty who continue to develop their professional interests and expertise. Ongoing collaborations with faculty and staff, consistent outreach services, and intentional use of programming to improve student success, illustrate the University's commitment to providing an effective support system for all students. Use of early interventions through class attendance reporting, student support referrals, and mid-semester grades demonstrate the institution's dedication to student retention, persistence, completion, and success.

SRU's consistent use of feedback loops such as program evaluations, student focus groups for improving services, unit service evaluations, external reviews, and well-defined business operations are evidence of the institution's commitment to self-assessment and continual improvement. The University continues to develop ways to close achievement gaps and identify student needs.

Next Steps

<u>Student Success</u>. The University should improve student academic progression, year-to-year student persistence, and degree completion by connecting data insights to inform student success initiatives and student support systems. Support student persistence to degree completion as a topic of focus through continued development of a centralized student services hub, student persistence efforts that focus on life design career development, degree completion initiatives, and closing achievement gap efforts.

Standard V: Educational Effectiveness Assessment

Assessment of student learning is integrated into educational programming at SRU. Curricular and co-curricular programs have student learning outcomes, standard assessment methods and criteria, and use their results to improve student learning. Assessment of the assessment process is a standard, vital, and ongoing part of the SRU culture and occurs through review of annual reports from departments and the Assessment Core Committee. Although the University continues to satisfy the criteria of Standard V, identifying new vehicles to share assessment results presents an ongoing opportunity for transparency and engagement.

Next Steps

Communication of Assessment Results. The University should explore ways to centralize and digitize the communication of assessment results to a wider range of constituencies, both on and off campus, and for both academic and non-academic areas.

Standard VI: Planning, Resources, and Institutional Improvement

As demonstrated by many institutional metrics, Slippery Rock University has been and will continue to be a leader within the State System in the use of data to inform decisions. Appropriate use of data enables the University to align its resources to meet the educational needs of the communities it serves. The use of data also supports a culture of accountability and transparency. Slippery Rock University has consistently and systematically integrated strategic planning and budgeting. The University has appropriate plans, actions, assessments, and controls in place to support its long-term financial viability. As the University's strategic direction evolves and transforms, these budgeting processes will continue to be revisited and improved to ensure alignment of resources to planning priorities.

Next Steps

New Strategic Plan. With a new executive leadership team in place, the University will begin a new strategic planning process in 2022 that will address changing opportunities and challenges in higher education. Full plan design will include clear and attainable goals, assessment and communication plans.

Standard VII: Governance, Leadership, and Administration

The University has a robust governance, leadership, and administrative structure guided by the University's mission, vision, and goals. Some governance polices and structures are determined by PASSHE, the Pennsylvania legislature and the Department of Education, which means the University works to align its own goals with those of external entities.

In addition, Slippery Rock supports a culture of shared governance through a variety of leadership bodies including the Council of Trustees, the President's Cabinet, and divisional leadership teams. Members of the faculty union and the Slippery Rock Student Government Association (SRSGA) meet regularly with the President and Provost, and the Council of Trustees has a voting student member who participates in all meetings and decisions. The SRSGA Executive Committee also meet regularly with an assigned Cabinet member so students are aware of campus activities and have the opportunity to discuss student concerns. Over the past several years, the campus has championed joint committees with faculty and the administration. As the University continues to develop its approaches, continued integration of campus voices will become increasingly important.

Next Steps

Campus Engagement in Decision Making. Slippery Rock has focused in recent years on enhancing and extending communication to engage multiple University levels in decision making. The University should continue to expand and strengthen current avenues for listening to faculty, student, and staff voices and presenting campus information to the Council of Trustees to augment the strength of decisions.

Introduction

Slippery Rock University Institutional Context

Slippery Rock University (SRU) is a member of the 14-institution Pennsylvania State System of Higher Education, also known as the 'State System". The University is shaped by its normal school heritage and characterized by its focus on intellectual development, leadership, civic responsibility, and a commitment to a liberal arts education. SRU provides students with a comprehensive learning experience that intentionally combines academic instruction with enhanced educational and learning opportunities.

History and background

Slippery Rock University opened on March 26, 1889 as Slippery Rock State Normal School with the primary purpose of training teachers. In 1926, the institution was purchased by the Commonwealth, became a four-year teachers' college, and continued the tradition of teacher training as Slippery Rock State Teachers College. Slippery Rock State College was established in 1960 and began awarding undergraduate and graduate degrees in the liberal arts and in the professions. Expanded curricular offerings and an increased number of degree programs created an appreciable rise in enrollment and Slippery Rock was granted university status in 1983.

In its 131-year history, SRU has transitioned to a four-year, coeducational, master's level public university offering more than 100 programs leading to 68 baccalaureate, 29 master's, and 4 doctoral degrees. In addition, students can choose a variety of minors, concentrations, and certificates. Certificates are also available to non-degree students seeking additional career preparation.

Today, Slippery Rock University is a public, comprehensive, moderately-selective, residential institution with a fall 2020 enrollment of 8876 students. The University is comprised of four academic colleges – Business; Education; Liberal Arts; and Health, Engineering, and Science. Located in western Pennsylvania, the 660-acre campus is in the borough of Slippery Rock in Butler County, a rural community of approximately 3,000 people, one hour north of Pittsburgh.

SRU has three additional locations beyond its main campus. The Regional Learning Alliance is an educational center located in Cranberry township where SRU offers a trio of graduate degree programs (MBA, education, and public health) and its doctoral degree in special education. The RLA was created to help provide western Pennsylvania businesses with workforce training facilities and remains a unique operation and the largest such cooperative in the nation. A new, second location, added in 2015, is the health education facility located in nearby Harrisville which houses the Physician Assistant Studies and Occupational Therapy programs. To create this center, the University renovated an empty school building in Harrisville, which strengthened community ties, provided new revenue for the town and the University, and allowed the development of a needed facility within the parameters of State System restrictions. The third location, the Quanzhou University of Information Engineering (QUIE), is located in China and was added in 2019 (see Chapter 3.1).

Slippery Rock students

Following an initial small decline, Slippery Rock University's overall student population grew in the first several years after the 2011 self-study but has since leveled out. Since 2016, undergraduate enrollments have fallen while graduate enrollments have continually increased, more than doubling since 2012. The Fall 2020 total enrollment of 8876 is comprised of 7415 undergraduate and 1461 graduate students. Of these students, 89% have in-state residency status, 59% are female, and 51% are residents of the five nearest Pennsylvania counties.

TABLE INTRO.1: SRU and PASSHE Overall Fall Enrollment Trends									
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
PASSHE Overall Enrollment	114,688	112,225	109,808	107,386	105,038	102,547	98,350	95,782	93,708
SRU Overall Enrollment	8,559	8,347	8,495	8,628	8,881	8,895	8,824	8,806	8,876
Undergraduate Enrollment	7,860	7,595	7,587	7,583	7,664	7,638	7,538	7,468	7,415
Graduate Enrollment	699	752	908	1,045	1,217	1,257	1,286	1,338	1,461

Of Slippery Rock University's undergraduate students, 85% are traditional-age (under 25) college students. The majority of undergraduate students are in-state, full-time, female, and under the age of 25. The majority of graduate students are in-state, part-time, and female. Approximately 12% of students are non-majority.

TABLE INTRO.2: SRU TOTAL ENROLLMENT BY GENDER AND ETHNICITY															
Full Time & Part Time	**Fall 2016**			**Fall 2017**			**Fall 2018**			**Fall 2019**			**Fall 2020**		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Black. Non-Hispanic	206	232	438	199	228	427	182	203	385	196	182	378	199	188	387
American Indian or Alaskan Native	6	12	18	7	9	16	10	8	18	6	6	12	6	8	14
Asian (formerly Asian or Pacific Islander)	24	49	73	23	56	79	22	59	81	26	69	95	26	68	94
Hispanic	76	119	195	82	118	200	98	122	220	91	127	218	99	130	229
White, Non-Hispanic	3090	4576	7666	3089	4555	7644	3079	4487	7566	3043	4488	7531	2982	4520	7502
Non-Resident Alien	51	52	103	47	52	99	51	41	92	43	29	72	92	28	120
Unknown	48	54	102	44	60	104	58	81	139	79	88	167	83	104	187
Native Hawaiian or Other Pacific Islander	3	5	8	4	5	9	2	3	5	2	2	4	2	2	4
Two or more races (formerly Multi-racial)	118	160	278	144	173	317	151	166	317	154	173	327	149	190	339
TOTAL	3622	5259	8881	3639	5256	8895	3653	5171	8824	3640	5166	8806	3638	5238	8876

Currently, 90% of the SRU student body comes from Pennsylvania and 86% come from homes within 150 miles of SRU. In Fall 2019, students also came from 45 non-PA states and territories as well as 33 foreign countries.

INTRO.3: Distribution of Total Enrollment from the Seven State Region
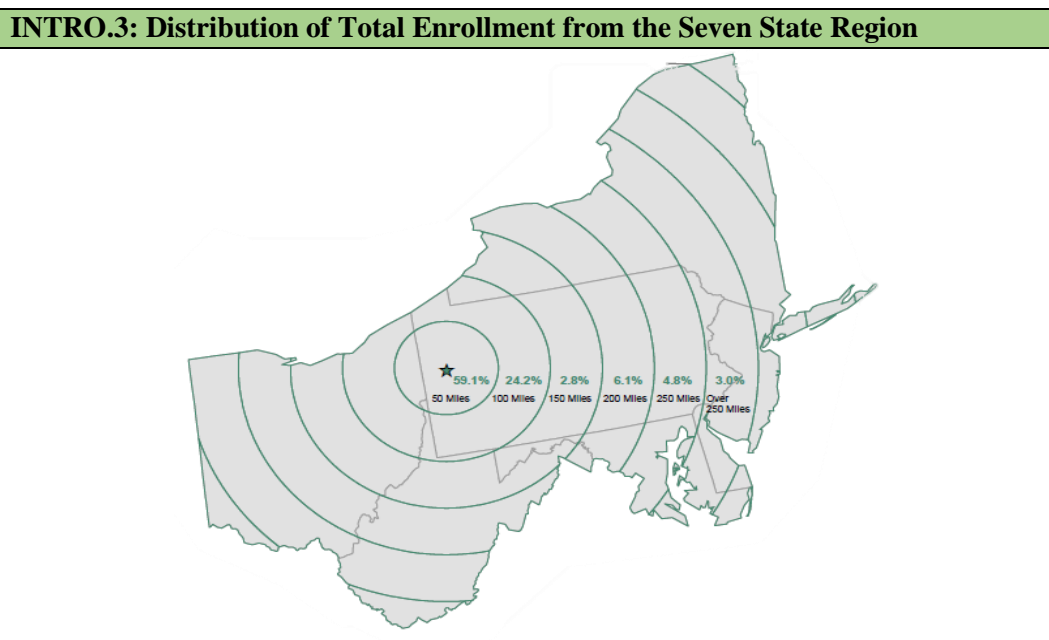
In Fall 2020, the departments with the highest enrollments are Safety Management, Special Education, Biology, Exercise & Rehabilitative Science, and Public Health & Social Work. The largest percentage (38.7%) of the total student enrollment is represented by the College of Health, Engineering, and Science.

TABLE INTRO.4: Fall Enrollments by College					
COLLEGE	2016	2017	2018	2019	2020
College of Health, Engineering, and Science (CHES)	3411	3518	3447	3379	3438
College of Business (COB)	2115	2085	2013	1957	2038
College of Education (COE)	1814	1741	1723	1754	1777
College of Liberal Arts (CLA)	1029	1101	1172	1260	1218
OTHER	512	450	469	456	405
TOTAL	8881	8895	8824	8806	8876

Major changes

The sitting SRU president during the last self-study, Dr. Robert Smith, retired in early 2012, and was replaced that summer by Dr. Cheryl Norton. In 2013, three members of the President's Cabinet retired: the Provost and Vice President for Academic Affairs, the Vice President of Finance and Administration, and the Vice President for Student Life. In 2015, the Vice President for Advancement retired.

These changes in leadership provided a unique opportunity to rethink the structure of the University including creating one division of Finance, Administrative Affairs, and Advancement Services and another which integrated Academic Affairs and Student Affairs into one new division - the Division of Academic and Student Affairs. In particular, the latter change allowed the opportunity to promote an institutional focus on student success. Three new leadership positions were established at the associate provost level. The Associate Provost for Student Success was created to integrate academic and non-academic support services to ensure student retention and graduation. The Associate Provost for Transformational Experiences position was charged with increasing the University's commitment to student leadership development, involvement, service learning, global engagement, undergraduate research and other programs that add significant value to students' traditional experiences. In 2018, the Associate Provost for Global Engagement was culled out of Transformational Experience to address the University's growing international presence. In alignment with the strategic goal to focus on success for all students, the University hired four success coaches to help students connect to its academic and social services. The coaches are proactive, and initiate contact with struggling students as well as providing services upon request.

In 2017, President Cheryl Norton retired from SRU after 5 years of service and Provost Philip Way was appointed Interim President for one year. Dr. William Behre was chosen as SRU's 17th president in 2018.

Over the past five years, the strategic plan and administrative structure of the University have been further revised to support the new mission and vision (EI 1.0.1 – Organizational Charts)
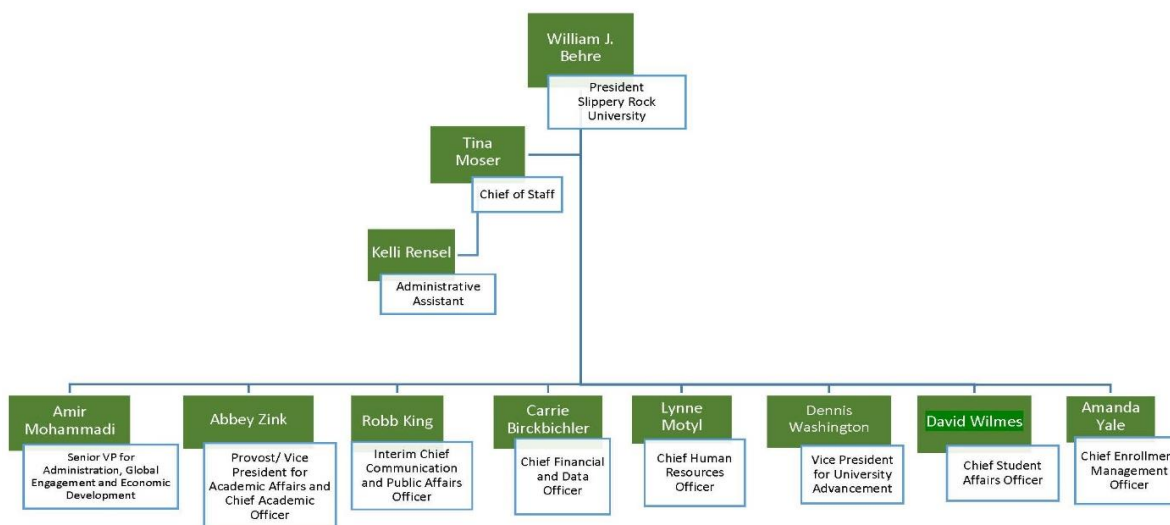
Slippery Rock continues to evolve by creating new graduate programs, online programming, off-site instruction, and international partnerships - twenty-five new academic programs have been introduced since 2013. The University has implemented these new programs and opportunities as a way to serve the needs of its changing student population and regional employers. The most recently approved programs focus on health-related degrees,

security and information intelligence, and engineering, but also include the Bachelor of Fine Arts degrees in Dance and Acting, the Doctor of Education in Special Education, the Master of Public Health, the Master of Accountancy, and the Master of Social Work. A list of programs approved since 2013 can be found in Table 4.2.

Based in part on past Middle States feedback, the general education curriculum (formerly the Liberal Studies Program) has been undergoing significant revision and has been renamed the Rock Integrated Studies Program (RISP). The revision process began in 2017, with the first phase implemented in fall 2018 and a full transition to the new program in fall 2019 for all incoming freshmen. This revision process has brought about significant changes to the structure and content of the general education program while maintaining a focus on goals which enable students to develop their intellectual abilities, develop skills in oral and written communication, critical thinking and quantitative reasoning while exploring connections among various areas of study.

Overview of Self-Study Process

The University completed its most recent self-study in spring 2011, received Middle States accreditation reaffirmation on June 23, 2011 with no findings, and was awarded 16 commendations for the institution's effective leadership. The subsequent 2016 Periodic Review Report was also accepted with no findings.

The work of the current self-study process began in 2018 with the appointment of the co-chairs of the Middle States Self-Study Steering Committee. Mary Hennessey, assistant to the provost, and Rebecca Morrice, chair and associate professor of theatre, have served as co-chairs of the steering committee and are the co-authors/co-editors of the self-study document.

Institutional Priorities

Immediately following the 2018 MSCHE Self-Study Institute, self-study co-chairs Mary Hennessey and Rebecca Morrice began consulting institutional stakeholders from a wide variety of constituencies through a series of open forums, surveys, and meetings to seek input on which institutional priorities should be focused on in the Self-Study. This was also a unique opportunity to educate the various audiences on the purpose, importance, value, process, and timeline of the SRU MSCHE self-study and accreditation process.

Between November 2018 and April 2019, feedback on institutional priorities was gathered via a website at www.sru.edu/msche and at least a dozen focused forums and meetings around campus. This feedback was shared with SRU President William Behre who chose four Institutional Priorities for the 2021 SRU self-study process.

TABLE INTRO.5: 2021 SRU Self-Study Institutional Priorities	
Self-Study Institutional Priority 1	Student success
Self-Study Institutional Priority 2	Transformation of students through a quality, flexible, agile, and integrated curriculum and co-curriculum using powerful pedagogies and high-impact practices
Self-Study Institutional Priority 3	Caring community
Self-Study Institutional Priority 4	Use of resources: financial, facilities, technology, efficiency and effectiveness, and sustainability

Self-Study Process and Timeline

With the recent changes to the MSCHE accreditation standards and procedures, SRU has chosen to engage in the process through a Standards-Based Approach. This choice has allowed campus stakeholders an opportunity to become more familiar with the new structure and has helped to ensure that the University is engaging completely with the new Middle States expectations.

The primary duties of the Self-Study Steering Committee and the Working Groups occurred between Spring 2019 and Spring 2021 and were broken down into five distinct stages.

Spring 2019 Stage 1	Fall 2019 Stage 2	Spring 2020 Stage 3	Summer/Fall 2020 Stage 4	Spring 2021 Stage 5
Create Self-Study Design Draft Begin compliance analysis	Self-Study Campus Kick-Off Event Continue anaylsis	Team Chair Chosen Working Group report drafts completed	Write and present Self-Study Draft to SRU Community Finalize Self-Study Plan Site Visit	Self-Study and Evidence Inventory Uploaded Site Visit

Steering committee, organizational structure, and membership

Self-Study committee members were identified through nominations and self-nominations from across the university, including a campus-wide call for volunteers. The initial membership was finalized in the spring of 2019 and organized into eight Working Groups that align with the seven MSCHE Standards with an additional group for Compliance. Each working group was led by two appointed co-chairs who were chosen for their connection and experience with the nature of their assigned standard. The co-chairs of the self-study and the co-chairs of each working group, collectively, comprised the Self-Study Steering Committee. Each working group included between 10 and 20 faculty, staff, and student representatives. (see Table Intro.7)

At the beginning of the self-study process in Spring 2019, the working groups were given copies of the *Standards for Accreditation and Requirements of Affiliation, 13th Edition*, as well as copies of the Self-Study Design document which included individualized charges to each of the groups. The charges were designed to give the groups a structured and specific approach to their work while guiding questions were included to assist in framing conversations within each group. The initial direction of the groups' work centered around first understanding the scope of each standard, then identifying useful documents for the Evidence Inventory as well as gaps in the documentation.

Regular, bi-weekly meetings of the Steering Committee as well as periodic meetings of the working groups continued throughout the remainder of 2019 and spring of 2020. The groups immediately began the work of assessing SRU's compliance with federal regulations and the Middle States Commission's standards, criteria, and requirements of affiliation. These meetings also focused on recognizing where innovative methods had been utilized and where continued innovation might be used in the future.

Working groups submitted drafts of their committee reports to the steering committee co-chairs in February 2020 but the plan to edit and revise these reports for an April deadline was interrupted by the closure of campus due to the COVID-19 pandemic. With many members of the original steering committee devoted to tasks related to COVID-19 mitigation planning, the decision was made to forego second drafts and the work of the committee shifted back to the steering committee co-chairs. A full draft of the self-study document was created during the summer and early fall and shared with the campus community during winter 2020. The final draft was submitted to Middle States in mid-February in preparation for the March 28-31, 2021 team visit.

Structure and Organization of the Self-Study Document

Chapter structure

The Self-Study document is presented in seven chapters that are numbered and named to align with MSCHE Standards. An additional eighth chapter is included that illustrates how SRU responded, and continues to respond, to the challenges presented by the COVID-19 pandemic. This eighth chapter will focus on how institutional processes and policies have been adapted to meet the needs of University stakeholders during this period of time. Each of the seven standards-based chapters is organized to give focus to each criterion.

The sections that will be found in each chapter are:
- an introduction that clearly states which Requirements of Affiliation and Institutional Priorities will be addressed in the chapter (see Table Intro.6);
- a statement of each standard, criterion and sub-criterion;
- a narrative section that assesses Slippery Rock University's meeting of the criteria and requirements;
- notations of evidence found in the evidence inventory that support the findings;
- a narrative section outlining how specific Institutional Priorities are connected to that standard's criteria;
- a conclusion that summarizes how SRU meets the criterion, indicates findings relevant to the standard, and outlines what steps will be taken next.

TABLE INTRO.6: Requirements of Affiliation and Self-Study Chapter Alignment		
ROA	**Chapter Alignment**	**Standard and Criterion Alignment**
ROA 1	Chapter 1	1.1
ROA 2	Chapter 2	2.8
ROA 3	N/A	N/A
ROA 4	All Chapters	
ROA 5	Chapter 2	2.8
ROA 6	Chapter 2	2.8
ROA 7	Chapter 1	1.1
ROA 8	Chapters 3, 4, 5	3.1, 3.8, 4.6, 5.2, 5.3, 5.5
ROA 9	Chapters 3, 4, 5	3.1, 3.2, 3.5, 3.6, 3.8, 4.6, 5.1, 5.2
ROA 10	Chapters 1, 5, 6	1.1, 1.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.6, 6.9
ROA 11	Chapter 6	6.2, 6.3, 6.4, 6.6, 6.7, 6.8
ROA 12	Chapter 7	7.1, 7.2, 7.3, 7.4
ROA 13	Chapters 2, 7	2.4, 7.2
ROA 14	Chapter 2	2.6, 2.8
ROA 15	Chapter 3	3.2

Chapter 8 focuses on an analysis of SRU's ongoing response to the COVID-19 pandemic. It focuses on policies and procedures that have come about as a result of that response and will make clear those processes that are likely to continue as a regular part of the University's process.

Evidence Inventory structure
Where documents within the Evidence Inventory (EI) are referenced or relevant, a note is provided indicating the number of the document in the EI database (i.e. EI 2.8.4). This naming convention indicates the Chapter/Standard number, the sub-criterion, and the sequential order of the document. Where it offers additional clarity, the title of the document may also be included (i.e. EI 2.1.4 – Acceptable Use Policy). Each Evidence Inventory document is named according to its first occurrence in the document and will be referenced with the same number in later occurrences to prevent unnecessary duplication. The items included in the Evidence Inventory provide a wide range of documents, including policies, forms, and data reports, that clearly support how Slippery Rock University meets each standard, criterion, and requirement of affiliation. In many cases, a representative sampling of documents has been provided in the Evidence Inventory. Additional examples can be provided upon request.

TABLE INTRO.7: Steering Committee and Working Group Membership

Group Title	Working Group Co-Chairs and Steering Committee Members	Working Group Members	
Self-Study Co-Chairs	Mary Hennessey, Assistant to the Provost, Academic Affairs (s) Rebecca Morrice, Chair and Associate Professor, Department of Theatre (f)		
Standard I: Mission and Goals	Keith Dils, Dean (d) College of Education Brad Wilson, Associate Provost (d) Academic Affairs & Integrated Learning	Dr. Frances Amatucci (f) Ms. Nora Ambrosio (f) Dr. Joseph Cali (f) Ms. Corinne Gibson (s) Dr. Jeffrey Lynn (f)	Dr. John Rindy (s) Dr. Anne Rose (f) Dr. Suzanne Rose (f) Ms. Barbara Westman(f)
Standard II: Ethics and Integrity	Lynne Motyl, Chief Human Resources Officer (d) David Wilmes, Chief Student Affairs Officer (d)	Dr. Michelle Amodei (f) Ms. Leigh Ann Gilmore(s) Dr. Heike Hartmann (f) Dr. Stephen Larson (f) Ms. Holly McCoy (d) Mr. Michael May (s) Ms. Katherine Mickle (f)	Ms. Andrea Miller (s) Dr. Randall Nichols(f) Ms. Kayla Nolan (st) Dr. Ann Romanczyk (f) Dr. Judith Silva (f) Dr. Sharon Sykora (f) Ms. Lisa Weinzetl (s)
Standard III: Design and Delivery of the Student Learning Experience	Jerry Chmielewski, (d) Special Assistant to the Provost Dan Bauer, Dean (d) College of Liberal Arts	Dr. Elizabeth Boerger (f) Dr. Thaddeus Boron (f) Dr. Adelaida Cortijo (f) Ms. Constance Edwards(s) Dr. Melissa Ford (f) Mr. William Huber (s) Ms. Jenny Kawata (s) Dr. Dave Keppel (f) Dr. Jeremy Lynch (f)	Dr. Kathleen Melago (f) Mrs. Sunshine Mushrush (s) Dr. Derrick Pitard (f) Dr. Rebecca Ridener (f) Ms. Elizabeth Stevens (s) Dr. Doug Strahler (f) Dr. Christophas Walker (f) Ms. Brandi Weber-Mortimer (s) Dr. John Ziegler (d)
Standard IV: Support of the Student Experience	Kris Benkeser, Director (s) Student Health and Wellness Amanda Yale, (d) Chief Enrollment Management Officer	Ms. Noora Alie (s) Dr. Vaughn Bicehouse (f) Dr. Natalie Burick (s) Ms. Deanna Sparrow (f) Mrs. Musiette Clay (f) Mr. Earl Coburn (s) Dr. Natalie Dick (f) Ms. Alyssa Dobson (s)	Mrs. Karla Fonner (s) Ms. Renee Jenkins (s) Mr. Robert Lagnese (s) Ms. Lauren Moran (s) Dr. Christine Pease-Hernandez (f) Dr. Heather Rice (f) Mr. Torry Rollins (f) Dr. Sara Tours (f)
Standard V: Educational Effectiveness Assessment	Lawrence Shao, Dean (d) College of Business Michael Zieg, Interim Dean (d) College of Health, Engineering, and Science	Ms. Megan Borger (f) Dr. Mark Campbell (f) Dr. Christopher Cole (s) Dr. Brian Danielson (s) Dr. Danette DiMarco (f) Dr. Emily Dolan (f) Dr. Michael Holmstrup (f) Ms. Samantha Kelly (s)	Dr. Martha Elizabeth Kemeny (f) Mr. Justin Kleemook (s) Dr. Istvan Kovacs (f) Mrs. Elizabeth LaGamba (f) Dr. Jennifer Nightingale (f) Dr. Justin Siebert (f) Dr. Thomas Sparrow (f) Dr. Rebecca Thomas (f) Ms. Alison Vlasnik (st)
Standard VI: Planning, Resources, and Institutional Improvement	Carrie Birckbichler, Chief Data Officer (d) Molly Mercer, Chief Financial Officer (d)	Mr. Scott Albert (d) Ms. Jennifer Bartek (s) Ms. Nancy Cruikshank, (s) Dr. Athula Herat (f) Ms. Jennifer Keller (f) Ms. Cara Kriebel (s)	Mr. Larry McCarthy (f) Dr. Patricia Pierce (f) Dr. James Preston (f) Mr. Steve Saylor (s) Dr. Michael Stapleton (f) Ms. Samantha Swift (s) Dr. Deborah Whitfield (f)
Standard VII: Governance, Leadership, and Administration	Rita Abent, (s) Chief Communication and Public Affairs Officer Tina Moser, Chief of Staff (s) President's Office Justin Zackal, Communication Specialist (s) University Communication and Public Affairs	Mr. Tim Harlan (s) Dr. Jason Hilton (f) Ms. Wendy Leitera (s)	Dr. Lia Paradis (f) Dr. Marnie Petray-Covey (f) Ms. Tina Renaud (s) Dr. Ben Shaevitz (f)
Compliance	Samantha Kelly, Director (s) Institutional Assessment and Accreditation	Ms. Connie Edwards (s) Ms. Michelle Houston (s)	Ms. Lisa Weinzetl (s)

(d) indicates dean/associate provost/assistant vice president, (f) indicates faculty, (s) indicates staff, (st) indicates student

Chapter 1: Mission and Goals

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

In this chapter, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard I, Institutional Priorities 1-4, and Requirements of Affiliation (ROA) 1, 7, and 10.

As one of the fourteen state-owned institutions of the Pennsylvania State System of Higher Education (PASSHE, also known as the "State System"), Slippery Rock University (SRU) shares the following general purpose and mission:

> *The State System of Higher Education shall be part of the Commonwealth's system of higher education. Its purpose shall be to provide high quality education at the lowest possible cost to the students. The primary mission of the system is the provision of instruction for undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession. (24 P.S. §20-2003-A (a))*
> (EI 1.1.1 - Pennsylvania Statute Title 24 P.S. Education 20-2003-A)

Like each of the PASSHE institutions, SRU has adapted that broad mission to address its unique history and role in the region. In an effort to encapsulate all of these aspects, the current mission of Slippery Rock University is best understood holistically, as the sum total of the vision statement, mission statement, core values, and strategic goals.

SRU Mission Statement

The fundamental educational mission of Slippery Rock University is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services. SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

SRU Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

SRU Core Values

Student Success
Excellence
Innovation
Social Responsibility
Intellectual Freedom, Integrity and Free Expression
Diversity, Inclusion and Equity
Openness, Shared Governance and Accountability
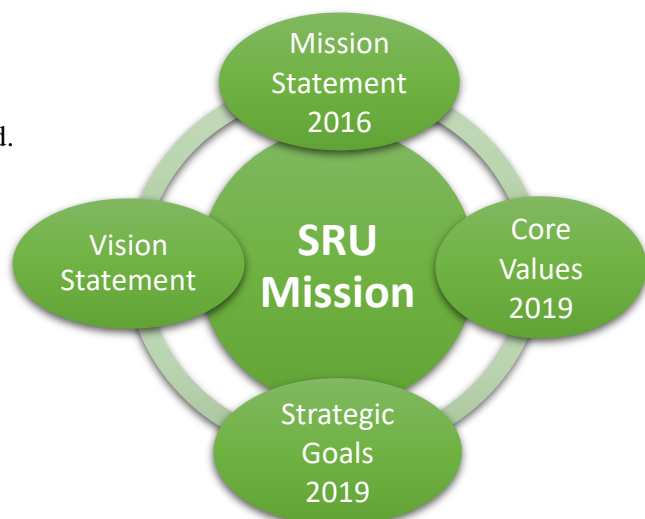
SRU Strategic Goals

The SRU strategic goals are listed in Table 1.1. These strategies are discussed throughout this chapter.

TABLE 1.1: SRU Strategic Goals	
The following strategic goals give direction to how the mission of the university will be achieved:	
Strategic Goal 1	Increase enrollment while enhancing student quality and diversity.
Strategic Goal 2	Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students.
Strategic Goal 3	Fuel learning with powerful pedagogies and transformational experiences.
Strategic Goal 4	Maintain an unwavering focus on success for all students.
Strategic Goal 5	Provide a caring campus experience, supported by quality housing, dining, recreation, health, safety and administrative services.
Strategic Goal 6	Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.
Strategic Goal 7	Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices.
Strategic Goal 8	Engage alumni and friends in the life of the university.
Strategic Goal 9	Engage communities in collaborative and mutually beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.

Criterion 1: Mission and Goals

(Requirements of Affiliation 1 and 7)
An accredited institution possesses and demonstrates the following attributes or activities:
1. *clearly defined mission and goals that:*
   a. *are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;*

The mission and goals of SRU have been developed and refined through appropriate and ongoing collaborative participation and input from across the institution. The stakeholders involved in the development and periodic refinement of the mission, goals, and strategies include faculty, staff, students, and administrators. In addition, alumni and community partners assist in developing strategies to achieve the University's mission and goals.

Development of the current Vision and Mission (EI 1.1.2 – SRU Strategic Plan)
In 2015-16, SRU's mission was revised to better represent the University and to allow for agility in addressing regional, national, and world changes. Input was gathered from a wide range of university stakeholders with the revised mission statement, finalized in 2016, providing new emphases rather than a significant change in the SRU mission (EI 1.1.3 - SRU Strategic Planning Update and Review). Three emphases clarify what, how, and for whom the University does what:
- What SRU does: The mission was revised to state that SRU strives to be "a best-value institution with an affordable cost and substantial student financial support." While still mentioning the tri-partite role of the academy – instruction, scholarship, and service – the new mission does not list the specific academic areas offered, which supports flexibility in new program development.
- How SRU does it: The revised mission statement elaborates on how students are transformed while the emphasis on academics and academic support services illustrates the interwoven relationship of academic and student affairs in student success. The revised mission emphasizes:
  o the role of faculty and staff;
  o both curricula and experiences;
  o powerful pedagogies;
  o appropriate learning spaces and instructional technologies;
  o a caring and safe environment;
  o and high-quality student services.

- Who SRU serves: The new mission moved from a focus on "serving all segments of the population" to "serving a diverse student body," and "anyone regionally, nationally, and internationally who can benefit."

These changes illustrate real changes in priorities that had been emerging and implicit for some years. The revised mission statement has become a much-improved guide to action for the University.

Development of strategic goals (EI 1.1.3 – SRU Strategic Planning Update and Review)
In 2015, a University Strategic Planning committee was formed to develop more specific strategic goals based on the revised SRU mission statement. At the same time, the State System introduced its own strategic plan, providing new guidance for constituent universities.

It is in this context that during 2015 and 2016 the University Strategic Planning committee, with membership from across the institution, devised a new strategic plan that refined SRU's institutional goals. The initial plan had eight goals; a ninth goal was added in 2017 and further refined in 2019 (see Table 1.1).

The strategic plan is understood to be a living document, with progress toward achieving the plan assessed with modifications developed when indicated. SRU's recently revised strategic goals correlate with administrative divisional responsibilities, streamlining the assessment process, and provide direct avenues for alignment with departmental plans (see also criterion 1.d.). Standing committees were formed in 2015 around each of the nine goals to develop appropriate strategies, responsibilities for implementation, timelines, assessment measures, and resource requests. The campus community is updated through presentations that illustrate the importance of multi-level strategic planning throughout the organization. These presentations include quarterly updates to the Council of Trustees.

A further discussion of how the strategic goals are utilized in guiding resource planning and decision-making, and how assessment data is used to inform planning can be found in Chapter 6.1.

Development of Core Values (EI 1.1.4 – SRU Values Cabinet Approved)
An outcome of the strategic planning process was the need to clarify core institutional values. At the direction of the president, the campus began the development of formal core values in 2017 through a process that included feedback from across campus. The core values of student success, excellence; intellectual freedom, integrity and free expression; innovation; diversity, inclusion and equity; openness, shared governance and accountability; and social responsibility were approved by the President's Cabinet on June 13, 2019. The University's website provides the ongoing opportunity for University constituents to provide input into the strategic planning process.

> b. *address external as well as internal contexts and constituencies;*

SRU's mission, vision and goals are specifically designed to address external and internal contexts and constituencies. In the vision statement, this commitment is indicated by an internal focus on a "caring community of lifelong learners" "connecting" with the external "world" and the communities served by the university (EI 1.1.2 – SRU Strategic Plan).

The institution's commitment is also clearly addressed in the more detailed mission statement. The SRU mission statement begins with: "The fundamental educational mission of Slippery Rock University is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success." This demonstrates that students are the University's primary internal constituency which directly connects to SRU's primary strategic goal - to "prepare them for life and career success."

SRU's mission and goals also address the position of faculty and staff as internal constituents. First, they have a direct role in promoting student learning and development – "talented faculty and staff provide creative integrated curricula and experiences that are connected to the world". Second, they have additional roles that are captured as complementary missions, namely, "to engage in scholarly activity and professional service." The mission also addresses the external context and constituencies with whom the University engages. Through the pursuit of the mission, the university seeks to "empower anyone regionally, nationally, and internationally who can benefit from

SRU's programs and lifelong learning opportunities" thereby addressing the "educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university."

TABLE 1.2: Alignment with Contexts and Constituencies					
Alignment of Mission, Vision, and Strategic Goals with External and Internal Contexts and Constituencies *boldfaced and underlined text in the table below demonstrates alignment with SRU's MSCHE Institutional Priorities					
	Students	**Faculty**	**Staff**	**Alumni & Friends**	**The World**
Vision	*Slippery Rock University will excel as a **caring community** of lifelong learners connecting with the world.*				
Mission	*The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of **students** in order to prepare them for life and career **success**.*	*In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live.*			
	Complementary missions are to engage in scholarly activity and professional service. ***Students are taught using powerful and engaging pedagogies** in appropriate learning spaces employing state-of-the-art technology.*				
	SRU is committed to serving a diverse student body... *SRU strives to be a best-value institution with an affordable cost and substantial student financial support.*				
	*SRU is committed to ... empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university. (Students) study in an open, **caring, nurturing, and friendly environment**, and live in a safe community with access to high-quality student services.*				
Strategic Goals	*Goal 1: Increase enrollment while enhancing student quality and diversity.* *Goal 2: **Offer a quality, flexible, agile, and integrated curriculum and co-curriculum** to develop the intellectual, social, physical, and leadership capacities of students.* *Goal 3: **Fuel learning with powerful pedagogies and transformational experiences.*** *Goal 4: Maintain an unwavering focus on **success for all students**.* *Goal 5: **Provide a caring campus experience**, supported by quality housing, dining, recreation, health, safety and administrative services.* *Goal 6: Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.* *Goal 7: **Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices**.*			*Goal 8: Engage alumni and friends in the life of the university.*	*Goal 9: Engage communities in collaborative partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.*

As illustrated in Table 1.2, SRU's nine strategic goals are closely aligned with its vision, mission, and institutional priorities. Collectively, they capture the University's recognition of internal and external contexts, its responsibility toward internal and external constituencies, and provide the framework for meeting its mission as it pertains to students, the broader university community, and the world beyond Slippery Rock University.

    c.   ***are approved and supported by the governing body;***
        (Requirement of Affiliation 7)

The governing body of Slippery Rock University is the Council of Trustees which serves to support the mission of the institution in all deliberations. In the handbook outlining the roles and responsibilities of State System

trustees, the Pennsylvania Association of Councils of Trustees (PACT) provides an overview of the trustees' responsibility to the University mission in the following passages (EI 1.1.5 – PACT The Role of Trustee):

- *Your university looks to you for support and guidance to pursue its mission, and the State of Pennsylvania has provided detailed expectations of State System university trustees as outlined in Act 188* (EI 1.1.6 – Act 188);
- *Trustee oversight should focus on the university mission and the consistency and effectiveness with which it is carried out; the university's financing, with special attention to long-range viability; the preservation and development of the institution's facilities; and the relationships among the university and its various constituencies, including the community and the public;*
- *A trustee should ask questions—those growing out of your observations and expertise; those that probe the relationship between specific activities and the university's mission and long-range planning objectives; and those that clarify, explore and lead others to think through the policies and processes by which the university serves its students and all constituencies;*
- *Underlying all planning activities is the university mission. The president and the trustees share responsibility for defining and occasionally refining the mission and leading the university community to consensus on the goals and strategies to best fulfill it [1].*

> ### d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
> *(Requirement of Affiliation 10)*

The mission and goals of Slippery Rock University guide decision making at every level. All departments, units, and offices have policies and procedures in place that ensure that programmatic and unit missions and goals are directly connected to the mission and goals of the University. These practices are periodically reviewed through accreditation visits, individual reviews, and five-year program reviews (see also Chapters 5.2 and 6.2).

Planning

SRU departments engage in short-term and long-term strategic planning. Strategic plans, developed in conjunction with the academic deans or appropriate administrators, guide programmatic activities, with a focus on student success and alignment with the university mission and goals. Reviews and periodic planning sessions result in the reaffirmation or revision of the department's or unit's mission and goals when a different direction will be adopted by the department or program.

Processes and forms, such as those required by the Office of the Provost or Human Resources when requesting a new faculty (EI 1.1.7 – New Faculty Request Form) or staff hire (EI 1.1.8 – Non-Faculty Position Request Form), are additional examples of how processes and procedures at SRU assist in aligning planning efforts with the institution's mission and goals (see also Chapter 6.4).

Currently, there are 67 SRU departments, programs, and entities that are accredited (EI 3.8.47 – Institutional and Programmatic Accreditations). Through their respective accreditation procedures, they must show a direct connection to the overarching mission and goals, as well as demonstrate how decisions are made in order to enhance the department and program mission. For those departments and offices that do not have an accrediting agency, five-year reviews are conducted utilizing highly qualified external (as well as internal) consultants who must review alignment of mission, goals, and decision-making (see also Chapters 5.2 and 6.2). In addition, individual faculty are required to show alignment with educational outcomes in all yearly and five-year reviews, as well as promotion and tenure applications.

Resource allocation

Resources are strategically allocated and are used to support and enhance SRU's mission and goals. Ultimately, resources are allocated in order to strengthen best practices, to offer student-focused programs and experiences,

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[1] Pennsylvania Association of Councils of Trustees (2019). *The Role of Trustee in Pennsylvania's State System of Higher Education*. Retrieved from
https://www.passhe.edu/PACT/Documents/Trustee%20Handbook%20Final%20Revised%2003.19.19.pdf

and to support the faculty who deliver the educational mission of the institution. While further details about how resource allocation aligns with SRU's mission and goals are provided in Chapter 6.1, examples of current strategically-aligned priorities in resource allocation include:

- **Faculty Professional Development Funds** are allocated to specifically support the professional development activities of the faculty, aligning with Strategic Goal 6;
- The **Center for Teaching and Learning (CTL)** receives funds to support their mission "to serve as a resource for faculty that fosters a culture of excellence and innovation in teaching, learning, and scholarship", aligning with Goals 3 and 6. Innovative and impactful examples of the types of support provided by the CTL include: Faculty Learning Communities, Distance Education Certification, Quality Matters Training, Instructional Design and Course Development, and Academic Innovation Mini-Grants;
- **Technology Updates** include expanding technology in all buildings; a 3-4-year equipment replacement plan; and expanded wi-fi services on campus align with Strategic Goals 4 and 7 (also see Chapter 6.4);
- **Renovations to Buildings** such as Bailey Library, North Hall computer lab, and the performing arts complex (also see Chapter 6.4);
- Creation of the **Technology Learning Center (TLC)**, which aids students in the learning process by providing a technologically-equipped space that is staffed with peer experts, and is in close proximity to the library professionals who assist students with their research;
- Co-curricular experiences that align with Strategic Goals 2 and 3 are offered through a robust student life program and through the academic departments. Many of these activities are funded through department student enhancement budgets, one-time funding, or grant acquisitions.

Recent initiatives that link resource allocation to the University mission and goals 2-5 include:

- the **Career Champions** program for student athletes, which allows engagement in High Impact Practices (HIPs) across campus and asks students to reflect on their life's purpose;
- the **Student Success Coaches** program that focuses on strategies for healthy and successful academic and life skills and work to "transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success";
- the **Rock Life Program** is a post-secondary education program for students with intellectual and developmental disabilities;
- the **Pathways Program**, for students who need academic assistance before entering the University;
- the **Global Scholars Pathway Program** (GSPP), which allows students to earn a certificate through experiencing Global Learning, Global Engagement, and Global Advocacy challenges.

Academic program and curricular development

In his 2020 State of the University address, President Behre spoke to SRU's mission and commitment to Strategic Goals 1 and 2 in saying that SRU is "laying the groundwork (for attracting students) by building high-demand programs" and noting that "enrollments in our newer programs account for 998 students, underscoring the importance of our planful program-growth strategy." In recent years, several new programs in education, engineering, health fields, and professional degrees have been created in order to prepare students for "life and career success," to meet growing market demand in the Commonwealth, and in response to student demand.

As academic programs and curricula are revised and new programs developed, SRU systematically works through its curricular and assessment processes to ensure that they are strategically aligned with the University's mission and goals. For example, the Rock Integrated Studies Program (also known as Rock Studies or RISP; see also Chapter 3.5), was developed through a multi-year process that included faculty and administrators who worked to develop a cohesive program relevant to a 21st century education. At the heart of the process were the questions "Who are we as an institution?" and "What do we want our students to know and be able to accomplish by graduation and beyond?" In other words, SRU set out to create a new general education program that could, together with a student's major, embody the mission of the University.

Each new program proposal makes the case for budget support and resource allocation, in part, by describing how the program will serve to enhance the University's mission and goals. University support of new programs is comprehensive, with the idea that programs will be self-supporting within a given time frame. Established

programs are also supported, particularly when new ideas and ways of operation prove to be more strategically aligned than they were previously.

Educational/Student learning outcomes

University-wide student learning outcomes (EI 1.1.9 – Student Learning Outcomes) are regularly reviewed and revised through transparent processes to ensure they remain aligned with each other and relevant to the University's students and stakeholders. Faculty members indicate the importance of these university-wide outcomes by illustrating how they align with course-level outcomes in their syllabi (EI 2.2.10 – Course Syllabus Samples).

With the current revision of the general education program, the need to also revise the university-wide student learning outcomes became a priority. A learning outcomes committee, comprised of faculty, staff, and administrators held several open forums to receive feedback and ultimately developed new outcomes that were approved by the University Curriculum Committee in May of 2017. The following statement introduces these university-wide student learning outcomes on the SRU website:

> *Slippery Rock University's vision is that SRU will excel as a caring community of life-long learners connecting with the world. In addition, the fundamental educational mission of Slippery Rock University is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. With this vision and mission as the foundation, the SRU Student Learning Outcomes provide the basis for SRU graduates to become life-long contributors as citizens and leaders in their communities and the broader world. Students at Slippery Rock will achieve these SLOs through their academic programs, the liberal studies program, and co-curricular programs and activities.*

The current Slippery Rock University Student Learning Outcomes and their connection to the University's mission, vision, goals, and core values are further illustrated in Table 1.3:

TABLE 1.3: Student Learning Outcome (SLO) Alignment with Mission, Vision, Core Values and Strategic Goals					
SRU Students will:		**Vision**	**Mission**	**Core Values**	**Strategic Goals**
SLO 1	Act as effective communicators	Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.	The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.	Student Success Excellence Innovation Social Responsibility	**Strategic Goal 2** Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students. **Strategic Goal 3** Fuel learning with powerful pedagogies and transformational experiences. **Strategic Goal 4** Maintain an unwavering focus on success for all students. **Strategic Goal 9** Engage communities in collaborative and mutually-beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.
SLO2	Apply critical thinking to argument and problem solving				
SLO 3	Develop scientific literacy				
SLO 4	Apply quantitative reasoning in appropriate contexts				
SLO 5	Develop as a whole person				
SLO 6	Demonstrate creativity and develop aesthetic appreciation				
SLO 7	Become civically engaged				
SLO 8	Act ethically				
SLO 9	Develop a worldview that acknowledges diversity and global interdependence				
SLO 10	Act as responsible digital citizens				

The current graduate-level student learning outcomes (1.1.9 – Student Learning Outcomes), formally adopted in October 2019, are listed in Table 5.3 and further discussed in Chapter 5.1.

> e. *include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;*

Slippery Rock University is categorized by the Carnegie Classification of Institutions of Higher Education as an M1: Master's College or University: Larger Program. Because SRU is a teaching institution, research and creative activities for students and faculty are focused primarily on supporting the teaching and learning goals of the undergraduate programs with some research at the graduate level.

SRU supports the scholarly inquiry and creative activity of its faculty in a context in which effective teaching is the most significant part of faculty performance review. Scholarly activity is explicitly included in the SRU mission, and scholarly growth is one of the three pillars upon which faculty are evaluated in the promotion, tenure, and review process guided by the Collective Bargaining Agreement (CBA) of the Association of Pennsylvania State College and University Faculties (APSCUF).

Institutional support of scholarly inquiry and creative activity is provided in several ways. Departmental operating budgets include allocations to support faculty professional development. Additional support is provided through a variety of internal grants that promote institutional priorities, including the Center for Teaching and Learning, the Office for Community Engaged Learning, and the Office for Global Engagement. The provost and the college deans also have discretionary funds they use to support scholarship and creative activity. Additional support across campus for faculty and student research includes:

- the Center for Student Research encourages and celebrates the experience of research, scholarship, and creative activity across all academic fields;
- the Rock Research Expo publishes a newsletter to keep the SRU community informed about scholarly endeavors and research opportunities;
- the Symposium for Student Research, Scholarship, and Creative Achievement is an annual single-day event showcasing undergraduate and graduate student work;
- the Summer Collaborative Research Experience (SCORE) grant is a program designed to introduce undergraduate students to the world of academic research through joint faculty/student projects;
- the Undergraduate Research Scholarly and Creative Activities (URSCA) program links previous SCORE grant participants with freshman students interested in developing novice research projects and skills;
- the College of Business provides faculty course releases, summer research stipends and professional development funds in support of its ACBSP and AACSB accreditations for the School of Business;
- the College of Health, Engineering, and Science provides opportunities for STEM-related faculty-student research in fields such as physics and nanotechnology;
- the College of Education offers Phase 3 student teaching research projects connected to PA PDE Student Learning Outcomes (SLO); and a ROCK grant award up to $1000 for faculty-student research.

The Office of Grants, Research and Sponsored Programs (GRASP) coordinates many of the external grant processes on campus and is responsible for supporting the post-award administration of grants. GRASP's mission is to "facilitate research and sponsored programs by increasing awareness and competitiveness in the pursuit of internal and external funding to support the mission of the university." In FY2020 GRASP assisted SRU faculty and staff in external grant awards totaling $1,349,838. Year in review reports, published annually by GRASP, keep University stakeholders informed about successes and opportunities. External funding results from the last several years are illustrated in Table 1.4.

TABLE 1.4: External Grant Funding 2015-2019					
Funding Source	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
State Grant Programs	$432,627	$840,430	$893,068	$626,088	$827,165
Federal Grant Programs	$575,465	$422,375	$529,509	$233,611	$235,191
Private/Other Grant Programs	$293,280	$404,546	$179,887	$346,840	$258,482
PASSHE Grant Programs	$58,564	$34,460	$29,000	$44,407	$29,000
TOTAL	**$1,359,936**	**$1,701,811**	**$1,631,464**	**$1,250,946**	**$1,349,838**

Bailey Library supports the educational and scholarly mission of Slippery Rock University by developing collections and services that make the Library integral to the learning process, both within and beyond the

classroom. The library exists to provide leadership, vision, and coordination for research activities that support and add value to every campus program. Services and training provided by the faculty and staff in Bailey Library provide a pathway for research and scholarly activities. These services include providing each academic department with a designated librarian who assists the faculty and students by providing tools such as research guides tailored to the needs of their field of study. Bailey also provides services such as Ask A Librarian for research inquiries, citation resources, support for remote/distance education students, and research video tutorials.

f. are publicized and widely known by the institution's internal stakeholders;

SRU's mission and goals are publicized and widely known by the institution's internal stakeholders. The mission and vision statements are found on the SRU website, under the "About" link, along with the University's nine strategic goals. Various documents used across campus, such as the Council of Trustees agendas, curricular forms, and posters placed in key areas across campus, serve as a regular reminder to faculty, staff, and students of the fundamental purpose of Slippery Rock University.

Due in part to its brevity, the University's vision statement has generally been more broadly publicized than its mission statement. President Cheryl Norton would often state the vision when giving addresses and presentations, making it more commonly heard on campus than the mission. Given that the mission statement is much longer and is not as easily presented in a short, succinct way, recent discussions have centered around using an abbreviated version of the mission statement to publicize it more widely. As a result, the President's Cabinet has approved the use of the first sentence of the full mission statement as a simplified message to communicate the mission:

> *The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success.*

The nine strategic goals are more specific in terms of their relevance to various constituencies therefore there has not been an effort to publicize them in a widespread way, although they are commonly discussed in documents and public addresses.

As information has been gathered to guide the strategies for publicizing the mission, vision, values and goals, there is acknowledgement that more can be done in terms of intentionally communicating these important statements to the SRU community. As a result, short-term and long-term strategies have been identified to publicize the mission, vision, and values more effectively. Strategies that have already been implemented include:
- a very simple survey was created in order to assess the level of self-reported awareness of the university's mission. This survey served as a starting point for what the SRU community awareness level is;
- posters have been created and posted in classrooms and other areas of the university frequented by a large number of students, faculty, and staff (EI 1.1.10 – Mission Poster);
- social media outreach;
- informational meetings with faculty and staff.

Future strategies for a sustained campaign to increase stakeholders' knowledge of the mission, vision, and values have been discussed and include incorporating them into relevant communications and documents such as emails, position justifications, and curriculum committee documents; faculty will be encouraged to reference and publicize them in the context of teaching; incorporating them into new student orientation and new faculty/staff orientation; adding them to the front page of D2L (SRU's learning management system) and CORE (SRU's student organization management system); publicizing them at commencement and new student welcome events; developing an annual Mission Day to promote knowledge; create a regular review process.

g. are periodically evaluated;

As described in Standard I.1.a, the SRU mission statement was most recently evaluated and revised in 2015-16. Along with the revision of the mission statement, the eight strategic goals were also developed, with the ninth goal added in 2017. In part, as a result of this current self-study process, SRU has determined that a more regular method for evaluating the mission and goals should be considered and will be addressed further later in this section.

With respect to the nine strategic goals, there has been on ongoing process of review and assessment. Each goal has a committee with two co-chairs who periodically review and assess progress towards achieving the goal. Review has taken place in the form of presentations and discussions with the university community, Provost's Council, President's Cabinet, and in meetings between goal co-chairs and the Provost. The continuous implementation of actions to achieve the goals and assessment of the results facilitates recurring encounters with the goals, providing the opportunity for revision or fine-tuning. The addition of Goal 9 occurred after this review process determined there remained a need to encapsulate how the University intersects with external constituencies.

A review of the process for Goal 9 revision shows the types of feedback gathered and process followed in making this kind of decision. Further revision of Goal 9 occurred after the Office for Community-Engaged Learning (OCEL) was created to expand and enhance the University's efforts to engage with the community. The establishment of OCEL was done in preparation for SRU's application for the Carnegie Classification for Community Engagement. One result of this process was the recognition that the original language of Strategic Goal 9 - *Support external communities through programming and expertise* – did not accurately capture SRU's goal of engaging with the community based on the concept of reciprocity, a fundamental concept in the Carnegie Classification. In describing the University's relationship with external communities as providing support through programming and expertise, the implication was that it was essentially a one-directional relationship. This type of relationship is better understood as outreach as opposed to engagement. While outreach is valuable, as the primary model for community engagement it does not lead to a deep relationship between the university and the community. In recognition of this, the SRU Carnegie Committee preparing the application proposed a revision to Goal 9. This revision was discussed in numerous areas - the Carnegie Committee, the OCEL faculty advisory committee, the Community Engagement council, Provost Council, and the President's Council - before being approved by the President's Cabinet in February 2019. The new language now serves to guide the institution's future efforts with respect to community engagement in a way that better reflects the mission and values and the process followed serves as an illustration of how the University is improved by focused self-evaluation and assessment.

As the University moves forward, President Behre has indicated that there will be a formal evaluation of the mission and strategic plan beginning in Spring 2021. As currently envisioned, the process will begin with members of the President's Cabinet (see also Chapter 7) leading a conversation within their units about the vision, mission, goals, and values in light of the various changes or trends that may be occurring within those areas. Feedback from these conversations will be brought back to the President's Cabinet in order to determine the plan for potential revisions or changes.

Criterion 2: Institutional Goals
(Requirement of Affiliation 10)
> 2. *institutional goals that are realistic, appropriate to higher education, and consistent with mission;*

Of Slippery Rock University's nine strategic goals (EI 1.1.2 – SRU Strategic Plan), four are directly connected with student learning and related outcomes (Goals 2, 3, 4, and 5), three focus more directly on institutional improvement (Goals 1, 7, and 8), and two combine both (Goals 6 and 9). All nine goals are focused on promoting student success at each stage of the educational process (recruitment, academic and co-curricular growth, student support, alumni relations) and maintaining the health of the institution to be able to serve students (employee recruitment and development, financial health and sustainability, and community engagement). These institutional goals are in line with expectations for a regional comprehensive institution like Slippery Rock University (see also Chapter 1.1).

In addition to being realistic and appropriate, the nine strategic goals are consistent with the mission of SRU. These can be seen in the alignment between the language of the strategic goals and that of the mission and vision statements (see Table 1.5). In both cases, the language of student transformation, integrated curricula, powerful pedagogies, a caring environment, and talented faculty and staff are featured. SRU's strategic goals have been developed to be fully consistent with its avowed mission.

TABLE 1.5: SRU Strategic Goals Alignment with Mission and Vision	
Strategic Goal Language	**Mission and Vision Language**
Goal 1	Increase enrollment while enhancing student quality and diversity.	SRU is committed to serving a diverse student body
Goal 2	Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students.	The fundamental educational mission of SRU is to transform the intellectual, social, physical, and leadership capacities in order to prepare them for life and career success.
Goal 3	Fuel learning with powerful pedagogies and transformational experiences.	Complementary missions are to engage in scholarly activity and professional service.\nStudents are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology.
Goal 4	Maintain an unwavering focus on success for all students.	Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.
Goal 5	Provide a caring campus experience, supported by quality housing, dining, recreation, health, safety and administrative services.	They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services.
Goal 6	Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.	In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live.
Goal 7	Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices.	SRU strived to be a best-value institution with an affordable cost and substantial financial support.
Goal 8	Engage communities in collaborative and mutually-beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.	SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally, who can benefit from its programs and lifelong learning opportunities.
Goal 9	Engage communities in collaborative and mutually beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.	…and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities.

Criterion 3: Student Learning, Outcomes, and Institutional Improvement

3. *goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission;*

In support of its educational mission and strategic plan (EI 1.1.2), Slippery Rock University has been specific in designing processes that ultimately funnel and connect all of the units that make up the institution into the student learning outcomes. The message has been consistently given that ultimately, from Enrollment Management to Facilities, all offices, units, and personnel exist or are employed to carry out or serve that educational mission. The specific extent to which these goals are supported by the various units and administrative structures can be seen in the alignment between each of the goals and units or offices in the university:

Goal 1 - Enrollment Management
Goal 2 - Academic Colleges, Student Affairs, Academic Affairs, Global Engagement
Goal 3 - Academic Colleges, Student Affairs, Academic Affairs, Global Engagement
Goal 4 - All university units and offices
Goal 5 - Student Affairs
Goal 6 - Academic Colleges and Human Resources
Goal 7 - Enrollment Management, Finance, Administration, and Facilities
Goal 8 - Academic Colleges and Alumni Association
Goal 9 - Multiple administrative, academic, and support units

In terms of this self-study, Chapter 1.1.d offers a broad discussion of how the university-wide student learning outcomes were intentionally developed to align with the University's mission (see also Table 1.3). Chapters 3 and 4 will more fully focus on how student learning and related outcomes are supported by educational and student support programs and services. Chapters 5 and 6 will focus on the ways in which assessment, planning, and resource allocation highlight how the process of continuous institutional improvement is consistently focused through the lens of the mission and student learning outcomes.

Criterion 4: Periodic Assessment of Mission and Goals

4. periodic assessment of mission and goals to ensure they are relevant and achievable.

As discussed in Chapter 1.1.a and 1.1.g, the most recent assessment of Slippery Rock University's mission and goals occurred in 2015-2016 and resulted in changes that better represent the University and allow for agility in addressing regional, national, and world changes. The overall decision to undertake these changes was not as much the result of a regular systematic process, but more the organic result of changes in leadership, the university's growth, and its place in the region and in higher education.

When the decision was made in 2015 to assess the strength of the University's mission and goals, numerous processes were employed (EI 1.1.3 - SRU Strategic Planning Update and Review). These included:
- focus-group discussions to solicit feedback from faculty and staff;
- a website solicited university-wide and public feedback (this website is still available at https://www.sru.edu/about/strategic-planning);
- committees consisting of faculty and administrators assessed the strategic goals in terms of how well they represented the mission of the university and how well they were being met;
- the Provost Council began regularly assessing the mission and strategic plan
- the four academic colleges were tasked with aligning their college and department strategic plans to the institutional goals.

The feedback received from these various processes and constituents made it evident that the commitment to developing students' leadership capacities should be included in the language of the mission and strategic goals (see Mission Statement and Strategic Goal 2). This process also led to the creation of Strategic Goal 9 - *Engage communities in collaborative and mutually-beneficial partnerships* (see also Chapter 1.1.g) to better reflect the intent for SRU to engage in collaborative connections with the community.

Following the 2015-2016 revision process, many of the methods utilized have now become regular processes within the academic and administrative units, including targeted assessment of the strategic goals. As noted in Chapter 1.1.g, President Behre is planning to begin a new process of assessment for the university mission and strategic goals beginning in 2021.

Institutional Priorities

It is important that an institution's priorities directly align with and support its mission and goals. Like SRU's mission and goals, the four institutional priorities identified for the self-study process were chosen following a collaborative institutional process that included many different voices and perspectives from the university community.

The four priorities that emerged from this collaborative, inclusive process aligned neatly with and fully encompass the collective direction and language of the SRU mission, vision, and goals. Table 1.6 illustrates this alignment which will be further detailed in each of the following chapters.

TABLE 1.6: Institutional Priorities Alignment with SRU Mission, Vision, and Strategic Plan				
Institutional Priority	Mission Language	Vision Language		Strategic Goal Language
Institutional Priority 1: Student success	*Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.*	*The fundamental educational mission of SRU is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success.* *Complementary missions are to engage in scholarly activity and professional service.*	*SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.*	*In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology.*	Strategic Goal 4 *Maintain an unwavering focus on success for all students.* Strategic Goal 6 *Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.*
Institutional Priority 2: Student transformation				Strategic Goal 2 *Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students.* Strategic Goal 3 *Fuel learning with powerful pedagogies and transformational experiences.* Strategic Goal 8 *Engage alumni and friends in the life of the university.*
Institutional Priority 3: Caring community		*Students study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services.*			Strategic Goal 5 *Provide a caring campus experience, supported by quality housing, dining, recreation, health, safety and administrative services.* *Strategic Goal 9* *Engage communities in collaborative and mutually-beneficial partnerships to advance the quality of life in the community and enhance learning, research, and civic engagement.*
Institutional Priority 4: Use of resources		*SRU strives to be a best-value institution with an affordable cost and substantial financial support.*			Strategic Goal 1 *Increase enrollment while enhancing student quality and diversity.* Strategic Goal 7 *Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices.*

Conclusion and Next Steps

Slippery Rock University's mission and goals, approved and supported by its Council of Trustees, provide a foundation and direction for its purpose within the context of higher education. SRU's student learning outcomes and strategic goals, which address academic and institutional effectiveness, are aligned with the institutional mission. Student success is the ultimate focus of the University, delivered and supported by each campus department, office, college, and unit.

The University mission is "to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service." The corresponding vision statement is "Slippery Rock University will excel as a caring community of lifelong learners connecting with the world." Interestingly, the idea of the caring community of lifelong learners is anecdotally a common description of the University.

Next Steps

Review of Mission, Vision, and Values. With the last Mission review about five years ago, the University should review the Mission, Values, and Vision for relevance, revision if indicated, approval through channels leading through the President and Council of Trustees, and notification across campus, which will reflect an ongoing and regular assessment schedule.

Chapter 2: Ethics and Integrity

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

In this chapter, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard II, Institutional Priorities 1-4, and Requirements of Affiliation 2, 5, 6, 13, and 14.

As an effective institution of higher education, Slippery Rock University adheres to sound ethical standards in support of its commitment to providing a positive learning and work environment for students, faculty, staff, and administration. This commitment is clearly defined for various constituencies through documents such as the SRU Student Code of Conduct and the Collective Bargaining Agreements (CBAs) with the employee labor organizations represented on campus. These, and other, documents include policies on sexual and gender-based misconduct, discrimination, drugs and alcohol, harassment, academic freedom, intellectual property, conflict of interest, and academic conduct. Many of these policies are publicly available on the university website at https://rockpride.sru.edu/policies/ (EI 2.3.4 – SRU Policies Website).

Ethics and integrity are central to the University's core institutional policies, procedures, and daily operations. Compliance with federal, state, and university policies and procedures are necessary to preserve the public trust and support SRU's commitments to its constituents.

SRU's commitment to ethics and integrity is also demonstrated through the mission and goals of many of its colleges and programs; adherence to policies such as the Discrimination and Harassment Policy; and through the existence of several institutional standing committees such as The Institutional Animal Care and Use Committee (IACUC), and the President's Commissions on Disability Services, Racial and Ethnic Diversity, Gender Identity & Expression and Sexual Orientation, Women, Wellness, Sustainability, Veterans and Military Affairs, and Mental Health.

Criterion 1: Freedoms and Intellectual Property

An accredited institution possesses and demonstrates the following attributes or activities:
1. *a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;*

Slippery Rock University's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights is defined and captured through various policies and documents.

One of the university's Core Values – Intellectual Freedom, Integrity and Free Expression – captures a strong commitment to these freedoms for all constituents:

> *We value and uphold the right of all in our academic community to speak and write freely. We expect all who study, teach and work within the University to uphold the highest ideals of scholarly responsibility. We value honesty, integrity, fairness, and respect in creating, debating, and disseminating intellectual and creative works. As such, we believe that all perspectives deserve fair scrutiny in the marketplace of ideas in a civil, fair, and thoughtful manner.*

The CBA between the Association of Pennsylvania State College & University Faculties (APSCUF) and Pennsylvania's State System of Higher Education (PASSHE) also demonstrates a commitment to these principles. The CBA's *Purpose* section states that "*all will be served best by an intellectual environment that encourages critical thinking, the search for truth, and includes a diversity of reasoned perspectives*". (EI 2.1.1 - APSCUF Faculty CBA 2019-23, p.1)

The academic freedom and intellectual freedom of faculty members are also protected through the CBA's *Article 2: Academic Freedom*. This article states that "*a faculty member is entitled to full freedom in research and in the publication of the results,*" "*freedom in the classroom in discussing his/her subject,*" and "*freedom in the selection*

of textbooks, audio-visual aids and other teaching aids." According to this article, a faculty member "*should be free from University censorship or discipline*". (EI 2.1.1 - APSCUF Faculty CBA, p.3-4)

The intellectual property rights of SRU faculty members are protected by the CBA's Article 39: Intellectual Property. This article states that the "State System/Universities shall not claim any ownership, interest, or share of the proceeds in the following types of Intellectual Property which are used or created for instructional purposes or as a result of scholarly activities: (a) publications, (b) textbooks, (c) educational courseware, (d) lectures, (e) recordings [video or audio], (f) original works of art, (g) fiction, including popular fiction, novels, poems, dramatic works, (h) motion pictures and other similar audio-visual works, (i), musical compositions, or (j) computer software". (EI 2.1.1 - APSCUF Faculty CBA, p.118-119)

SRU's Student Code of Conduct includes an Academic Integrity Policy (EI 2.1.3 – SRU Student Code of Conduct, p. 26-31) that clarifies for students that they "are expected to understand basic principles of respect and compliance with intellectual property law." It is made explicit that "those aspects of the Copyright Law of the United States that apply to academic work as well as to the use of University computer resources" are of particular importance (EI 2.1.3 – SRU Student Code of Conduct, p. 27).

Intellectual Property rights and responsibilities for students, faculty, and employees of PASSHE institutions are further defined in *Procedure/Standard Number 2018-37, Technology Transfer and Commercialization Services* (EI 2.1.2 - Technology Transfer and Commercialization Services)*,* a document created, in part, to provide guidance in implementing Article 39 of the APSCUF CBA.

In furthering the opportunity for freedom of expression for students, the University supports numerous clubs and organizations for campus constituents with various religious and political beliefs and diverse cultural backgrounds and/or interests.

To protect the rights of all university constituencies, the objective of the University's Information & Administrative Technology Services (IATS) Information Technology (IT) Acceptable Use Policy is to "*create a framework to ensure that IT resources are used in an appropriate fashion, and support the university's mission and institutional goals.*" The policy further states that the responsibilities of users of University IT include "*respect [for] the intellectual property of authors, contributors, and publishers in all media.*" Users of technology are informed that "*downloading and or sharing copyrighted material ... without the copyright holder's consent is illegal*" (EI 2.1.4 – Acceptable Use Policy, p.1-2). Additional responsibilities outlined in the policy focus on adhering to contract and license terms as well as applicable laws, regulations, and policies.

Criterion 2: Campus Climate and Diversity

> 2. *a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;*

Slippery Rock University understands that in order to achieve the fundamental objectives of its mission, a climate of respect must be fostered and practiced at every level of the institution. The belief that the differences between people are just as important as their similarities is at the foundation of inclusive excellence. SRU is committed to equity, to closing the achievement gaps in student success for historically underrepresented populations, and to practicing equity-mindedness as an educational institution.

The University's commitment to fostering respect amongst its constituencies is, perhaps, best summarized in its *Respect for Individuals in the Community Statement* which reads:

> *Slippery Rock University provides an environment that respects, encourages, and promotes the talents and contributions of all. Slippery Rock University values a community with a shared sense of purpose, where people demonstrate mutual respect and appreciation. Slippery Rock University values diversity that honors and includes all persons regardless of age, creed, disability, ethnic heritage, gender, gender identity, race, religion, sexual orientation, or socioeconomic status in academic and extracurricular endeavor, in the working environment, and in the daily life of the university community.*

In order to facilitate this climate amongst students, faculty, staff, and administrators, both PASSHE and SRU have implemented important policies, procedures, programs, and support systems that clearly articulate their united commitment to respect, diversity, non-discrimination, and inclusion.

Institutional office, policies, and procedures in support of respect, diversity, non-discrimination, and inclusion
The SRU Office of Diversity and Equal Opportunity oversees many of the institutional policies and procedures that support SRU's commitment to a respectful and diverse climate on campus. Among these are the:
- PASSHE Board of Governors' Policy 2020-01: Sexual Misconduct (EI 2.2.1)
- PASSHE Board of Governors' Policy 2020-02: Amorous Relationships (EI 2.2.2)
- PASSHE Board of Governors' Policy 2009-03: Social Equity (EI 2.2.3)
- SRU Sexual Misconduct Policy (EI 2.2.4)
- SRU Discrimination and Harassment Policy/Complaints (EI 2.2.5)
- SRU Faculty and Management Search Procedures (EI 2.2.6 – EI 2.2.7)
- Name/Gender Change Form and Policy (EI 2.2.8)
- Chosen First/Middle Name Policy (EI 2.2.9)

In order to ensure a broad knowledge and understanding of the Title IX policy, faculty are required to include language in their syllabi (EI 2.2.10 – Course Syllabus Samples) informing students about Title IX. Title IX policies and reporting processes are also included in the SRU Student Code of Conduct and on the SRU Office of Diversity and Equal Opportunity website. Recent changes by the federal government to Title IX have resulted in revisions to SRU's statements and processes under direction from State System legal counsel.

Human Resources and the Office of Diversity and Equal Opportunity oversees the hiring processes for all university positions. All searches must utilize a diversity recruitment plan and all nationally-placed positions are advertised in Diverse Issues in Higher Education. All search committee members are also, as of Fall 2019, required to complete Implicit Bias Training to support a transparent, equitable hiring process.

The Office of Disability Services works to support the individual needs of students, adhering to the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) which protect students with disabilities from discrimination and denial of access to education. Slippery Rock University is committed to equal opportunities for persons with disabilities in the recruitment of, admission to, participation, treatment, or employment in the programs and activities it operates and sponsors.

The APSCUF CBA promotes a climate of respect, community, and equity by including language encouraging faculty members and PASSHE to "cooperate in mutual respect and harmony" and "show respect for the opinions of others" (EI 2.1.1 – APSCUF Faculty CBA, p. 1, 4).

Since the last Middle States accreditation visit in 2011, SRU has expanded its Notice of Non-Discrimination to include sexual orientation, gender identity, and gender expression. Additional intentional changes have been made in recent years to support gender equity including: gender neutral restrooms, a preferred name policy, and the implementation of a Gender/Diversity Studies major.

Programs, resources, and student organizations
In addition to the policies that SRU has implemented that speak to efforts to create an inclusive, safe, and respectful community, there are also important programs and resources furthering this cause including:
- **Take Back the Night**, an annual event held by FMLA each year to combat rape culture;
- **Annual International Dinner,** a celebration of the wide variety of cultures represented by SRU students;
- a campus speaker series that included campus-wide sessions with Donna Brazile, Ana Navarro, Soledad O'Brien, and Yusef Salaam;
- eight **President's Commissions** charged with "leading and engaging the campus community with a vision to create a culture of respect, acceptance and celebration of our differences and to be active practitioners of change". The eight commissions focus on: Disability Issues, Racial and Ethnic Diversity, Women, Gender Identity & Expression and Sexual Orientation, Wellness, Sustainability, Veterans and Military Affairs, and Mental Health (EI 2.2.11 – President's Commissions);

- the **Jump Start** program, led by the Office for Inclusive Excellence, assists in recruitment and retention of a diverse student body. The program is designed to serve as a transition program with a primary goal of assisting students with the acclimation of college life on campus, both academically and socially;
- performing arts initiatives, such as the **Kaleidoscope Festival**, focus on diversity and cultural awareness through dance, music, theatre, literary and visual art presentations;
- the **APSCUF Social Justice Committee**, comprised of elected APSCUF members, serves to identify, educate, and communicate issues of equity to the campus community;
- the **Student Government Association** includes a board level position for diversity and includes, within their constitution, a commitment to diversity training for all executive positions;
- a variety of student clubs and organizations including: **Black Action Society, Feminist Majority Leadership Alliance (FMLA), RockOUT, Internations Club, and American Sign Language Club**. These groups offer year-round trainings and guest speakers on issues related to diversity;
- **Acceptance Day**, a demonstration of support for the LGBTQIA+ community.

Recent and continuous planning efforts

The Diversity Climate Survey administered in the spring of 2019 indicated that students think the university needs to do better in helping underrepresented students feel like they matter. To address this finding, programming was enhanced to offer students numerous opportunities to learn about their differences and the Office for Inclusive Excellence (OIE) launched the Diversity Dialogues program designed to get students to meet with each other in small groups around topics of inclusion. OIE also works closely with faculty to align workshops, presentations, and course offerings with the goal of promoting students' understanding of multiculturalism. While progress in the area of diversity and inclusion has been made in recent years, the University recognizes that the process of creating a diverse, inclusive, and respectful environment is an ongoing process.

In supporting that ongoing process, SRU has also recently added two important elements to its diversity strategy:
- Dr. Terrence Mitchell began serving as a special assistant to the president for diversity and inclusion in the fall of 2020. Dr. Mitchell's responsibilities include helping to strengthen the University's strategic diversity planning and managing SRU's efforts in creating a more inclusive environment for all students and employees. He also serves as a resource to relevant presidential commissions in order to enhance, facilitate and coordinate University diversity efforts and related training;
- an Anti-Racism and Social Justice Resource page (EI 2.2.12 – Anti-Racism and Social Justice Resource website), created and compiled by the President's Commission on Race and Ethnic Diversity, has been added to the University website. While this page refers mostly to anti-Black racism, the commission seeks to provide support and advocacy for all ethnically and racially marginalized groups.

SRU will also continue to promote various diversity and equity-related programs and activities including:
- exposing SRU student to a wide variety of perspectives and experiences through study abroad opportunities;
- hosting international students and International Week at SRU through the Office of Global Engagement;
- experiential training for the SRU community through The Leadership Development Center;
- connecting SRU education majors with students in urban school districts and bringing those students to SRU's campus through the Rock Teach program;
- a strong focus, through the Strategic Enrollment Management Plan, on the recruitment of students from diverse backgrounds; institutional scholarship funding has increased by 83% percent since 2011 (2019 - $1,798,459 and 2011 - $981,968) and 58% percent since 2015 (2019 - $1,798,459 and 2015 - $1,136,953); nearly all of these scholarships are renewable, covering the student's enrollment to degree completion;
- the Frederick Douglas Institute (FDI) Scholars Fellowship Program which gives an SRU faculty member an opportunity to develop curriculum and programming related to the FDI mission, which is to "create inclusive university communities and transformative connections among historically underrepresented students and faculty, as well as other communities across the Commonwealth and beyond."

Criterion 3: Grievance Policy

> 3. *a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;*

SRU maintains several documents and procedures for promptly, appropriately, and equitably addressing complaints and grievances by students, faculty and staff.

Due to Slippery Rock University's participation in Title IV federal student aid programs, the institution must adhere to the following regulations in regards to addressing student complaints:

- Title 34 CFR §600.9 requires states to have a "*process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws.*"
- Title 34 CFR§668.43(b) requires that institutions "*make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution's accreditation and its State, Federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.*"

In complying with these regulations, SRU centralizes and disseminates student complaint policies through a dedicated website and in the Student Complaint Resolution at Slippery Rock University document (EI 2.3.1) which categorizes complaints into seven specific categories: academic/grade appeal; academic integrity; online/distance education; student conduct; Americans with Disabilities Act; Title IX, harassment, discrimination, affirmative action; and Family Educational Rights Privacy Act (FERPA). Additionally, many of these policies and procedures are published in the Undergraduate and Graduate Catalogs (EI 2.3.2 – SRU Undergraduate Catalog and EI 2.3.3 – SRU Graduate Catalog) as well as on the SRU Policies website (EI 2.3.4).

In addition to the Student Complaint Resolution document, SRU also publishes and disseminates the policies, procedures, and forms listed in Table 2.1 to assist students in gaining resolution for their issues.

TABLE 2.1: SRU Student Policies and Grievance, Complaint, Appeal Processes		
Nature of Complaint	**Related Policies, Procedures, and Forms:**	**EI**
Academic/Grades	Procedure for Filing Grade Appeal	2.3.5
	Final Grade Appeal Form	2.3.6
	Academic Restart Policy and Appeal Process	2.3.7
	Graduate Transfer Credit Policy and Appeal Process	2.3.8
	Office of Disability Services Grievance Process	2.3.9
Online/ Distance Education	Distance Education Complaint Process	2.3.10
	PDE Higher Education Complaint Form	2.3.11
Student Conduct	Student Code of Conduct Reporting Process	2.3.12
Americans with Disabilities Act	Discrimination and Harassment Policy	2.2.5
	Discrimination and Harassment Complaint Form	2.3.13
Title IX, Harassment, Discrimination, and Affirmative Action	Discrimination and Harassment Policy	2.2.5
	Discrimination and Harassment Complaint Form	2.3.13
	Sexual Misconduct Policy, Complaint and Appeal Process	2.2.4
FERPA	Records Privacy Policy and Complaint Process	2.3.14
Additional Policies and Complaint/Appeal Procedures	Chosen Name Policy and Appeal Process	2.2.9
	Name and Gender Change Process	2.2.8
	Military Absence Policy and Appeal Process	2.3.15
	Veteran Students – Course Scheduling Preference Policy	2.3.16

SRU and PASSHE also have in place a number of grievance policies to assist faculty and staff in pursuing the satisfactory resolution of employment issues. Though representatives of PASSHE provide centralized labor negotiations, grievance, and arbitration services to the fourteen member-institutions, SRU is required to remain proactively responsive to local issues presented through the various collective bargaining agreements and

memorandums of understanding (MOU). Policies and procedures to address faculty and staff complaints are included in Table 2.2.

TABLE 2.2: SRU Grievance, Complaint, Classification, and Appeal Processes and Policies				
Employee Group	**Classification**	**Grievances**	**Appeals**	**EI Document**
Staff AFSCME	CBA, Article 27	CBA, Appendix R, p.392-399		2.3.17
		MOU, Appendix N, p.311-319		
Coaches APSCUF		CBA, Article 4	CBA, Article 5	2.3.18
Faculty APSCUF		CBA, Article 5		2.1.1
Staff OPEIU	CBA, Article 23	CBA, Article 34		2.3.19
	MOU, Recommendation 23	MOU, Recommendation 34		
Staff POA	CBA, Article 26	CBA, Article 37		2.3.20
Staff SCUPA	CBA, Article 12	CBA, Article 13		2.3.21
Managers	BOG Policy 1985-07-A			2.3.22
		BOG Policy 1983-01-A	BOG Policy 1983-01-A	2.3.23
			BOG Policy 1984-14-A	2.3.24

Criterion 4: Conflict of Interest

(Requirement of Affiliation 13)

> **4.** *the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;*

Slippery Rock University follows a number of internal and external laws and policies in guarding against conflicts of interest or appearances of the same. These policies can be grouped into four broad categories: Pennsylvania state law, PASSHE Board of Governors' Policies, collective bargaining agreements, and local university policy.

Federal and Pennsylvania State Law

TABLE 2.3: Pennsylvania State Conflict of Interest Policies and Procedures		
Nature of Potential Conflict	**Related Policies, Procedures, and Forms**	**EI Document**
Financial	Pennsylvania Public Official and Employee Ethics Act	2.4.1
Financial	State Ethics Commission Statement of Financial Interests	2.4.2
Purchasing	Pennsylvania Commonwealth Procurement Code	2.4.3

As public employees, Slippery Rock University faculty and staff who possess budgeting or purchasing authority, regardless of the amount, are required to comply with related policies and procedures, including those in Table 2.3. The declared purpose of the Pennsylvania Public Official and Employee Ethics Act (EI 2.4.1) is to recognize *"that the people have a right to be assured that the financial interests of holders of or nominees or candidates for public office do not conflict with the public trust."* At the institutional level, the Human Resources office is tasked with ensuring that all employees covered by the act complete a State Ethics Commission Statement of Financial Interests (EI 2.4.2) which requires the employee to declare financial interests, debts, gifts, and business relationships.

In addition to the Employee Ethics Act, SRU is subject to the Pennsylvania Commonwealth Procurement Code (EI 2.4.3) which establishes a framework for purchasing decisions for the university. In maintaining impartiality in its procurement practices, the SRU Contracts office conforms to the policies, procedures, and statutory limitations set forth in the Procurement Code.

PASSHE procedures and BOG policies

As a member of the PASSHE System, SRU also complies with the policies and procedures in Table 2.4. BOG Policy 2012-01: Conflict of Interest (EI 2.4.4) clearly and explicitly defines potential conflicts of interest that are

to be avoided in all circumstances and goes beyond purchasing and contracting to encompass additional areas, including employment, grant administration, and other pecuniary and personal conflicts of interest.

TABLE 2.4: PASSHE Conflict of Interest Policies and Procedures		
Nature of Potential Conflict	Related Policies	EI Document
General	BOG Policy 2012-01: Conflict of Interest	2.4.4
Purchasing	PASSHE Procedure/Standard 2011-07, Expenditures of Public Funds	2.4.5
	BOG Policy 1998-04-A: Procurement of Goods, Services, Supplies, and Construction	2.4.6
Adverse Interest	BOG Policy 2002-05: Service on Public and Private Boards	2.4.7

The PASSHE Board of Governors provides guidance and standards for the appropriate use of public funds through PASSHE Procedure/Standard 2011-07 (EI 2.4.5) which states that "*the overarching principle in the spending of university funds is that all expenditures must clearly and directly benefit the university in support of its purpose to provide education at the lowest possible cost to the students*."

BOG Policy 2002-05: Service on Public and Private Boards by Chancellor and Presidents (EI 2.4.7), addresses service on public or private boards by university managers and presidents and requires managers and presidents to obtain approval from the Office of Chief Counsel if the board position is compensated. Service on boards that have contractual relationships with PASSHE or individual universities is prohibited.

CBA provisions

Various provisions of the CBAs between APSCUF and SRU (EI 2.1.1) prohibit conflict of interest in many aspects of faculty professional life including hiring, promotion, tenure, sabbatical and performance evaluation. Examples include prohibiting faculty who have a "*member of their immediate family or a person residing in their household*" from participating in any of those review processes. Additionally, the APSCUF-Coaches CBA (EI 2.3.18) stipulates that "*no coach, athletic director, or reviewing officer shall participate in the evaluation process of a member of his/her immediate family or a person residing in his/her household*."

SRU policies

SRU has created several additional policies, listed in Table 2.5, in an effort to further ensure that conflicts of interest do not interfere with the mission of the university. These policies, collectively, address potential conflicts regarding purchasing, contracts, grant funding, and use of information technology resources.

TABLE 2.5: SRU Conflict of Interest Policies and Procedures		
Nature of Potential Conflict	Related Policies	EI Document
Contracts/Purchasing	SRU Purchasing and Contracting Policies and Procedures	2.4.9
Research, Education, and Service Activities	SRU Financial Conflict of Interest Policy	2.4.10
Research	Institutional Review Board/NIH Conflict of Interest Policy	2.4.11
IT Resources	Information Technology Acceptable Use Policy	2.1.4

Criterion 5: Fair and Impartial Practice

5. *fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;*

As an equal-employment-opportunity and affirmative-action employer, Slippery Rock University is committed to fair and impartial practices in its hiring and employment processes. This commitment is broadly captured and communicated through the Respect for Individuals in the Community statement (see Chapter 2.2).

To give support and structure to this commitment, the University has in place a number of regular policies and procedures that guide employment practices. These include established hiring procedures for both faculty and management positions that set out processes all search committees must follow to ensure consistency and objectivity. The university requires that these procedures be followed for all searches. (EI 2.2.6 – Faculty Search Procedures and EI 2.2.7 – Management Search Procedures)

In addition, a number of CBA provisions (outlined in Table 2.6) outline required practices that provide a consistent and objective basis for decision making in the hiring, evaluation, and disciplinary processes for employees. Many of the CBA provisions discussed in Chapter 2.4 also apply here in Standard II.5. Terms and conditions for employment of senior policy executives are outlined in BOG Policy 1984-14-A (EI 2.3.24).

TABLE 2.6: Employment, Evaluation, and Promotion Practices and Related Policies					
	Faculty APSCUF CBA (EI 2.1.1)	Coaches APSCUF CBA (EI 2.3.18)	Staff AFSCME CBA (EI 2.3.17)	Staff OPEIU CBA (EI 2.3.19)	Staff SCUPA CBA (EI 2.3.21)
Fair Practice, Employee Treatment, Equal Employment Opportunity, Discrimination	Article 3	Article 3	Article 31 Article 36 Appendix R	Article 27 Article 33 Article 34	Article 37
Appointment	Article 11	Article 8 Appendices A, B, F	Article 19	Article 16 Appendix K	Article 9 Article 12
Review and Evaluation	Article 12	Article 23 Appendix E	Article 35	Article 37	Article 32
Personnel Files	Article 13	Article 24	Article 35	Article 32	Article 11
Renewal, Non-Renewal, Recall, Furlough, Termination, and Retrenchment	Article 14 Article 29	Article 8 Appendix D	Article 29	Article 25	Article 33
Tenure	Article 15	NA	NA	NA	NA
Promotion	Article 16	NA	Article 19 Appendix R	Article 16 Article 25	Article 12
Classification	NA	Article 7	Article 27	Article 23	Article 12 Appendix G
Discharge, Demotion, Suspension, and Discipline	Article 5 Article 15 Article 42	Article 22	Article 28 Appendix R	Article 24 Appendix H	Article 14
Vacancies	Article 11	Article 25	Article 29 Appendix R	Article 25	Article 34
Part-Time/Temporary/ Special Employees	Article 7 Article 11 Article 44	Appendix A Appendix B Appendix F	Appendix R	Article 29 Appendix G	Article 31 Article 35

Criterion 6: Honesty and Truthfulness
(Requirement of Affiliation 14)

6. *honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;*

Slippery Rock University is committed to truthful representation in all communications including those with students, prospective students, and their families regarding academic programs, financial charges, and employability of its graduates. This commitment to accuracy and integrity with all communications to stakeholders is demonstrated through the professional practices of the Office of University Communication and Public Affairs. This office adheres to the professional code of ethics of numerous governing bodies, including: the American Marketing Association (AMA), Council for the Advancement and Support of Education (CASE), the Public Relations Society of America (PRSA), the College Sports Information Directors of America (COSIDA), and the Society of Professional Journalists (SPJ). All of the University's news releases and interactions with the media provide accurate representation while promoting the SRU brand and story. University Communication and Public Affairs recognizes that the University must communicate with a wide variety of stakeholders across various formats and works to ensure consistency across the University by providing guidelines for style, graphics, web design and social media.

Enrollment Management (EM), which advertises academic programs and recruits new students to the University, adheres to the standards set by the NACAC (National Association for College Admission Counseling) Code of Ethics and Professional Practices (CEPP) and by the National Association of Graduate Admission Professionals' (NAGAP) Best Practices for Graduate Enrollment Management Professionals. Advertising and admissions materials are honest, straightforward, accurate, and informed by data wherever possible. The requirements of various programmatic accreditors also require consistency and accuracy in recruitment and admissions materials.

Recent upgrades to software utilized by EM to manage course and program offerings, curricular changes, and the undergraduate and graduate catalogs will allow the ability to continuously update academic and informational publications in a more efficient and expedient manner.

The overall approach to honesty and truthfulness is also demonstrated through SRU's Student Consumer Information website which adheres to the tenets of the Code of Federal Regulations-Title 34 section 668.71-74 (EI 2.6.1) by providing students with access to required information (see also Chapter 2.8).

Criterion 7: Affordability and Accessibility

7. *as appropriate to its mission, services or programs in place:*
   a. *to promote affordability and accessibility;*
   b. *to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;*

Slippery Rock University is committed to keeping costs affordable for both in-state and out-of-state students (see also Chapter 4.1). The University recently completed a pricing study (EI 2.7.1 – Pricing Study) to assess the cost of attending Slippery Rock University due to the reduction of educational funding from the state of Pennsylvania. The study evaluated affordability for out-of-state students, students who receive Title IV funds, first-generation students, and non-traditional students.

The University offers various types of assistance to students and families to ensure their understanding of the financial responsibility that comes with attending college prior to and after their enrollment. Standard practices and documents that assist in this process include:

- Financial Aid Booklet (EI 2.7.2);
- detailed schedules of tuition and fees are published on the website (EI 2.7.3 – SRU Tuition and Fees);
- Financial Aid Summary of Terms and Conditions (EI 2.7.4);
- offering financial aid workshops and one-on-one counseling to students who attend orientation (EI 2.7.5 – Financial Aid and Billing Presentation and EI 2.7.6 – Academic Progress Policy for Financial Aid Recipients);
- listing all scholarships, policies, procedures, forms, and additional financial aid resources on the Financial Aid website (EI 2.7.7 – Types of Aid);
- costs for International students (EI 2.7.8 – EI 2.7.12);
- a Net Price Calculator is available as a resource for students and parents to estimate their costs annually (EI 2.7.13 – Net Price Calculator);
- offering walk-in one-on-one financial aid appointments for enrolled students as well as a call center to assist students and parents with questions regarding funding.

Criterion 8: Compliance with Reporting Policies

(Requirements of Affiliation 2, 5, 6, and 14)

8. *compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:*
   a. *the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;*
   b. *the institution's compliance with the Commission's Requirements of Affiliation;*
   c. *substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;*
   d. *the institution's compliance with the Commission's policies; and*

SRU relies on data, information and analytics to inform decisions that improve student success and the effective operation of the University. The Office of Planning Resource Management and Assessment (PRMA) assists faculty and staff in the collection, evaluation, assessment, and decision-making processes. Information on enrollment (EI 2.8.1 – Full Student Body Profile), student success numbers (EI 2.8.2 – Retention and Graduation Rates) student geography data, and faculty information is openly available on the SRU PRMA website which also includes information on Assessment and Institutional surveys. PRMA also produces a Common Data Set (EI

2.8.3) and an institutional survey cycle plan (EI 3.8.38); and submits the IPEDS report, the PASSHE Annual Data Collection Plan, and (until it was recently discontinued) the Snyder Amendment Report. The University also maintains information regarding professional licensure opportunities related to SRU programs (EI 2.8.4 – Professional Licensure Certification Statements).

SRU's Student Consumer Information website relays important, current, and relevant consumer information affecting students including:
- General institutional information – FERPA, academic facilities, services available to students with disabilities, transfer credit policies, articulation agreements, costs for attending SRU, and campus life;
- Student Financial Assistance – Net Price Calculator (EI 2.7.13), financial aid availability, how-to-apply, terms and conditions for loans, and loan repayment schedules;
- Health & Safety and Clery Act Information – Sexual Assault Policy/Victim's Rights, drug and alcohol awareness and prevention information, Annual Security Report – Clery Act (EI 2.8.5), emergency management and preparedness;
- Student Outcomes – retention rates, employment rates, completion/graduation rates;
- Athletics – participation rates and financial support data;
- Student Complaint Resolution;
- Misrepresentation Policy.

SRU provides information online to students regarding the State Authorization Reciprocity Agreement (SARA), professional licensure and certification, and the distance education complaint policy (EI 2.3.10). For SARA purposes, a field experience is the practical application of a learned theory; field experiences include internships, practicums, rotations, and student teaching. SRU reports annually on the number of students participating in online programs and out-of-state field experiences through the NC-SARA reporting website. Programs requiring that students sit for licensing examinations post their passing rates on their individual program's websites.

SRU sends direct notifications to prospective students, as well as students currently enrolled, in programs leading to professional licensure/certification that are located in states where SRU's program either does not meet the academic requirements for professional licensure or if SRU cannot determine if the program meets the academic requirements. Program determinations are also available on the university website. Processes are also in place to reach students in these programs who change majors, are readmitted, or move.

SRU follows several policies and procedures related to the Protection of Minors on campus The procedures include specific requirements in regards to background checks and clearances for employees and volunteers, as well as the mandated reporting of child abuse. These policies and procedures include:
- BOG Policy 2014-01-A: Protection of Minors (EI 2.8.6);
- SRU Protection of Minors Policy (EI 2.8.7);
- Criminal History and FBI Background Clearances;
- Provisional Hire or Volunteer Background Clearance Certification;
- Child Abuse Clearances.

The SRU Institutional Review Board (IRB) requires that SRU faculty conducting research involving humans must submit their research proposals to IRB and complete online CITI training regarding human research protections prior to beginning research (EI 2.8.8 – Institutional Review Board Procedures). The IRB maintains a Federal Wide Assurance (FWA) with the Office of Human Participants in Research (OHRP). SRU follows Federal regulations involving animals used in research and participates in scheduled and unscheduled campus visits.

Information on the University's accreditation status with Middle States Commission on Higher Education (MSCHE) as well as information on program accreditations is available on the Academic Affairs-Accreditation website for review by current and prospective students as well as the general public. The Office of the Provost is responsible for reporting institutional changes to MSCHE and does so in a timely way (EI 2.8.9 – MSCHE Annual Institutional Update).

Slippery Rock University's full Compliance Report can be found in the Evidence Inventory (EI 2.8.10).

Criterion 9: Periodic Assessment of Ethics and Integrity

9. *periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.*

University policies and procedures are under a continuous cycle of review to ensure they maintain an exceptional standard of ethics and integrity. First, each department is responsible for conducting a regular review of academic and non-academic institutional polices through the regular five-year program review process (see also Chapters 5.2 and 6.2) (EI 2.9.1 – EI 2.9.7 – Program Review Procedures). Additionally, an academic committee comprised of both faculty and staff meets twice monthly to make recommendations for policy revisions to the Deans Council to ensure the policies reflect the ever-evolving and developing ethical standards of the University. Lastly, there is an online policy database (EI 2.3.4 – Policies Website) that makes institutional policies accessible and transparent to the university community. With these means, Slippery Rock University strives to maintain its ethical standards to provide a positive experience for students, faculty, staff, and administration alike.

Institutional Priorities

This chapter aligns with SRU's Institutional Priorities in the following ways:

- **Student Success**. Slippery Rock University offers accessible and affordable education for its students. Websites and publications are written with honesty and truthfulness to ensure that students and their families know entrance requirements, full costs of attendance, and requirements for graduation. In addition, the university is committed to a campus climate built on diversity, equity, and inclusion. Through these efforts, the success of all students is prioritized.
- **Transformation of Students**. Through fair and ethical practices and clear pathways for conflict resolution, SRU contributes to the transformation of students by providing a safe and nurturing environment for students to engage in academic, co-curricular, and extracurricular activities.
- **Caring Community.** A caring community is built on justice and fairness. SRU has instilled policies and practices which ensure that community members have access to appropriate resources and the ability to appeal unfair actions by the university. Students, faculty, staff, and administrators have collaborated together to build these policies and procedures to ensure that all stakeholders are involved in the process.
- **Use of Resources.** Slippery Rock University has dedicated appropriate resources to supporting this standard. Employees in Human Resources and Student Affairs oversee related efforts to ensure that members of the university community adhere to ethical behavior and are treated with fairness. Staff in the office of Planning, Resources, Management, and Assessment ensure compliance with state and federal mandates as well as expectations from the various programmatic accreditation organizations.

Conclusion and Next Steps

Slippery Rock University is committed, in all of its activities, to remaining faithful to its mission; honoring its contracts and commitments; adhering to relevant policies, laws, rules, and regulations; and representing itself truthfully to all constituents. By adhering to sound ethical standards in support of its commitment to provide a positive learning and work environment, SRU continues its reputation as an effective institution of higher education, preserves the public trust, and maintains commitments to its constituents.

The University has taken a number of steps to address diversity and inclusion. In particular, SRU has implemented policies, procedures, programs, and support systems that articulate its commitment to respect and non-discrimination. Continuing to support the development of these initiatives is a University goal.

Next Steps

Diversity and Inclusion Strategic Plan. The University will complete the plan underway led by the Special Assistant to the President for Diversity and Inclusion. The plan should identify an infrastructure that addresses best practices in diversity management (e.g., student success and employment recruitment) and enhances the welcoming and supportive environment for underrepresented minorities and other marginalized populations within the campus community.

Chapter 3: Design and Delivery of the Student Learning Experience

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

In Chapter 3, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard III, Institutional Priorities 1-4, and Requirements of Affiliation 8, 9, and 15.

Slippery Rock University recognizes that there are many crucial components to delivering quality learning experiences to its students. SRU offers a wide variety of areas of study designed to serve the needs of students, and a high-quality faculty is vital to the success of both students and the institution. SRU supports the professional growth of its faculty members and actively fosters a culture of excellence and innovation in teaching, learning, and scholarship.

Recent important and innovative changes to or success of SRU's educational programs include:
- the substantial revision of the general education program;
- the elevation of the Honors Program to an Honors College;
- the addition of 25 new programs created to respond to student and market demands;
- an increase in the number of courses and students completing high-impact-practice (HIP) courses.

Criterion 1: Programs

(Requirements of Affiliation 8 and 9)
An accredited institution possesses and demonstrates the following attributes or activities:
   1. ***Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent learning experience and to promote synthesis of learning;***

Slippery Rock University currently offers more than 150 undergraduate majors, 80 minors, and more than 40 graduate programs, certificates, and online degree completion programs. SRU also offers other pre-professional and interdisciplinary programs that assist students with important tasks from navigating their first year at SRU to preparing for medical school (EI 3.1.1 – Complete List of Degree Programs).

Slippery Rock offers courses and programs at several instructional sites and three additional locations, which have been approved through the Middle States substantive change process. Two additional locations are in Pennsylvania at the Harrisville Building in Harrisville (Occupational Therapy and Physician Assistant), about seven miles from the main Slippery Rock campus. The second is at the Regional Learning Alliance in Cranberry Township (MBA and Accountancy), about 10 miles north of Pittsburgh. In addition to the programs offered through its Pennsylvania locations, SRU also finalized an agreement in 2019 (EI 3.1.2 – QUIE Contract) with Quanzhou University of Information Engineering (QUIE) in China to jointly offer a four-year program of study leading to an SRU degree in Management – Information Systems (EI 3.1.3 – Approval of QUIE Substantive Change).

The length or credits required for completion of degree programs at SRU is governed by PASSHE Board of Governors' Policy 1990-06-A: Academic Degrees (EI 3.1.4) which establishes the following designations:
- Associate degree programs require a minimum of 60 semester hours of credit;
- Baccalaureate degree programs require a minimum of 120 semester credit hours unless otherwise required by statute, regulation, or accreditation and are approved by the chancellor;
- Master's degree programs require a minimum of 30 semester credit hours.

Additional guidelines are provided by Policy 1990-06-A including minimum semester credit hours for general education and maximum semester credit hours for baccalaureate level major programs:

- Baccalaureate degrees must include at least 40 semester credit hours in general education;
- Bachelor of Arts (B.A.) major programs should consist of 30-42 semester credit hours;
- Bachelor of Science (B.S.) major programs should consist of 40-60 semester credit hours.

The curricular process at SRU is the primary methodology used to ensure that degree programs are of an appropriate length. As a new program moves towards approval or an established program seeks revision, it must pass through multiple levels of discussion and assessment at the departmental, college, and university levels (EI 3.1.5 – University Curriculum Committee Rules of Procedure). Curriculum committees at these various levels are tasked, in part, with verifying that each program proposal or revision meets all relevant requirements in regards to program length. These curricular proposals are also reviewed by the Office of Academic Records, the Office of the Provost, the Office of the President, and the Council of Trustees before submission to the Office of the Chancellor to ensure that they meet all policy regulations including length of program. Verification of credit level and compliance with other requirements happens at each level.

Evidence that the length of SRU's programs is appropriate to achieve their objectives, can be seen, in part, through graduation rates which show that approximately 54% of undergraduate students will graduate in four years with 67% graduating within five years. A comparison of SRU's six-year graduation rate (EI 2.8.2 – Retention and Graduation Rates) with the PASSHE and national averages reported by the National Student Clearinghouse[2] (EI 3.1.6 – Completions Report 2019) shows that SRU's graduation rate is consistently slightly higher than both the PASSHE and national averages suggesting that the length of the University's degree programs are not presenting barriers to completion.

TABLE 3.1: SRU and National Graduation Rates of First-Time, Full-Time Students							
Fall Cohort Year	Adjusted Head Count	Graduated in 4 years		Graduated in 5 years	Graduated in 6 years		
		SRU	PASSHE	SRU	SRU	PASSHE	National
2011	1520	49.5%	38.7%	64.5%	66.1%	59.9%	64.7%
2012	1527	49.8%	40.6%	64.2%	66.6%	60.5%	65.7%
2013	1392	53.6%	42.2%	66.2%	67.8%	60.8%	66.7%
2014	1570	54.9%	42.5%	67.3%	69.0%	59.8%	-
2015	1515	54.0%	43.5%				
2016	1548	50.3%	41.7%				

- indicates that data is not yet available

Many SRU degree programs, in fulfilling various internal and external needs for their departments, also require non-course learning and capstone experiences which demonstrate synthesis of student learning. Select examples are included in Table 3.2.

TABLE 3.2: Examples of Co-Educational and Capstone Learning Experiences		
Department	Program	Non-Course Learning Experience
Modern Languages and Cultures	BA, Modern Languages and Cultures, Concentration in French	Capstone Project
Psychology	BS, Psychology	Professional Competency Paper
Theatre	BA, Theatre: Theatre Arts Management	Two Mainstage Stage- Management Experiences, an Internship, and a capstone course, THEA 425 Professional Theatre Practice
Sport Management	BS, Sport Management	120 Volunteer Hours and Senior Comprehensive Exam
Hospitality & Tourism Management	BS, Resort, Recreation & Hospitality Management	120-hour Practicum and 480-hour Internship

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[2] National Student Clearinghouse, *Completing College: 2019 National Report.* Retrieved from https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2019.pdf.

Criterion 2: Faculty and Teaching Efficacy

(Requirements of Affiliation 9 and 15)

2. ***Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:***
   a. ***rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institutions missions, goals, and policies;***

The primary methods by which faculty efficacy is evaluated are the regular review processes outlined in the APSCUF Collective Bargaining Agreement (CBA) (EI 2.1.1, Article 12). The CBA language explains that the evaluation process is "*perceived broadly as a means for extending opportunities for continuous professional development. The processes are intended to be supportive of a faculty member's desire for continuing professional growth and academic excellence…Recognizing the teaching focus of our universities, and in support of the success of our students, performance evaluations should reflect the emphasis on teaching and fulfillment of professional responsibilities while valuing scholarly growth, professional development, and service. With this orientation, faculty evaluation will be a contributor to the ongoing improvements of the academic programs of the universities.*"

The faculty CBA also outlines three categories to provide a uniform evaluation model for the evaluation of faculty members including "*temporary faculty, regular part-time faculty, probationary non-tenured faculty, tenured faculty*" and applicants for promotion. The three categories for evaluation are: effective teaching and fulfillment of professional responsibilities; continuing scholarly growth; and service (contributions to the University and/or community), and apply to all categories of faculty.

Slippery Rock uses additional policies and procedures that build on and clarify basic agreements in the CBA within the SRU context. These documents were created by joint faculty and administration committees and approved at the State System and State APSCUF levels. The policies include:

- Policies and Procedures for Probationary Faculty (EI 3.2.1)
- Policies and Procedures for Faculty Promotion in Rank (EI 3.2.2)
- Policies and Procedures for Tenure (EI 3.2.3)
- Fifth Year Performance Review (EI 3.2.4)

The University's hiring process helps to ensure that faculty positions are aligned with the mission and strategic goals of the university by including these criteria in the form required when requesting a faculty hire (EI 1.1.7 – New Faculty Form). This information demonstrates to decision makers that the faculty hire is needed and associated with University expectations.

The University's third strategic goal is to "*Fuel learning with powerful pedagogies and transformational experiences*" which includes involving students in undergraduate scholarship and research. These experiences depend on faculty who remain active in their disciplines and engaged in service to the university and wider community. Faculty members report their own and their students' scholarly achievements in a number of ways, including through the formal performance review processes established by the CBA (EI 2.1.1, in quarterly reports by department chairpersons to the President's Council of Trustees, through the annual Rock Research Expo, and through SRU's institutional membership in the Council for Undergraduate Research (CUR).

Another way to measure the efficacy of faculty teaching is to consider successful student demonstration of competencies gained through the integration of knowledge acquired and reinforced over multiple courses in a program. Students in at least 28 undergraduate majors are required to demonstrate competencies by completing capstone projects, internships, writing scholarly or professional papers, taking a field test in the discipline, or completing internal and external placements in the field (see also Table 3.2).

   b. ***qualified for the positions they hold and the work they do;***
   c. ***sufficient in number;***

As of the fall of 2020, Slippery Rock University has 392 full-time and 61 part-time faculty for a total complement of 453; 92% of SRU faculty hold a Ph.D. or terminal degree. Table 3.3 shows the distribution of faculty by type

of hire and tenure status while Table 3.4 illustrates the distribution of tenured and tenure-track faculty by rank. A full report of faculty FTE can be found in EI 3.2.6.

TABLE 3.3: SRU Faculty Status (EI 3.2.7 – Faculty Head Count)						
	Full Time Faculty				Part-Time Faculty	TOTAL FACULTY
Year	Tenured	Tenure-Track	Temporary Full-Time	Non-Tenure-Track, Permanent	TOTAL Full Time Faculty	
2015-2016	251	74	42	3	370	66	436
2016-2017	245	85	49	0	379	72	451
2017-2018	237	94	55	2	388	76	464
2018-2019	238	99	52	3	392	68	460
2019-2020	223	127	56	3	409	80	489
2020-2021	232	125	33	2	392	61	453

TABLE 3.4: SRU Tenured and Tenure-Track Faculty Rank					
	Tenured and Tenure-Track Faculty				TOTAL
Year	Instructor	Assistant Professor	Associate Professor	Professor	
2015-2016	7	120	107	93	327
2016-2017	6	118	116	92	332
2017-2018	8	117	118	90	333
2018-2019	7	114	129	89	339
2019-2020	8	126	131	87	352
2020-2021	11	123	139	86	359

* table 3.4 includes 2 part-time tenured faculty in each year

The minimum qualifications for each rank are outlined in the SRU Promotion Policy (EI 3.2.2). Qualified faculty are recruited through a process (EI 2.2.6) that focuses on identifying candidates with strong credentials in teaching effectiveness, scholarship, and service. Faculty rigor and effectiveness are routinely evaluated based on the same qualities through various processes outlined in the APSCUF CBA (see also Chapters 3.2.a and 3.2.e).

> ### d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

Slippery Rock University is invested in the continuing professional development of its faculty and provides opportunities for individuals to pursue growth at the department, college, university, and PASSHE levels. This section addresses professional development funding, programming through the Center for Teaching and Learning and the Leadership Development Center, faculty grant programs, and sabbatical allocation.

At the college and department level, annual professional development funding to support conference travel is provided to each academic department at a rate, currently, of $600 per tenure-track faculty member. Department chairs, in consultation with their dean, determine how to allocate distribution of the development fund pool equitably in their departments. Faculty also have opportunities to earn personal professional development incentive money by participating in targeted training, such as the Faculty Learning Communities, that advance University initiatives (EI 3.2.24 and EI 3.2.25).

The SRU Center for Teaching and Learning (CTL) is a key resource for many faculty seeking local professional development opportunities, particularly in the area of pedagogy and teaching with technology. The mission of the CTL is to: *serve as a resource for faculty that fosters a culture of excellence and innovation in teaching, learning, and scholarship.* The Center for Teaching and Learning strives to achieve this mission by:
- providing professional development opportunities on the theory, practice, and scholarship of teaching and learning;
- establishing strong, faculty-driven communities of reflective practice;
- providing expert instructional design and course development services;
- collaborating with partners to develop and support evidence-based learning environments on campus and online;

- applying existing and innovative educational technologies to solve instructional problems;
- growing faculty participation in the scholarship of teaching and learning;
- sharing University teaching and learning accomplishments with internal and external partners.

The CTL provides a number of professional development opportunities (EI 3.2.19 – CTL Faculty Professional Development; EI 3.2.24 - Center for Teaching and Learning Annual Report; EI 3.2.25 - Faculty Development Fellow Annual Report) for faculty including:

- New Faculty Orientation
- Faculty Learning Communities
- Teaching and Learning Conversations
- Distance Education Certification
- Applying the Quality Matters Rubric for online courses
- Effective Teaching Practices Program
- Instructional Continuity (added to the support provided by CTL due to COVID-19; see Chapter 8)

These faculty-focused options supplement the general professional development training sessions and workshops offered to the campus community by the Leadership Development Program and the Office of Human Resources (EI 3.2.18). Customized training opportunities and planned sessions are offered in the areas of: technology; leadership and interpersonal development; academic development; student success and retention; emergency preparedness and prevention; and health and wellness.

At the university and APSCUF level, several grant programs are in place that assist faculty in gaining funding and resources for their professional growth needs (Table 3.5). Many of these programs are housed in or administered through the Office of Grants, Research, and Sponsored Programs and the Office of Academic Affairs and Integrated Learning. PASSHE has also historically provided funding for faculty professional growth through its Faculty Professional Development Council Program (EI 2.1.1, Article 43).

TABLE 3.5: Professional Growth and Development Grant Programs	
Program	**EI Document**
PASSHE Faculty Professional Development Grant Program	3.2.8
Green Fund Projects	3.2.9
Incentive Program for Grant Writing	3.2.10
President's International Professional Development Grant	3.2.11
SRU Academic Innovations Mini-Grant	3.2.12
Pennsylvania Faculty Health and Welfare Fund – Wellness Initiatives	3.2.13
Faculty/Student Research Grants	3.2.14
Student Research, Scholarship and Creative Activities Grants	3.2.15
Summer Collaborative Research Experience (SCORE) Grants	3.2.16
Norton Undergraduate Research Scholarship Program	3.2.17

Through the ASPCUF CBA (EI 2.1.1, Chapter 18), PASSHE allows faculty with at least seven years of service to pursue professional growth through a sabbatical leave process for "restoration of health, study, travel, or other appropriate purposes". Upon completing seven years of satisfactory service, faculty members may apply for a sabbatical leave for up to 36 weeks at half-pay or 18 weeks with full-pay. The CBA requires for each university to grant sabbatical leaves in any one year "up to 7% of its faculty." Table 3.6 illustrates that faculty regularly apply for this important opportunity and that, since 2016, SRU grants 100% of complete applications for an average of 4.2% of its total regular faculty complement.

TABLE 3.6: Faculty Sabbatical Leave				
Academic Year	**Complete Faculty Applications**	**Applications Approved**	**Sabbatical semesters approved (including summers)**	**Approved requests as a % of overall regular faculty**
2016-2017	12	12	18	3.6%
2017-2018	22	22	27	6.6%
2018-2019	12	12	16	3.5%
2019-2020	11	11	18	3.1%

e. *reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;*

As discussed in 3.2a, faculty performance is regularly evaluated in three areas – teaching effectiveness and fulfillment of professional responsibilities; scholarly growth; and service. These evaluations follow the standards and the schedule established in the APSCUF CBA (EI 2.1.1, Article 12) and have the goal of supporting and extending "continuous professional development" among the faculty, and to thereby contribute to "ongoing improvements of the academic programs" of each university.

In the CBA, Article 12 outlines the evaluation requirements for a variety of faculty types including: regular, probationary non-tenured, tenured, and temporary faculty members; faculty members whose basic areas of responsibility lie outside the classroom; faculty who teach distance education; and faculty members with mixed workloads.

Tenure-track faculty are eligible to apply for tenure during their fifth year of employment on the tenure track, and are eligible to apply for promotion in rank when they have completed three full years at their current rank. Evaluation of effective teaching is based on multiple sources of evidence, including student surveys of teaching effectiveness; peer and department chair observations of teaching; and course materials such as syllabi (EI 2.2.10 – Course Syllabus Samples), class assignments, rubrics and exams; and evidence of participation in professional development activities directly related to teaching.

The CBA also establishes broad categories of faculty activities that may be used to provide evidence of continuing scholarly growth (EI 2.1.1, Article 12.B.2) and service (EI 2.1.1, Article 12.B.3). The guidelines for evaluation of continuing scholarly growth include categories of work relevant to all disciplines and include, for example, participation in juried shows, music and theatre performances, as well as publications, presentations at regional and national conferences, and completing additional graduate studies.

The faculty evaluation process is further clarified and structured though the regular use of several key documents as outlined in Table 3.7.

TABLE 3.7: Faculty Evaluation Forms and Process Documents	
Document	**EI Document**
Policies and Procedures for Probationary Faculty	3.2.1
Policies and Procedures for Faculty Promotion in Rank	3.2.2
Policies and Procedures for Tenure	3.2.3
Fifth Year Performance Review	3.2.4
Application for Promotion in Rank	3.2.20
Peer Observation Form	3.2.21
Distance Education Peer Observation Form	3.2.22

Following CBA guidelines, faculty performance reports are reviewed by a department evaluation committee, the department chairperson, their academic dean, and the provost, who serves as the vice-president for Academic Affairs. Faculty are afforded the opportunity at various stages of these processes to offer responses to their evaluations and to address the bodies and persons involved in their evaluation. The president makes the final decision regarding the renewal of contracts.

Beyond the evaluation of faculty required by the CBA, the university recognizes and promotes excellence in teaching, academic advising, scholarly growth, and service through the annual President's award competitions (EI 3.2.23 – President's Awards). These include awards for Excellence in Teaching, Outstanding Service, Scholarly and Creative Achievement, Outstanding Academic Advising, and Civic Engagement.

Criterion 3: Publications

3. *academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;*

Office of Academic Records and Registration

The Office of Academic Records maintains and publishes a variety of documents that accurately describe SRU's academic programs (Table 3.8). Undergraduate and graduate academic program websites provide students with curricular information including academic policies, academic programs, curriculum requirements, and resources. Curriculum guides and four-year planners for undergraduate programs are regularly updated through collaborations between Academic Records and the academic departments while current information about all undergraduate, graduate, minor, degree-completion, and certificate programs are maintained on the University website and within the undergraduate and graduate catalogs. With a recent change in catalog software, the ability to edit and keep related publications current and accurate has been greatly improved.

TABLE 3.8: Academic Program Publications Maintained by Academic Records and Registration		
Document	**Document Description**	**EI Document**
Undergraduate Catalog	This catalog contains requirements, regulations, and descriptions of academic programs, policies, and courses as they relate to undergraduate students, as well as information related to Liberal Studies, Rock Studies, student resources and services, academic calendar, and course search, Admissions, contact information, departments, faculty, Financial Aid & Scholarships, tuition/fees & financial policies.	2.3.2
Graduate Catalog	This catalog contains requirements, regulations, and descriptions of academic policies, courses, graduate programs, and degree requirements as they relate to graduate students, as well as information related to, Graduate Admissions, student resources and services, academic calendar, course search, contact information, faculty, Financial Aid & Scholarships, tuition/fees & financial policies.	2.3.3
Curriculum Guides	These guides are created for all undergraduate major, minor, and certificate programs and list all requirements of each program and are updated on, at least, an annual basis.	3.3.1 to 3.3.3 3.3.21 – 3.3.22
Four-year Planners	These guides are created by the academic departments and describe an ideal or required path through each degree undergraduate program.	3.3.4 to 3.3.6
Fact Sheets	These guides are created through a collaboration between Admissions and the academic departments. Program information, highlights, requirements, curriculum, and contact information are updated annually.	3.3.7 to 3.3.9

Undergraduate admissions overview

Through clear admissions requirements, strong academic advising, the degree audit system, and the use of regularly updated curriculum guides, planners, and fact sheets, SRU provides clear pathways for undergraduate students to understand their academic program requirements. To support the success of all students, the Office of Admissions makes use of regularly updated print and electronic materials, especially program curriculum guides and four-year planners (EI 3.3.1 – EI 3.3.6, EI 3.3.21 – EI 3.3.22, and EI 3.3.10 – Undergraduate Viewbook).

Transfer admissions

The Transfer and Military Admissions office counsels prospective students at various stages of planning and transition to the University (EI 3.3.11 – Transfer Viewbook). On average, SRU admits 850-900 transfer students each year, of which over 50% are transferring from one of the fourteen Pennsylvania community colleges. SRU has worked closely with the Pennsylvania Department of Education and the Pennsylvania Commission for Community Colleges to develop articulation agreements (EI 3.3.12 – EI 3.3.13), transfer materials, and strategies to aid in the transition process. Transfer materials have also been developed for four regional community colleges in Ohio and New York.

To assist students with their process of transferring to SRU, Preliminary Credit Evaluations (EI 3.3.14) are completed and course recommendations for the transferring institution are made. For those students planning a transfer from a community college, Transfer Guides (EI 3.3.15 – EI 3.3.17) are published on the SRU website and are provided in print and electronic form to students and their community college counselors. Review of the credit evaluations and Transfer Guides, either during an on-campus or community college appointment, or shared electronically, result in the prospective student gleaning a foundational understanding of the SRU curriculum and a reliable estimate of what courses and credits are needed for degree completion. This step of the transition enhances the newly admitted student's understanding of course requirements as they transition to the first official meeting with an academic advisor.

The Office for Global Engagement guides international students through the processes for first time enrollment, transferring, seeking a second bachelor's degree, exchange, or non-degree visiting status. A variety of publications and forms are designed specifically to aid international students in their decision making and enrollment processes (EI 3.3.18 – EI 3.3.19)

Graduate admissions overview – centralized model

SRU's Graduate Admissions operates as a centralized office to provide the highest quality of admissions service. The office supports the University's mission by adhering to ethical and honest practices through ensuring accuracy of process and compliance with accreditation standards. The office maintains accurate information about more than 40 graduate and four doctoral programs including admission requirements (EI 3.3.20), the length of each program (including statutes of limitations on degree completion) and degree completion requirements. This information is made available to potential and current students through the SRU Graduate Admissions website, the Graduate Catalog, department/program websites and in print through curriculum guides (EI 3.3.21 - EI 3.3.22) and programmatic fact sheets (EI 3.3.23 - EI 3.3.24).

Criterion 4: Academic Support Services

4. *sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;*

Slippery Rock University has a solid commitment to supporting students throughout the course of their academic progress. That commitment is highlighted through SRU's choice of three of its Self-Study Institutional Priorities - Student Success, Student Transformation, and Use of Resources which all also align with all nine of SRU's Strategic Goals.

In promoting student progress, SRU has developed a layered system of supports to provide students with access to services and opportunities for academic, professional, and personal development. These support systems begin with pre-registration orientation programs and continue through graduation and degree-completion. Collectively, these support services also aid academic programs in achieving their goals and outcomes (see also Chapter 4) because they support faculty work in the classroom.

During the first semester on-campus, most freshmen are given the opportunity to enroll in courses and programs designed to help bridge the transition between high school and college. These opportunities especially enhance the academic, social, and personal integration of new students. Table 3.9 describes academic support services specifically available to first-year, Exploratory Program, and residential students.

TABLE 3.9: Academic Support for First-Year, Undeclared, and Residential Students			
Provider	**Service Provided**	**Stated Goals**	**EI Document**
Academic Services Focus is on academic services that facilitate student success.	Exploratory Academic Advising	Undeclared students are provided one-on-one advisement to help with choosing a major.	3.4.1
	Exploratory Program	Undeclared students learn about different majors and minors, take self-discovery inventories, and meet faculty and students who assist in choosing a major.	3.4.1 3.4.2
	FYRST Seminar and Peer Leaders	A one-credit course designed to help bridge the transition between high school and college, especially to enhance the academic, social, and personal integration of new students. Peer Leader program offers additional support.	3.4.3 3.4.4 3.4.5
	Learning Community Clusters (LCC)	Purpose is to improve students' academic excellence and social integration. Student cohorts are enrolled in the same cluster of classes helping students make new friends, form study groups, participate in class discussions, and become engaged with their professors.	3.4.6
Housing and Residence Life	Living Learning Communities (LLC)	Academic and Special Interest LLCs allow students to live and learn with students who share common interests. Resources include access to special facilities and equipment, a supportive learning environment, educational programming, as well as social and cultural activities.	3.4.7 3.4.8

Academic support services are also offered for continuing SRU students. The Offices of Academic Services, Inclusive Excellence, Academic Affairs and Integrated Learning, and Global Engagement are key providers of these services (see Table 3.10).

Understanding that students come from diverse backgrounds and life experiences, the Office of Inclusive Excellence provides specially designed support with programming from the Women's Center, Pride Center, and Veterans Center with additional support from programs such as Jump Start and Student Success Coaches.

SRU's Office of Disability Services (ODS) continues to expand upon their efforts to provide all students with reasonable accommodations in order to promote equitable access to education.

As students continue to progress through their academic programs, the Offices of Community Engaged Learning and Global Engagement provide students with a wide range of opportunities to enhance their academic programs of study. As SRU's recent classification as a Carnegie Community Engagement institution indicates (see also 1.1.g), the University believes that the true value of an education is most fully recognized when it is experienced and implemented beyond the walls of the institution.

TABLE 3.10: Academic Support, Learning Opportunities, and Resources			
Provider	**Service Provided**	**Stated Goals**	**EI Document**
Academic Services Focus is on academic services that facilitate student success.	Writing Center	Services are available to students looking for peer feedback on their work and insight into the writing process. The Center connects students with peer tutors. Approximately 1000 students connect with the center annually.	3.4.9
	Tutorial Center	The Tutorial Center provides individual or group tutoring for all students enrolled in 100/200 level classes. The Center works collaboratively with FYRST seminar faculty, academic faculty, department chairs, and campus offices to provide tutoring for over 1800 students annually.	
	Office of Disability Services (ODS)	ODS provides academic support for students with diagnosed disabilities. Committed to helping students with disabilities achieve academic success. (See also Standard 4.1).	3.4.10
Office for Inclusive Excellence (OIE) serves as an impetus for positive interactions with all cultures while also providing academic and social support through diverse learning opportunities.	Diversity Programming	Workshops and presentations promote students' understanding of multiculturalism. Topics include: Diversity Awareness, Self-Identity Reflection, Privilege, Oppression, Stereotypes, Human Rights, Acceptance, Levels of Culture, Assessing Comfort with Diversity	3.4.11
	Women's Center	Provides an environment in which women and men can live, learn, and work together in equality, understanding, and mutual respect.	3.4.12
	Pride Center	Encourages empowerment, awareness, and education about lesbian, gay, bisexual and transgender people. Resources include educational programs and events, resource library, and safe space.	3.4.13
	Veteran's Center	Assists veteran students through their educational journey. Resources include a Veterans Certifying Official, computers, printing services, cable-TV, and study/lounge space.	3.4.14
Academic Affairs and Integrated Learning	Office for Community Engaged Learning	Supports transformational experiences through curricular and co-curricular community engagement opportunities. Provides opportunities such as service programs and the Bonner Program.	3.4.15
	Career Education and Development	Supports students and alumni in their learning and career development through job/career-oriented resources and activities. (see Standard 4.1)	3.4.16
	Bailey Library	Bailey Library supports the mission of Slippery Rock University by developing collections and services that make the Library integral to the learning process, both within and beyond the classroom. The library exists to provide leadership, vision and coordination for collaborative activities that support and add value to every program.	3.4.17
	Honors College	Provides unique opportunities for curious, enthusiastic, high-caliber students to learn and grow in and out of the classroom, to promote leadership skills, and to promote the advancement of the university and the community.	3.4.18
Office for Global Engagement	Study Abroad	Provides international experiences for SRU members in pursuit of academic, professional and cultural exploration and growth.	3.4.19

Criterion 5: General Education Program

(Requirement of Affiliation 9)

> 5. *At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:*
>   a. *offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgements outside as well as within their academic field;*
>   b. *offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and*

General education programs at Slippery Rock University are governed by PASSHE Board of Governors' Policy 1993-01-A: General Education at State System of Higher Education Universities (EI 3.5.1) which has two primary purposes:

- to reaffirm the significance and value of General Education and to strengthen its assessment through measurable outcomes;
- to align the Board of Governors policy with regional accreditation standards related to General Education and assessment of student learning outcomes.

In the time since Slippery Rock University's 2011 self-study, two general education programs have been delivered to undergraduate students – the Liberal Studies Program (LSP) (EI 3.5.2) and the Rock Integrated Studies Program (EI 3.5.3 – EI 3.5.4). Both programs share the goal of offering students a wide breadth of courses from numerous academic departments as well as providing opportunities for students to engage in issues of cultural and global awareness. As the University is in the midst of transitioning between the programs and because each program currently has students enrolled, both will be discussed in this section. Additionally, the logic and reasoning behind the creation of a new program will be described.

The Liberal Studies Program was designed and implemented over twenty years ago and features a curriculum of over 400 courses. By prohibiting students from taking courses within their first academic major, the program ensured that they received a breadth of knowledge in different academic fields. The LSP identified six principle learning goals for students:

- basic communication skills, both oral and written;
- the arts and creative expressions;
- global and local communities;
- human institutions and interpersonal relationships;
- science, technology, and mathematics;
- challenges of the modern age.

Following recommendations from the last MSCHE periodic review in 2016, the five-year review of the LSP in 2017, and at the request of the State System Board of Governors, SRU instituted a systematic evaluation and review of the program. During these review processes suggestions were made to:

- streamline a bloated general studies program;
- increase student appreciation of the value of general studies relevant to the current climate;
- utilize assessment as a tool to monitor student achievement of outcomes;
- create an integrated curriculum.

In 2017, SRU began the process of redesigning the general education program with current pedagogical processes and the educational needs of students. As an important part of the delivery of the undergraduate programs, the stated purpose of the new innovative 42-credit program is to reinforce connections between learning within major programs and the broader learning gained in the general education curriculum. Alignment between the new program's learning outcomes, university-wide learning outcomes, general, and Middle States standards was a

fundamental focus in the structural formation of this new program (EI 3.5.5 – Alignment Chart MSCHE/RISP/UWLO).

After involving and receiving feedback from numerous stakeholders, the newly designed Rock Integrated Studies Program (RISP) was instituted in the Fall 2019. The new program shifts the focus from six goals to three:

- students gain fundamental skills that transcend academic majors such as oral and written communication and quantitative reasoning skills;
- introduce students to how different academic disciplines (the arts, the humanities, the social sciences, and the physical and natural sciences) view and understand the world;
- students complete a series of courses (called a "thread"), representing numerous academic disciplines, to gain an understanding of a complex problem or to gain skills required in the 21st century.

The new RISP program ensures a breadth of academic scope by requiring students to complete inquiry courses across five different discipline areas (natural science, humanities, arts, social science, and physical science); of these five courses, students may only choose one course directly related to their declared major. In addition, students must complete nine credit hours of reading, writing, and oral presentation skills, three credits in quantitative reasoning, and a University Seminar course that introduces students to academic discourse and information literacy while exploring topics such as diversity and inclusion and global awareness (EI 3.5.6 – University Seminar Offerings 2019). Alignment between the university-wide-learning-outcomes, RISP learning outcomes, and MSCHE standards are illustrated in EI 3.5.5.

Technological competency is addressed through the SRU computer competency requirement. A Computer Competency Exam is given to all incoming students in the summer or fall of their first year. Based upon the results of the exam, students are either determined to have a sufficient understanding of computing or are required to complete one of several courses designed to give students competency in using computers.

The current enrollment practice for RISP, which began in Fall 2019, is to enroll new, first-time freshmen in the Rock Integrated Studies Program while students who entered prior to Fall 2019 and transfer students are enrolled in the Liberal Studies Program. This process will continue until the transition to Rock Studies is complete. Strong learning outcomes and ongoing, rigorous assessment plans were integral parts of the creation process for RISP and will be covered in greater detail in Chapter 5.1 and 5.2.

> c. *in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;*

Not applicable to SRU.

Criterion 6: Graduate and Professional Education

(Requirement of Affiliation 9)

> 6. *in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;*

SRU currently offers more than 40 graduate level degree programs and seven graduate certificates in a range of disciplines (EI 3.1.1 – Complete List of Programs). Each of the University's four colleges offer graduate level programs, which are taught through a variety of formats including face-to-face, hybrid, and online. Eight programs are accredited and others are currently seeking accreditation (EI 3.8.47 - Institutional and Programmatic Accreditations).

The ways in which the graduate level programs foster research, scholarship, and independent thinking among their students varies greatly and is curriculum specific. For example, programs in the areas of counseling, therapy (occupational, physical, music), nursing, athletic training, physician assistant, and education use practicums and clinicals. These areas are also nurtured through dissertations, theses, and research projects. Many programs (counseling, criminal justice, health informatics, music therapy, occupational therapy, and physical therapy) encourage their students to participate, with or without a faculty member, in research and conference attendance. Most of these also provide financial support to these students.

Historically, in an effort to ensure that SRU faculty teaching, advising, and directing the research of graduate students are appropriately credentialed, they are evaluated by the University's Graduate Council. This process is detailed in the Constitution of the Graduate Faculty of Slippery Rock University (EI 3.6.1). In brief, there are two types of graduate faculty memberships: regular and temporary. Regular members, at minimum, are assistant professors with terminal degrees in their fields who have been recommended by departmental graduate coordinators, approved by departmental chairpersons, received a majority vote by members of the Graduate Council, and are approved by the Chair of the Graduate Council. To continue as a regular member, graduate faculty must demonstrate teaching effectiveness, scholarly growth, and service to the University and community. This is assessed by members who have successfully completed their fifth-year reviews (or tenure reviews). Regular members may be terminated if inactive (which may include not teaching, directing research, or advising graduate students) for a period of three years or if the department's graduate program is terminated. Temporary members are individuals needed to teach a specific graduate level course or serve on a thesis committee. Their membership concludes once the course ends, thesis is completed, or they apply for regular membership. The Chair of the Graduate Council maintains a list of all active graduate faculty.

Criterion 7: Third-Party Providers

7. *adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and*

Not applicable to SRU. All academic programs at SRU are designed and delivered by SRU faculty. For information on third-party suppliers of technical support structures, see Chapter 4.5.

Criterion 8: Periodic Assessment of Student Learning Opportunities

(Requirements of Affiliation 8 and 9)

8. *periodic assessment of the effectiveness of programs providing student learning opportunities.*

The Office of Assessment and Accreditation facilitates and supports campus-wide processes for assessing the effectiveness of student-learning programs and services in order to foster sustainable continuous quality improvement. SRU's review and assessment policies and procedures are integral to the planning processes of the University, an essential element in aligning programs to the mission and goals, and are the primary method the University uses to assess and improve its educational mission. To that end, the university has developed a systematic process for integrating assessment into the structural and procedural fabric of the university.

All divisions and departments of the university conduct assessment of the effectiveness with which they carry out their specific tasks and responsibilities. These assessments seek to link programmatic goals and objectives to strategic plans at the university and unit levels. Departments report the results of the assessment data collected and then use the results to develop action plans to improve processes, services, and student learning. The action plans allow departments and divisional leadership to make data-informed decisions when allocating resources.

Led by the Chief Data Officer, the office of Planning, Resource Management, and Assessment (PRMA) is the primary source of accurate and reliable data and analysis provided to assist faculty and staff in their evaluation, assessment, and decision-making processes. PRMA provides accurate, accessible, actionable information to advance the culture of data-informed decision making in support of continuous quality improvement. Table 3.11 lists various methods SRU uses to assess the student learning experience and provides links in the Evidence Inventory to examples of each method.

TABLE 3.11: Assessment Methods Tied to the Student Learning Experience	
Document	**EI Document**
Annual Assessment Processes for RISP Student Learning Outcomes	3.8.1 – 3.8.10
Annual Assessment Process for Program/Academic Department Student Learning Outcomes	3.8.11 – 3.8.28
Annual Assessment Process for Nonacademic Unit Student Learning Opportunities	3.8.29 – 3.8.35
Regional & Programmatic Accreditation of Academic and Nonacademic Units	3.8.36 – 3.8.37 3.8.47
Institutional Surveys Including: NSSE, SSI, and Alumni Surveys	3.8.38 – 3.8.43
Five-Year Program Review and External Program Review Process	2.9.1 – 2.9.7

Program Review Process

All departments providing student learning opportunities participate in five-year programmatic reviews (EI 2.9.1-2.9.7) (or relevant accreditation processes) as a method for demonstrating current strengths and opportunities as well as strategic planning at the department level. Although the PASSHE Board of Governors' Policy, 1986-04-A: Program Review (EI 3.8.44) that mandated five-year reviews of academic programs was suspended in 2018, SRU has independently chosen to continue the process for all non-accredited academic programs. See Chapter 5.2 for a broader description of the program review process.

General education - Rock Integrated Studies assessment

The responsibility for organizing the assessment process for the Rock Integrated Studies Program learning outcomes belongs to the Rock Studies Program Committee (also formerly known as the Liberal Studies Program Committee). When the RISP was first developed, a 3-year rotation assessment model was also created to serve as the basis for the assessment process. All courses included in the RISP program must be assessed every time they are offered.

There are 4 distinct assessment processes utilized for RISP:
- The Rock assessment examines University Critical Writing, Critical Reading, Civil Discourse and Media Literacy, and Quantitative Reasoning courses;
- Integrated Inquiry assessment examines courses in the Creative and Aesthetic, Humanities, Social Science, Physical Science, and Natural Science Inquiry blocks;
- Thematic Threads assessment will assess integrated and applied learning achieved by students through the completion of a 12-credit thread;
- the University Seminar course has its own assessment process developed by the Director of the University Seminar and overseen by the Dean of the College of Liberal Arts.

As the Rock Studies program was being developed, the approval process for courses to be included required that a detailed assessment plan be submitted showing alignment with RISP learning outcomes. Ongoing participation requires that faculty members teaching RISP courses submit assessment data to PRMA or submit an individualized assessment plan for approval each time the course is taught. PRMA then summarizes the collective data and provides the summary to the Rock Studies Program Committee for review and action. The assessment process is further discussed in Chapter 5.1, 5.2, and 5.5.

Although the older Liberal Studies Program is being phased out over the next few years (see also Chapter 3.5), SRU is still committed to assessing the Liberal Studies Program because it remains a key component of the educational experience for upperclassmen and transfer students. The responsibility for collecting and reviewing this data remains with the Rock Integrated Studies Program and will continue to be reviewed on a yearly basis until the program is placed in moratorium.

Benchmark assessments

Many programs also incorporate benchmark assessments to assess student learning and ensure that students are making successful progress toward their degrees and educational goals. Examples of benchmark assessments utilized by SRU programs include:
- Departmental Student Review and Jury Committees: Many departments on campus utilize an internal committee which meets following each semester to review progress of all students in the department, providing feedback and plans for remediation where necessary;
- All Teacher Education Programs: All students in teacher education programs complete a four-stage field experience, which includes Field 1: Observation, Field 2: Assisting, Field 3: Pre-Student Teaching, and Field 4: Student Teaching;

Requested update on CACREP programmatic accreditation

In January 2020, Slippery Rock University submitted a supplemental information report (SIR) (EI 3.8.45) to the Commission regarding its status with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The University was instructed by the Commission to provide an update about its status with CACREP as part of this self-study.

In 2018, three programs were included in SRU's CACREP grant of accreditation: the Clinical Mental Health Counseling Master of Arts, the Student Affairs in Higher Education Master of Arts, and College Counseling Master of Arts. Based on a CACREP change increasing minimum credits from 45 to 60, SRU chose to no longer hold CACREP accreditation for the Student Affairs and College Counseling programs, and those accreditation grants were allowed to expire in March 2019, as described in the SIR.

Slippery Rock's CACREP accreditation for the Clinical Mental Health Counseling degree expired in August 2018, and an application has been prepared for new accreditation under the 2016 standards, which is in review with the Council. SRU submitted an application narrative in January 2020, which was followed by a written report from CACREP in April 2020 and a response in October 2020. SRU anticipated a site visit by late 2020, but was notified by the Council of delays due to the COVID-19 pandemic. The University's subsequent request for a March 2021 visit has also been delayed by the Council and notification is pending for revised dates.

The alignment of SRU's actions with MSCHE standards and Requirements of Affiliation are discussed in the SIR. Students have been notified of the changes in the programmatic accreditation and digital resources have been updated. Despite the accreditation delays, students have been and continue to be able to sit for the LPI certification, which enables graduates to practice in counseling capacities.

Institutional Priorities

This chapter aligns with SRU's Institutional Priorities in the following ways:

- **Student Success.** Traditional metrics of student success, such as graduation rates, employment in discipline- specific positions, or post-graduation professional exam pass rates only tell part of SRU's student success story. It is the University's collective belief that respective student progress, along the continuums of professional and personal development, better reflect whether students, as individuals, have succeeded. Included in these metrics are the acquisition of whole-person transferable skills, such as synthetic/critical thinking skills, communication skills in any format, social skills, discipline-specific competency skills, the ability and flexibility to adapt through time, acceptance of cultural differences, and understanding the value of community engagement and leadership contributions to organizations, whether, private, public, or professional. Through emphasis on high-impact practices and powerful pedagogies, transformational learning, and the ongoing professional development of faculty, SRU has adopted a broad view of student success in the design and delivery of the student learning experience.
- **Transformation of Students.** The new Rock Studies program was implemented with a soft launch pilot of the new integrative University Seminar course in Fall 2018 for a limited cohort of students and was more fully implemented in Fall 2019 for all students, including two new integrated science courses for non-majors. In concert with the revision of the general education program was the adoption, and expectation of fulfillment by all undergraduates of ten University Learning Outcomes. Both the curricular and assessment processes are faculty-driven and robust.
Many of SRU's academic departments are involved in undergraduate scholarship and research. Similarly, adoption of co-educational experiences such as capstone projects, professional competency papers, volunteer hour requirements, and practicum or internship requirements provide students with a breadth of non-traditional learning opportunities. The CTL provides professional development opportunities for faculty which translate into the adoption of innovative practices in the classroom—especially developed through faculty-led professional development that includes focus on high-impact practices and powerful pedagogies. Students are also provided non-traditional learning opportunities through the living learning communities.
- **Caring Community.** SRU's development of a layered system of supports is demonstrative of the University's reputation as a caring community. Programs have been implemented by various campus offices that enhance the academic, social, and personal integration of students. SRU understands that students come from diverse backgrounds and life experiences thus requiring different levels or types of support systems. Two specific, though very different, examples include the ability to submit Care referrals for students and a newly-launched "Academic Resources FAQ" (https://www.sru.edu/covid19/students.html#academic-resources-faq) outreach to students focused on online-learning strategies in the wake of COVID.

- **Use of Resources.** Resources are strategically allocated, and one-time funding provided through the student enhancement fees allow programs to purchase equipment or software, or to support guest speakers or other opportunities for learning beyond the classroom. Department budgets provide the resources for both faculty and student professional development as well as expendable course needs. Learning spaces employ state-of-the-art technologies and are structurally modern. Institutional facility needs and priorities are being collectively addressed in the University Master Plan.

Conclusion and Next Steps

Slippery Rock University provides students with well-designed and rigorous learning experiences at all program and degree levels and instructional modalities. Through existing procedures and structures, programs are regularly reviewed to ensure they are consistent with higher education expectations, and engage in an active cycle of continuous assessment and improvement. In response to enrollment and resource changes, the University has begun refining the curricular process to create a sufficiently lean course array while meeting student learning outcomes. By investing in strong programs and processes, Slippery Rock University shows commitment to the efficient use of resources in building an integrated curriculum that eliminates duplication.

Slippery Rock developed a new general education offering called the Rock Integrated Studies Program. New in 2018, the program is reaching maturity as students transition through the pipeline.

Next Steps

Rock Integrated Studies Program. The University should continue implementation and enhancement of the Rock Studies general education program, including provisions for ongoing assessment, review, and revision to ensure student success.

Curricular Efficiency. The University should streamline curriculum and course offerings to increase faculty and program efficiencies while eliminating course duplication and overlap, which help sustain integrated and interdisciplinary design of student learning opportunities.

Chapter 4: Support of the Student Experience

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

In this chapter, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard IV, Institutional Priorities 1-4, and Requirements of Affiliation 8 and 9.

Slippery Rock University is highly committed to supporting the student experience for all students in and out of the classroom. Aligned with the institution's strategic plan and beginning with its vision as a "*caring community of lifelong learners*" and mission "*to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success*," SRU is dedicated to providing students with support systems to assist them in achieving their educational goals. In alignment with Middle States Standard IV, this chapter presents how the institution provides out-of-class experiences by way of student support services, programming, and campus-wide information through digital and traditional modalities for prospective and enrolled students across all educational experiences, settings, and levels. These student groups are comprised of prospective and enrolled undergraduate and graduate students, including: first-year, transfer, graduate, online, non-traditional, international, under-represented, and part-time students.

SRU, like many public universities in the northeastern United States, has been faced with unprecedented enrollment and fiscal challenges in the last decade (EI 4.1.1 – Enrollment Trends). Diminishing state financial support, challenging high school graduation demographics in the institution's primary recruitment region and northeastern United States, and increased expenses and rising personnel costs have created unique challenges for the University. The decline in high school graduates coupled with record-setting Slippery Rock graduating classes has created a specific challenge in maintaining and increasing traditional enrollments. Projected future enrollments, determined through SRU's enrollment projection model (EPM) (EI 4.1.2), are included in Table 4.1.

TABLE 4.1: SRU Current and Projected Enrollments					
	Fall 2020 Actual	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
Overall Enrollment	8,876	8,690	8,776	8,871	8,944
Undergraduate Enrollment	7,415	7,338	7,381	7,451	7,510
Graduate Enrollment	1,461	1.352	1,395	1,420	1,434

As a part of the new Comprehensive Planning Process (discussed in more detail in Chapter 6.1), the EPM:
- uses different methodologies to project fall, spring, and summer/winter enrollments. Fall projections are the most involved and are based on estimating the flow of new and retained students;
- projects Spring enrollments as a proportion of fall enrollments (calculated using historical data); and summer and winter intersession enrollments are projected based on historical enrollments, enrollments from new programs, and expected changes to course-registration behavior;
- is built primarily on historical data, but it also enables the institution to more carefully account for new and continuing enrollments from new degree programs and partnerships. These program-level projections are then incorporated into the overall projections in the model.

Commencing about six years ago, as a result of these forecasted challenges, the University strengthened its institutional strategies to improve the overall enrollment (through both recruitment and retention), and the financial condition of the institution through a diverse set of intentional actions including the following:
- the infusion of additional financial aid and optimization strategies;
- the enhancement of initiatives to improve student persistence and graduation;
- expanding strategies to increase revenue and minimize the impact of increasing personnel costs;

- and the development of market-driven new undergraduate and graduate academic programs (9 new undergraduate and 16 new graduate programs since 2013). These new programs listed in Table 4.2.

Year Started	College	New Program
TABLE 4.2: New Academic Programs since 2013 (EI 4.1.46)		
2013	COB	MBA in Business Administration
2015	COE	M.Ed. In Technology for Online Instruction
2015	COE	Ed.D. in Special Education
2015	CHES	M.S. in Data Analytics
2016	CHES	M.S. in Physician Assistant Studies
2016	CLA	BFA in Dance
2016	CHES	B.S. in Petroleum and Natural Gas Engineering
2016	CLA	B.S. in Corporate Security
2016	CLA	B.S. in Homeland Security
2016	CHES	MPH in Public Health
2016	CLA	MMT in Music Therapy
2016	CLA	M.A. in TESOL
2016	CHES	M.S. in Health Informatics
2016	CHES	B.S. in Industrial and Systems Engineering
2018	CHES	OTD in Occupational Therapy
2018	COB	M.S. in Healthcare Information Management
2019	CLA	BFA in Acting
2019	COB	M.S. in Hospitality and Tourism Management
2019	CHES	B.S. in Cybersecurity
2019	CHES	B.S. Civil Engineering
2019	CHES	B.S. in Mechanical Engineering
2019	CHES	MSW in Social Work
2019	COB	MAcc in Accountancy
2019	COE	Ed.D in Educational Leadership and Administration
2020	CHES	M.S. in Athletic Training

These strategies have resulted in a healthy and effectively administered enrollment and financial state for the University (see also Chapter 6). SRU continues to see strong overall enrollment numbers despite the decline in the number of high school graduates across Pennsylvania and the Northeast.

Since 2010, SRU's headcount enrollment has declined by only 46 students overall. Noteworthy, are the changes in undergraduate and graduate enrollment. Due to new graduate academic programs, increases are evidenced in graduate enrollment, while undergraduate enrollment has declined in recent years. The planning and subsequent strategic efforts to grow program opportunities at Slippery Rock through the past eight years have allowed the University to maintain consistent enrollment overall. In particular, the addition of the new programs listed in Table 4.1 have contributed greatly to Slippery Rock's continued success as an institution. Table 4.3 illustrates how the added enrollment of new programs have been strategic in helping the University to maintain its overall enrollment.

TABLE 4.3: SRU Headcount Enrollment 2010-2020 Summary				
	Fall 2010	Fall 2020	Change 2010 to 2020	New Program Enrollment Fall 2020
Undergraduate	8026	7415	**(611)**	451
Graduate	826	1461	635	490
Total	**8852**	**8876**	**24**	**941**

Criterion 1: Admission and Retention Policies and Procedures

An accredited institution possesses and demonstrates the following attributes or activities:

1. **Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission including:**
   a. **accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;**
   b. **a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;**
   c. **orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;**
   d. **processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;**

SRU places a high priority on ensuring that students (EI 4.1.3 – Successful Learning Guide) and their families (EI 4.1.4 – Parent Resource Guide) are well-informed (EI 4.1.5 – Fast Facts Brochure) about all aspects of the institution and emphasizes institutional fit through its programming and services. Academics, financial aid, campus culture, health and wellness services, career education and development, and inclusion and diversity programming are integral elements of the University's marketing, recruitment, and retention efforts. SRU works purposefully and intentionally to exercise ethical practices across the students' experience (see also Chapter 2).

In partnership with Academic Affairs, the Enrollment Management (EM) and Student Affairs (SA) divisions developed a progressive and strategic recruitment and retention environment which aligns with the institution's vision, mission, and strategic goals and the State System's strategic plan and performance goals. This alignment has resulted in the current Strategic Enrollment Management (SEM) Plan (EI 4.1.6 – EI 4.1.13) and Student Life Strategic Plan. Additionally, in an environment of continuous improvement, EM and SA leadership are engaged in applicable professional organization(s) at both the regional and national level to assure that areas are focusing strategically on nationally recognized best practices.

Recruitment and admission

From the outset, marketing and recruitment strategies focus on key institutional features which are aligned with the institution's strategic planning efforts and institutional values of:
- diversity and quality of academic programs;
- access to faculty;
- value (affordability + academics + student life/living experiences + student outcomes);
- quality of the SRU living/learning environment;
- student outcomes including internships, jobs, and graduate school.

For the past six years, the EM division has been responsible for all institutional digital and traditional marketing strategies, replacing the decentralized department system. The resulting centralization ensures that consistent messaging is used. Evidence shows that strategies are coordinated, intentionally designed, and purposefully integrated into a comprehensive marketing and recruitment strategy. Digital marketing assessments and reporting are available for daily review via a portal allowing strategies to be aligned as needed.

Admissions staff work purposefully to enroll students who meet the University's admissions standards (EI 4.1.14-4.1.17). Each recruitment program and service, including online resources such as the admissions website, provides prospective students and their families with information about expenses, financial aid, academic programs, support services, and activities. Admission program assessments are comprehensive and are used to improve admissions funnel conversion and yield rates, services, and communications. Admission program assessments have resulted in improvements such as:
- a restructuring of open house programs;

- the development of new programs such as the admitted student program and specific academic program sessions;
- and the inclusion of or removal of specific topics within a program.

The assessment culture is evidenced in the Strategic Enrollment Management (SEM) Plan (EI 4.1.6 – EI 4.1.13). The SEM Plan highlights specific recruitment and retention-related strategies, key demographic trends, historical enrollment and financial aid comparisons, and an overview of assessments as aligned directly with the institutional mission and strategic planning efforts. The SEM plan is regularly updated and reviewed. A summary report is presented annually to the Council of Trustees.

In addition, campus-wide enrollment and registration data are presented to stakeholders via COGNOS, an online portal-based reporting system. The reporting and analytics system provides users with the information to make decisions and determine specific pathways for improvement, engagement, and outreach. Enrollment goals are therefore connected to projected revenue needs and resources, including budgets, personnel, and space. Strategic improvements resulting from these efforts include:

- improvements in classroom, support service, and student residential facilities;
- reallocations of faculty positions to high-need areas;
- reduction in low-enrolled academic programs;
- adjustments in course offerings in high-enrolled and low-enrolled programs;
- and reallocation of operational budgets to high-need areas.

Financial aid, scholarships, and costs

SRU has a strong commitment to access and affordability (see also Chapter 2.7). Supported by the missions of the State System and the institution, SRU continues to enroll many first-generation college students for whom tuition discounting, scholarships, and grants are important considerations. As such, scholarships are a critical element of the institution's overall recruitment and retention strategies and the University has worked to increase scholarship resources based on need and achievement for first-year and transfer students.

SRU fares distinctly better than state and national debt and default rates, as presented in Table 4.4 below. Lower debt and default rates suggest that SRU graduates find employment after graduation and have the means to repay their loans.

TABLE 4.4: Financial Aid, Loan, and Default Comparisons				
	Percentage of Students Receiving Need-Based Aid in 2015	Percentage of Students Receiving Need-Based Aid in 2019	Average Debt Load	Default Rate
SRU	42.5%	59.2%	$35,322	4.9%
Pennsylvania			$37,061	9.2%
National			$37,172	10.1%

Academic and performance-based renewable scholarships encourage students to stay on track toward degree completion and enable them to persist and succeed academically. Scholarship dollars help bridge the gap between what some families can afford and reduce students' debt burden.

The Office of Financial Aid and Scholarships (FA) offers consultations both in-person and by phone, and its web presence provides a comprehensive set of digital resources to assist students in understanding the financial aid process. The net price calculator (EI 2.7.13), scholarship/work study information, tuition schedules, and program specific tuition/fee guides (EI 4.1.18 – EI 4.1.27) provide prospective students and their families with information on cost estimations. The financial literacy resource site includes information about debt management, identity theft, and smart borrowing practices.

In an effort to support graduate students, SRU offers over 100 institutionally-paid and 25 grant or auxiliary-paid graduate assistantships each academic year. These assistantships increase engagement between the students and the University and allow students to support the University's success. The institution budgets over $1.25 million annually to cover the costs of the graduate assistant tuition waiver. Students also receive a stipend for their hours worked.

Slippery Rock has invested in business partnerships that have strengthened the outcomes for Enrollment Management. Since 2013, SRU's EM leadership has been successfully using the Ruffalo Noel-Levitz's (RNL) financial aid optimization system, Advanced Financial Aid System (AFAS), as well as the ForecastPlus system to manage financial aid resources ethically and strategically. Using information gleaned from the historical and retention analysis, RNL has worked with SRU to develop alternative awarding and packaging strategies. This coming year, SRU is working with RNL to develop a four-year enrollment and net revenue projection model to enable the institution to project the impact of financial aid awarding strategies on net revenue, the institutional aid budget, and the overall institutional discount rates.

Recently, SRU also contracted with RNL to conduct a pricing sensitivity study (EI 2.7.1 – Pricing Study), which also provided data on SRU's dominant competitor environment for first-year students and information on SRU's brand strength. The study provided important data on SRU's competitive marketplace and established that, because of the evolving academic program portfolio and the student experience programming, the competitor environment has been transformed from primarily other PASSHE institutions to private colleges and larger institutions such as Penn State, Pitt, Duquesne, and Kent State.

Student success as a strategic goal and Institutional Priority

Slippery Rock University's Strategic Goal 4 states that SRU will "*maintain an unwavering focus on success for all students*" and has persisted in that commitment by identifying "student success" as an Institutional Priority for the purposes of this self-study. In acting on that commitment, SRU continues to focus attention on closing success gaps through strategies and programs designed to help students persist to degree completion.

Slippery Rock University has a long history of providing purposeful transition and student success services that support and enhance the student experience. Some of these services include orientation programs, early-interventions and outreach, freshman seminar/learning community clusters, academic advising, the Exploratory Studies program, tutoring services, the Leadership Development program, support services, and peer mentoring for new students who are underrepresented or academically at-risk. Tables 3.9, 3.10 and 4.6 provide more detail about the goals of each of these programs.

Incoming student assessment and placement processes

The process of identifying potential areas of challenge to their success begins for each student even before their first day of class with a variety of approaches designed to assess and place those who may not be adequately prepared for success in a higher education setting. When entering the university, all newly-admitted students' records are examined and students may be placed in certain foundational courses and programs based upon achievement test scores, placement exams, and academic transcripts.

Student persistence as a measure of student success

By providing services, programs, and outreach to meet the needs of students who may not be adequately prepared to succeed at the level in which they have been admitted, and by providing ongoing institutional services to all students in meeting their educational goals, SRU works intentionally to improve student persistence. SRU's first-to-second year undergraduate retention (see Table 4.5) is currently 18% higher than 20 years ago and 2% higher than it was in 2011. Similarly, the four-year undergraduate graduation rate has more than doubled to 54% over the last 20 years and has increased 4.5% since 2011 (see Table 3.1). Both current rates rank among the highest in the State System and are well above the national averages for institutions in SRU's Carnegie Classification.

TABLE 4.5: SRU Undergraduate Retention Rates for First-Time, Full-Time Freshmen				
Fall Cohort Year	**Adjusted Head Count**	**Continued to 2nd year**	**Continued to 3rd year**	**Continued to 4th year**
2011	1520	81.2%	72.7%	67.7%
2012	1527	82.4%	74.1%	68.3%
2013	1392	81.6%	74.2%	69.4%
2014	1570	83.3%	75.6%	69.8%
2015	1515	82.6%	74.8%	70.0%
2016	1548	81.1%	74.1%	68.7%
2017	1585	80.9%	72.6%	66.9%
2018	1550	83.4%	74.6%	n/a

SRU sets targeted goals and initiatives to advance retention efforts. In Fall 2019, President Behre created a student persistence and degree completion taskforce with campus-wide representation, charged with making recommendations to improve student persistence and degree completion. This work continues to develop as SRU looks to develop a new strategic plan (see Chapter 1.1.g).

Programs and services focused on improving student success and supporting the student experience

SRU works with students on an individual basis to enhance their overall college experience through a strong portfolio of services and programs. In addition to the programs detailed in Tables 3.9, 3.10, and 4.6, SRU units and programs aimed at supporting the student experience and improving student success include:

- **Student Health Services** (SHS) supports SRU's mission and educational process by providing quality health care and promoting health and wellness among the student body. SHS' mission supports three dimensions of health care: clinical care, health promotion, and public health. A cost-effective, comprehensive, and holistic approach to health care is provided in an AAAHC accredited, confidential setting (EI 4.1.45 - Accreditation Survey Report McLachlan Student Health Services AAAHC). In recent years, the number of contacts for clinical, health promotion, nursing outreach, portal access, and phone consultations have exceeded over 60,000. The health center is open 24/7 during the academic year to provide regular access to care - one of fewer than ten institutions nationally offering this level of service. Annual clinical visits have surpassed 17,000; totaling over 7,000 hours of direct, "hands-on" patient care. SHS monitors and responds to public health concerns including influenza, vaccine-preventable diseases and Tuberculosis. Communicable Disease plans are in place and routinely reviewed.

- **Disability Services** (ODS) provides reasonable accommodations to students with disabilities to enhance student success. ODS offers one-on-one support to students who qualify for services and to students needing extra support during their college transition. ODS serves approximately 7% of the student population or about 600 students annually, significantly higher than the national rate. SRU is one of the few PASSHE schools to receive grant funding to host a program for students on the autism spectrum.

- **Career Education and Development** (CED) supports and complements SRU's academic programs by assisting students in initiating, developing, implementing, and evaluating career education and development plans. As an integral part of major and career discernment, CED has adopted the Life Design approach to self-knowledge and wayfinding - a method founded at Stanford University. Life Design is a deliberate and deep reflection, in conjunction with a career coach, that explores the realms of joy, energy, engagement and flow for each student, ideating on prototype careers that fit those realms, and building up to three malleable odyssey plans, where students become active participants in their own purpose-building through ideation, meeting people, trying new things, interviewing professionals and reflection. Other areas of career development focus include part-time and summer employment, internships, graduate school searching and application, preparation for independent adult life, as well as the preparation of students to present themselves effectively as candidates for employment. To foster relationships with a more diverse population of students, the CED partners with the various units in Inclusive Excellence each year, producing special programming for veterans and commuter students, as well as evening sessions in professional meal poise, and discussion sessions on gender in the workplace with groups of SRU LGBT+ students.

- **The Student Counseling Center** (SCC) provides students with multiple services that promote positive mental health. The primary focus of the SCC is providing short-term, confidential counseling aimed at helping students succeed academically and interpersonally. Recent annual reporting shows that a total of 557 students attended 2,239 appointments (EI 4.1.28 – EI 4.1.31). The SCC has responded to student needs by offering evening hours, expanding emergency appointments, and providing groups for common concerns such as grief, depression, and anxiety, and stress management through one-on-one and group counseling. Students with needs outside the scope of practice of the SCC are connected with community resources.

- **Student Support** offers non-clinical services to support students needing help navigating the college environment. Through non-clinical case management, Student Support helps students set goals and find resources based on their sources of stress. Struggling students are identified through Care referrals by campus community members who observe students needing assistance or are exhibiting behaviors of concern. The office also administers the Student Support Fund which provides small monetary support to students with urgent financial needs including food, housing and clothing. Student Support also offers the Boost Emotional Wellness program, a peer-to-peer wellness coaching experience focused around the dimensions of emotional and social wellness.

TABLE 4.6: Additional Programs and Resources in Support of the Student Experience			
Provider	**Service Provided**	**Stated Goals**	**EI Document**
Office of Admissions	Accepted Students Day and Faculty Information Sessions	Students learn about support services aimed at easing the transition to college. Students and families meet a faculty member from their academic area of interest to help finalize and/or reaffirm their major decision.	4.1.32
	Orientation	See Table 4.7	4.1.33-4.1.34
	Admissions Counseling	Students learn about major programs that are best suited to their goals.	4.1.35
Academic Services Academic services that facilitate student success.	Academic Advisement	In addition to advising Exploratory students, Academic Services advisors also assist students during registration.	4.1.36
	Success Workshops	Workshops offered every semester include Time Management and Test Preparation	4.1.37
	Supplemental Instruction	Tutoring Services provide peer tutors for free individual and group tutoring. The primary goals of tutoring are to develop study skills and to support the classroom experience.	4.1.38
	Majors and Minors Expo	The annual Majors and Minors Expo introduces students to academic program choices. On average, 400+ students and 70+ faculty members attend.	4.1.39
	Readmission	Students who have interrupted their attendance for any reason may resume studies by applying for readmission.	4.1.40
Office for Inclusive Excellence Provides academic and social support.	Success Coaches	Implemented in 2017, Success Coaches focus on undergraduate students' development and adjustment to the college experience helping students establish values and goals, create action plans for success, persevere through challenges, and develop as learners. Outreach is provided to students: on academic probation/warning; upon return from suspension; with poor midterm grades; who commute; receive student, staff, faculty or Care referrals. Coaches also provide information during recruitment/orientation programs and special programming in the residence halls.	4.1.41
	Jump Start	A transition program focused on assisting students, many of whom are from underrepresented groups, with acclimation to college life. Provides academic and social support from peer and volunteer faculty/staff mentors. Approximately 90% of participants retain to the second year, compared to 83% institution-wide.	4.1.42

Orientation

With the University's orientation programming, new students gain a comprehensive understanding of University resources and support services. The University provides comprehensive Orientation programming for new first-year, transfer, and graduate students. In a strategic initiative to improve orientation services for online and on-campus transfer and graduate students, the institution is transitioning the orientation experience to an online vendor-supported portal in the next year.

TABLE 4.7: Content Comparison of Orientation Programs

	Move in	Social	Advising	Transfer credit	Parent sessions	Financial Aid	Online modality	ESL/Visa services	Campus resources information	Written materials	Post-event support	Post-event classes and programming	Student to student mentoring	Improvements based on assessment
Freshmen		✓	✓		✓	✓			✓	✓	✓	✓	✓	✓
Transfer	✓	✓	✓	✓		✓	✓		✓	✓	✓			✓
International	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓
Graduate			✓			✓	✓		✓	✓	✓			✓

Faculty advising

Academic advisement is an essential element of success at SRU. The University utilizes a faculty advising model, which views academic advising as an extension of the teaching and learning process, and therefore a professional responsibility of faculty. The advisor role is outlined and described in the APSCUF CBA (EI 2.1.1, Article 31.G).

When declaring a major, each student is assigned a faculty advisor within that department or program. Advisors then meet individually and in groups with students prior to registration each semester to review progress, plan coursework, and provide information about career paths and graduate education. Advisors also assist students during registration by helping them to understand and navigate the requirements of the Liberal Studies Program (for students who have entered SRU prior to Fall 2019) and the newly created Rock Integrated Studies Program (for students who have entered SRU Fall 2019 and after).

A key component of success in following degree and program requirements and progress towards degree completion is SRU's degree audit system, DegreeWorks, which provides real-time access to each student's records (EI 4.1.43 – Rock Audit Student Manual). Additional resources available and regularly used for academic advising include program websites with curriculum guides (EI 3.3.1 – EI 3.3.3), four-year planners (EI 3.3.4 – EI 3.3.6), fact sheets (EI 3.3.7 – EI 3.3.9), and catalog links (EI 2.3.2 – EI 2.3.3); a Banner advising profile; and academic advisor digital resources. These resources assure that students have ongoing, accurate information so they can understand their programs and their progress toward graduation.

Advancing progression to degree completion

In an effort to promote timely degree completion, SRU offers winter and summer session courses. Nearly 100% of courses taught during the winter term and about 70% of the courses taught over the summer terms are offered online. Students are offered various opportunities to increase their online learning skills and strategies through workshops and online learning resource guides (EI 4.1.44 – Online Learning Resource Guide).

To ensure the quality of the online educational experience, faculty who teach online must also complete an in-house online teaching certification through the Center for Teaching and Learning or must complete an equivalent from another institution. College leadership approves courses offered online each term, balancing student needs, faculty interest, and SRU's primary mission as a residential institution.

In addition, the academic colleges regularly review student progress to identify course bottlenecks that need to be addressed and curricular requests are reviewed to ensure that undergraduate degree program requirements do not increase beyond the 120-credit maximum outlined by SRU and PASSHE (see also Chapter 3.1). Attention to these issues assist students and SRU in meeting their respective four-year degree completion/graduation goals.

Online degree programs

Five undergraduate programs and twenty-two graduate programs are offered completely online through SRU; enrollments in fully online degree programs are presented in Table 4.8. Online courses and programs have targeted review by the University Curriculum Committee, which evaluates the content and planned educational activities to assure appropriate methods are used.

TABLE 4.8: Online SRU Degree Programs		
College	**Program**	**Fall 2020 Enrollment**
COB	BSBA Accounting	2
COB	BSBA Management	31
COB	BS Healthcare Administration and Management	1
CHES	BSN Nursing	115
CHES	Exploratory Nursing	3
CLA	M.A. Criminal Justice	18
CLA	M.A. English	23
CLA	M.A. History	52
COE	Ed.D. Educational Leadership and Administration	20
COB	M.S. Health Information Management	8
COB	M.B.A. Business Administration	44
COB	M.S. Hospitality and Tourism Management	8
CHES	M.S. Park & Resource Management	58
CHES	M.Ed. Environmental Education	48
CHES	M.S. Data Analytics	22
CHES	M.S. Health Informatics	14
CHES	M.P.H. Public Health	57
COE	M.Ed. Elementary Education: K-8 Math/Science	0
COE	M.Ed. Elementary Education: K-12 Reading Specialist	80
COE	M.Ed. Elementary Education: K-12 Reading Specialist with Coaching Literacy Endorsement	52
COE	M.S. Secondary Education: Teaching Math & Science	4
COE	M.Ed. Secondary Education: Teaching English	5
COE	M.Ed. Secondary Education: Teaching History	5
COE	M.Ed. Special Education	175
COE	M.Ed. Special Education: Autism	8
COE	M.Ed. Special Education: Supervision	6
COE	M.Ed. Technology for Online Instruction	22
	TOTAL 2020 Enrollment in Online Programs	**881**

Criterion 2: Alternative Credit Policies and Procedures

2. *policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;*

The Office of Transfer Admissions (OTA) is responsible for policies and procedures regarding transfer credit evaluation and assists students in understanding curriculum and how transfer credits apply to their academic program. The University has clear and comprehensive processes for admitting transfer students and for evaluating, accepting, and posting transfer credits in accordance with PASSHE regulations and SRU guidelines (EI 4.2.1 – Transfer Policies).

For those students planning to transfer from a community college, Transfer Guides are provided in print (for example EI 4.2.2 – EI 4.2.4) and electronically via the OTA website, to interested students and their community college counselors. Timelines and comprehensive web resources, including transfer credit evaluations (EI 4.2.5) have been carefully constructed to assist prospective students, University personnel, and community college recruiters. Articulation agreements are also available on the OTA website.

Transferrable credits from post-secondary institutions, AP exams, and military credits are evaluated by OTA utilizing standards set forth by the Pennsylvania Department of Education and PASSHE as well as the American Council on Education (ACE). Military credits are accepted as indicated by ACE when posted on a Joint Services Transcript (JST) or a Community College of the Air Force (CCAF) transcript.

Credit by Examination and College Level Exam Program (CLEP) credits are managed through the Office of Academic Records and Registration (EI 4.2.6 – Credit by Examination). Approval to receive Credit by Examination is granted at the discretion of the appropriate dean or designee. Rules governing credit by exam,

CLEP equivalencies (EI 4.2.7), and the forms (EI 4.2.8) to process these credits are posted on the Academic Records and Registration website.

Criterion 3: Student Information and Records

3. *policies and procedures for the safe and secure maintenance and appropriate release of student information and records;*

SRU carefully adheres to policies and procedures for the safe and secure maintenance of printed, electronic, and microfilmed student information and records. The processes are designed to facilitate effective record security and retention and ensure compliance with federal and states laws and regulations.

SRU's Information and Administrative Technology Services (IATS) maintains the systems that establish data policy and protocols to effectively house, protect, and communicate information. IATS enforces the campus Information Security Management Policy (EI 4.3.1) which outlines the role of data custodians and users; operational definitions; information security standards for access; the use, release, and protection of institutional data; data-user responsibilities; and sanctions. IATS also implemented a document retention policy for all offices to ensure that document storage adheres to the appropriate State and Federal regulations.

For individuals, the institution's student information system, Banner (Ellucian) has technology in place to protect student information, the basis of which is an individual student identification number. As reminders of the importance of securing student records, related statements appear on the screen each time users sign in to the portlets containing student information and records in the MySRU portal. In addition, departments utilizing student employees or graduate assistants require them to sign a confidentiality form. Printed documents containing student information are kept in lockable offices and cabinets.

University personnel protect student information in accordance with the Family Educational Rights and Privacy Act (FERPA) (EI 4.3.2 – FERPA for Faculty and Staff). In addition to having a FERPA-designated administrator on campus, the University posts reference documents and other information on the Records and Registration webpage. In accordance with Slippery Rock University's adherence to FERPA, Student Health Services has developed and follows the SRU Confidentiality of Health Records Policy (EI 4.3.3) and the Information Governance of Clinical Records Policy (EI 4.3.4).

Criterion 4: Co-Curricular and Extracurricular Activities

4. *if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;*

SRU offers services and programs related to the student experience, including athletics and co-curricular offerings, that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs at the University. The offices in this section have directors and staff that report through the Student Affairs Officer and the Division of Administration, Global Engagement, and Economic Development to the University Cabinet (see organization charts - EI 1.0.1). These areas focus on improving student success, by helping them manage challenges and by creating an environment in which students are likely to thrive.

Inclusive Excellence
To continuously improve the institution's strategies for diversity and inclusion, the Division of Student Affairs focuses on two goals – the first is to communicate to students from all walks of life that they matter and that they have a place at SRU; the second is to educate students about people who are different from themselves. Much of this work is facilitated through the Office for Inclusive Excellence which adheres to a mission focused on providing mentoring and coaching for student success, creating opportunities for students to learn about and celebrate diverse cultures, and helping students to become advocates for change. OIE includes 4 primary service areas: the Women's Center, Pride Center, Veteran's Center, and Interfaith Council (see also Table 3.10) and recently launched the Diversity Dialogues program to promote topics of inclusion (see also Chapter 2.2)

Student Engagement and Leadership

The mission of the Office for Student Engagement and Leadership (OSEL) is to "*empower students in pursuit of their own developmental growth and achievements, through purposefully cultivated co-curricular opportunities and leadership experiences*" (see Table 4.9). This mission is carried out through various areas of involvement, including student organizations, fraternity and sorority life, leadership development programs, student activities, and online student engagement. Currently, SRU recognizes approximately 200 student organizations enabling students to explore a wide variety of opportunities (EI 4.4.1 – Student Engagement and Leadership Dashboard 2010-2020) Approximately 5,000 students are involved in at least one student organization. Recent reporting from the Student Engagement & Leadership Annual Report reveals that a wide range of opportunities exist for SRU students.

OSEL utilizes the Student Leadership Competencies (SLC) model as a departmental framework to map individual student competencies to program outcomes and departmental learning outcomes. The SLC evaluation tools are used to measure student leadership competency development and proficiency and is considered an innovative approach to student leadership education.

TABLE 4.9: OSEL Student Leadership Education Programs	
Program	**Description**
Emerging Leadership Experience	a semester-long leadership program for first-year students
Leadership Abroad	a short-term cultural immersion experience for students to explore and enhance leadership abilities in a global setting
Student Leader Training	an annual, day-long workshop for student leaders across campus
Student Leadership Conference	an annual, day-long conference open to all students focusing on various leadership competences; workshops are facilitated by faculty and staff from various departments
Fraternity & Sorority Leadership Retreat	a day-long leadership experience for fraternity and sorority presidents and council officers
Fraternity & Sorority New Member Workshop	a day-long program for newly inducted members of the fraternity and sorority community, focusing on various topics that include values-based leadership, risk management, and community-building

CORE (Anthology's *Engage* software) is the University's official online student engagement platform and is used to actively engage students and create an online community for the SRU campus. CORE helps departments, programs, and all member-based organizations streamline processes and drive engagement by helping faculty, staff, and students connect and engage with the populations they serve.

OSEL also helps to facilitate general, campus-wide programming to engage all students. Programs include large-scale entertainment through the University Program Board, Homecoming, Week of Welcome, and the Rock the Weekend programming series aimed at providing an alternative to alcohol. These programs help students to forge connections on campus and with other students, ease feelings of homesickness, and encourage students to remain on campus for the weekend.

Student wellness

SRU's long-standing commitment to promoting and supporting the wellness of students (as well as faculty and staff) is reflected in the existence of a wide variety of groups, programs, and regular events. SRU was one of the first campuses to achieve the Exercise is Medicine gold-level status through the American College of Sports Medicine.

The President's Commission for Wellness is central to advertising and facilitating many of these activities, and its mission is to "*facilitate initiatives that promote wellness and empower individuals to make choices and enact behaviors that positively influence their wellness*." The commission focuses on seven key components of wellness: physical, emotional, spiritual, social, environmental, intellectual, and occupational. Promoted activities include weekly Zumba, yoga, and meditation classes; Paws to Relax sessions; the President's Wellness 5K Run/2K Walk; and the installation of a meditation/prayer space within the Smith Student Center.

In addition, the Office of Health Promotion (part of Student Health Services) offers health education and promotion activities to advance student growth and development based on the multiple dimensions of wellness. The programs that are offered are data-driven, based upon the needs of SRU students, and use an evidence-informed model to choose programming appropriate for SRU students. Initiatives through this office include direct and peer-to-peer education, wellness outreach, health and wellness resources, social marketing campaigns, surveillance of wellness behaviors and perceptions, and advocating for a healthy campus.

Residence Life (EI 3.4.7 and EI 4.4.2)

SRU Residence Life (RL) provides living spaces for 2,800 students annually and regularly operates at 97% capacity. The mission of Residence Life is to "*provide a residential environment that supports and encourages every student to be a responsible global citizen, a lifelong learner and engage in personal development*." In working to achieve this mission, Residence Life offers a unique residential curriculum for students residing on campus; this model is an intentional approach to promote the learning and development of students within their residence halls. This model implements student development theory to assist growth through multifaceted experiences, including several Living Learning Community (LLC) options (see also Table 3.9).

Residence Life has a diverse array of staff available for student support and assistance and continues to be one of the largest student employers on-campus. Regardless of where a student is from, the offices of Housing and Residence Life strive to help the student feel safe and at home with various programming related to personal, social, and academic life. Residence Life also provides many leadership opportunities for students including over 300 community-assistant (CA) and welcome-desk attendant positions. Through these positions, students develop leadership skills and strategies.

Global Engagement (EI 4.4.3 – EI 4.4.5)

The mission of the Office for Global Engagement (OGE) is "*to provide meaningful international experiences for SRU students, faculty and staff in pursuit of academic, professional and cultural exploration and growth*." This is being achieved through key student-centered OGE strategic goals:
- to build and support a quality and diverse international student body by continuously improving support services for international student success; strategies include providing immigration consultation, programming initiatives, and cultural and academic advisement;
- to support study abroad by expanding international programs, partners, and locations while increasing student participation in these experiences;
- to coordinate high-impact practices to support the curriculum and foster co-curricular involvement;
- to enhance outcomes that increase international student retention/graduation rates and integrate career development into international experiences.

Approximately 75 international students call SRU home each semester. Over 300 students participate in faculty-led international travel and study opportunities, and between Summer 2019 and Spring 2020, 49 students added a study abroad experience to their academic portfolios. Additionally, 26 student-teaching experiences were completed in an international location.

Community-Engaged Learning (EI 4.4.6)

In pursuit of Slippery Rock University's educational mission, the Office for Community-Engaged Learning (OCEL) "*leverages service-learning and community engagement as powerful pedagogies to transform the intellectual, social, and leadership capacities of students to serve the common good and work toward the betterment of self and society*." To that end, OCEL believes that service builds civic identity and promotes the formation of critically self-aware and socially-responsible citizens and civic-minded professionals. OCEL employs three guiding principles as a strategy for achieving high-impact learning:
- CONNECT people and issues;
- TRANSFORM knowledge and awareness;
- and INSPIRE civic action.

OCEL embraces an expansive view and understanding of service along a continuum of broad public engagement activities. These range from sporadic charitable acts of volunteerism, to service-learning endeavors, to deep social change and advocacy work. OCEL supports transformational experiences in both curricular and co-curricular

community-engagement opportunities for diverse campus constituents in partnership with local community organizations. In recent years, over 2,800 volunteers provided over 30,000 service hours through OCEL programs.

In 2020, following a five-year process of self-study, SRU earned the Carnegie Foundation's Classification for Community Engagement, an evidence-based documentation of institutional practice.

Campus Recreation

The mission of the Office of Campus Recreation (OCR) is "*to promote healthy lifestyles to Slippery Rock University students and the local community by offering excellent recreational and wellness programs and facilities*." OCR offers programs as well as facility reservations and rentals in state-of-the art facilities, including the Aebersold Student Recreation Center (The ARC), McFarland Recreational Sports Complex (The MAC), and the Ski Lodge and Campground. Programs include aquatics, climbing wall, fitness and wellness, group exercise, intramural sports, outdoor adventures, safety certifications, club sport teams, ropes courses, and special events.

Over 6,000 unique students and 1,900 unique community patrons utilize the OCR facilities and programs each year, totaling over 250,000 participant usages. A Spring 2019 survey indicated 83% of members are satisfied with the facilities, programming, and welcoming environment.

Rock Athletics

SRU's Department of Athletics is an integral part of SRU's total educational experience for many students. Intercollegiate sports at SRU provide diverse opportunities to accommodate students' needs and varying interests. Nearly 450 student athletes participate in one of the 17 intercollegiate sports (7 men's and 10 women's). Slippery Rock competes at the Division II level within the National Collegiate Athletic Association (NCAA) (EI 4.4.7 - NCAA Sports Sponsorship and Demographics) and is a member of the Pennsylvania State Athletic Conference (PSAC). Over $1.2 million dollars in scholarship funds were awarded to students in recent years.

The philosophy of Rock Athletics embraces the NCAA Division II "Life in the Balance" platform and the concept of the "student-athlete" being a "student" first. Rock Athletics adheres to all policies and procedures within the University, the PSAC, and the NCAA and, as outlined in the student-athlete handbook (EI 4.4.8 – Athletics Policies and Procedures Manual and EI 4.4.9 – Sports Medicine Policy and Procedures Manual), is committed to complying with all rules and regulations and its fiscal responsibilities to provide a sustainable and successful athletic and educational experience for student athletes (EI 4.4.10 – NCAA Report and EI 4.4.11 - NCAA Agreed-Upon Procedures - Independent Accountants' Report). Rock Athletics provides equitable financial resources to all sport programs and complies with Title IX requirements through the U.S. Department of Education's Equity in Athletics Disclosure Act (EADA) reporting (EI 4.4.12 – EADA Data).

The physical and mental welfare of the student-athlete is of the highest importance. In 2017 Rock Athletics realigned its department and re-introduced the Athletic Training Staff (EI 4.4.13 – Athletics Organizational Chart). Athletics currently has six certified, non-teaching faculty-clinicians to help fulfill physical and mental welfare needs. Additionally, Rock Athletics also implemented the use of ARMS compliance software. ARMS allows better monitoring of and communication amongst staff, coaches, and student-athletes and provides accessibility to resources including athletic training needs (including mental & physical health), leadership and post-graduate training, and academic success. Coaches use ARMS to complete compliance and business operations in one centralized location which streamlines processes for better performance, accuracy, and data documentation.

Slippery Rock University Student Government Association

The Slippery Rock University Student Government Association, Inc. (SRSGA), is an independent corporation that serves as the collective voice of the Slippery Rock University student body (EI 4.4.14 – SRSGA Minutes FY20). The SRSGA has an approximate annual budget of $2.5 million, funded by the Student Activity Fee (SAF) (EI 4.4.15 – SGA Student Activities Fee Budget). The SAF is used to provide services and resources to students, including the SGA Bookstore, SRU/SGA Preschool and Child Care Center, and campus vending, along with free legal services, on and off-campus shuttle service, mobile charging stations, and a weekly movie series. The SAF is also used to provide funding to officially recognized student organizations at SRU, University athletics,

intramural sports, and major campus programming including Homecoming, Rock the Weekend series, and events hosted by the University Program Board.

The SRSGA is a representative body, comprised of fifty Senators who are elected by the students. The 50 senator positions are: 7 Executive Board; 2 Commuter Senators; 2 Residence Hall Senators; 4 College of Business Senators; 4 College of Education Senators; 4 College of Health, Engineering & Science Senators; 4 College of Liberal Arts Senators; 1 Transfer Senator; 1 International Senator; 1 Veteran Senator; 4 Freshmen Senators; 4 Graduate Senators; and 12 At-Large Senators. This new structure, implemented in 2020, more accurately represents the various campus constituencies. The main goal of the Senate is to advocate on behalf of the student body and serve as a link to the university administration. The work of the Senate occurs through six committees that are open to all students and include:

- student and academic affairs;
- finance;
- internal affairs;
- social justice;
- campus outreach;
- and rules and policies.

The Director of Student Engagement and Leadership, the Executive Director of Cooperative Activities, and a student-selected faculty member serve as advisers to SGA.

Student Center/Auxiliary Operations

The Robert M. Smith Student Center (SSC) is a community gathering space where opportunities for learning and engagement are created through informal interaction and programmed events. Opened in 2012, the design of the SSC was a collaborative project with students to ensure that the facility meets the needs of current and future students.

The SSC creates environments that are inclusive, accessible, adaptable, and equipped with appropriate technology for a wide variety of events; the SSC hosts nearly 11,000 of these events each year. Students are also encouraged to use the space for leisure, studying, or for individual meetings.

In addition to creating opportunities for learning and engagement, the SSC staff recognized the need for commuter students to develop a more meaningful connection to the University's campus-life and student experiences. A commuter lounge was created on the second floor of the SSC to serve as a gathering place, outfitted with comfortable chairs and tables to make it feel like a "home away from home." The space provides commuter students with a pantry, complete with a microwave, toaster, sink, counter and table as well as storage lockers. The goal of this initiative is to increase the sense of community among commuter students as well as inform them about campus programs and resources.

Criterion 5: Third-Party Student Support Services

   5. *if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and*

In procuring the services of third-party providers, the University follows well-documented purchasing and contract policies and procedures (EI 2.4.9 - SRU Purchasing and Contracting Policies and Procedures and EI 4.5.1 – Contract Policies) that include provisions for careful vetting of the providers' ability to deliver quality services for students.

Currently, several debt collection providers are utilized including: Coast Professional, Inc.; Heartland Payment Solutions, Inc.; Reliant Capital Solutions; Coast Professional, Inc; and Williams & Fudge, Inc. Additionally, the National Student Clearinghouse is utilized to perform the required enrollment reporting that ensures students are correctly documented for issues relating to loan deferment and enrollment status. Each of these firms are reputable, produce accurate and timely results, along with service to the institution as well as the students.

During the 2012-13 academic year, to provide faster service to students, SRU contracted with Financial Aid Services (FAS) to perform verification (a Federal financial aid requirement). After noticing consistent occurrences of time delays, conflicting customer service levels, and inaccuracies on behalf of the servicer, SRU decided to terminate this relationship with FAS at the contract's end in 2018-19 and process all verifications within the Financial Aid office. Because of this assessment, SRU can provide verification services in-house which has shown to be cost effective as well as providing better customer service. This is represented by the fact that 97% of SRU students surveyed after this change indicate that their questions are adequately addressed and 91% are satisfied with the result/answer/outcome while the remaining 9% are neutral.

The Slippery Rock Student Government Association, Inc. (SRSGA) has a close relationship with SRU (see also Chapter 4.4). They offer several services to SRU students including the campus bookstore, "Happy Bus," off-campus housing information, free legal services, as well as the Preschool and Child Care Center. These services, which offer transportation, childcare, books and supplies, as well as other benefits are invaluable to students and the University works closely with the SRSGA to maintain this beneficial third party offering.

Dining Services enhances the University experience through the provision of high-quality dining options for students, faculty, staff, and community members. Customer service is a priority in residential, retail, and catering services. Dining venues on campus include Boozel, an all-you-care-to-eat dining hall; Starbucks; Quaker Steak & Lube; the Restaurants at Weisenfluh; Rocky's Grille, a food court in the Student Center; Flatz at Watson; T & B at the Library; and the Campus Drive Grill food trailer. Students residing on campus (except for Rock Apartment residents) are required to purchase a meal plan; students residing in Rock Apartments or commuting from off campus may purchase a voluntary meal plan, with approximately 3,500 students participating annually. The current contracted food service provider, AVI Food Systems, engages routinely with students and other customers for continuous improvement of the dining program. Feedback is gathered through customer satisfaction surveys, meetings with student groups, and weekly meetings with University officials.

Each area using a third-party provider is responsible for facilitating appropriate assessments regarding the use of these providers. They review quality metrics and assess student satisfaction as deemed appropriate.

Criterion 6: Periodic Assessment of Support for the Student Experience
(Requirements of Affiliation 8 and 9)
> 6. *Periodic assessment of the effectiveness of programs supporting the student experience.*

As a student-centered institution, Slippery Rock University has worked to develop and continuously improve programs and services with student success and achievement in mind. Individual offices and units involved in the support of the student regularly assess the efficacy of their programs and services. Varied types of assessments and reporting are evidenced in these units, including:
- student, staff, and faculty participant surveys on programs or specific services;
- enrollment reporting and analytics;
- enrollment planning and projections;
- non-academic department annual reports;
- student learning outcome assessments;
- external five-year or periodic external reviews (also see Chapter 5.2 and 6.2);
- and accreditation.

Integral to each unit's assessment strategies include the use of benchmarking and the consideration of best practices in the industry. Each unit also participates in the institutional collection and reporting of annual assessment data via the office of Planning, Resource Management, and Assessment (PRMA).

Each unit within the Student Affairs division conducts annual assessment of their work. Over the last few years, there has been a concerted effort to move away from simple to more robust measures of student learning outcomes. The assessment must demonstrate that the work of the unit is having direct impact on students' growth in knowledge, skills, abilities, and attitudes. In addition, units are encouraged to employ direct measures wherever possible. The assessment reports demonstrate continuous quality improvement as they require the area leadership to indicate how the unit addressed the previous years' assessment through action. In addition, 2019-2020 marks

the inaugural year for the Division of Student Affairs' incorporation of student leader competency assessment in each department, using the Student Leadership Competency model.

In addition to targeted assessment of Strategic Goal 5 (EI 4.6.1), examples of methods used to assess programs supporting the student experience are included in Table 4.10.

TABLE 4.10: Student Support Program Assessment Processes			
Office or Unit	**Programs Assessed**	**Assessment Methodologies and Reports**	**EI Document**
Enrollment Management	Freshmen Orientation	Parents and Students evaluate components of their Freshmen Orientation experience with a goal to improve future sessions.	4.6.2
	FYRST Seminar	FYRST Seminar assessment results are used to assure relevancy and meaningfulness of the first term transition initiative and make changes.	3.8.32
	Disability Services (ODS)	ODS program and service assessments are found in the ODS Annual Report and the five-year program review. Guidance aimed at continuous improvement is provided by a student advisory board and a faculty advisory board.	4.6.3-4.6.7
	Tutoring	Term and annual reports review the Center's tutoring services.	4.6.8-4.6.9
	Financial Aid and Student Accounts	FA conducts regular assessments of their business operation processes and are subject to state and federal audits. Assessments are used to improve processing and services.	4.6.10
	All	Enrollment Management Assessment Matrix	4.6.11
SRSGA	All	Annual Student Life Survey gathers feedback from the student body regarding issues, concerns, or needs. Results direct the work of the SRSGA Senate for the academic year.	4.6.12
Campus Recreation	Programs, Facilities, Customer Service	Surveys gather information from users about services. Concerns are addressed through improvement plans devised by professionals and student staff members.	4.6.13-4.6.14
Student Engagement & Leadership	All	Annual Report gathers data on levels of student engagement through attendance at campus events and membership in campus groups.	4.6.15
Career Education and Development (CDE)	Student and Employer Satisfaction	The National Association of Colleges and Employers (NACE) standards and techniques are used to collect first-destination employment outcomes data within the first six months following each commencement ceremony.	4.6.16
	Learning	Various instruments are used to collect data related to specific events. A longitudinal survey measures longer-term impact of CDE appointments.	
Student Health Services	All	Various areas are examined and assessed in the SHS annual report including utilization and commitment to excellence. Current and future goals are also examined.	4.6.17
Residence Life (RL)	Programming and Community Living	RL collects data and publishes an annual report on effectiveness of programming.	4.6.18-4.6.19
Office for Inclusive Excellence (OIE)	Jump Start, Sophomore Transitions	Program and service strategies, and assessment results can be found in the annual OIE report. Data is used to enhance and improve programming efforts. The annual report also includes specific goals for the current academic year.	4.6.20
	Student Success Coaches	Assessments are used regularly to improve outreach services and communications	

Policy and process review
In addition to the student support assessment methods described in Table 4.10, a standing campus-wide committee, comprised of faculty, deans, and professional staff, reviews academic policies and processes regularly for relevancy, efficiency, and effectiveness of practice. Assessment of Recommendations for improvement are made to the academic administration.

Utilizing these various assessment methods, many notable improvements have been made to student support programs over the last five years. Results from unit assessments, program evaluations, national surveys, focus groups, annual reporting, five-year external reviews, and accreditation surveys have been used to inform ongoing improvements to programs and services. A sampling of these improvements includes:

- the reorganization of the Divisions of Student Success and Student Transformational Experiences into one division and reporting structure: Student Affairs; and re-alignment of Enrollment Management to include student retention oversight;
- integrated marketing and recruitment plans to better align messaging with institutional mission and goals;
- improved use of technology communications in the recruitment, admissions, and enrollment processes to better serve students;
- improved financial aid and scholarship awarding processes by moving the award processes earlier in the timeframe and beginning communications earlier;
- increased the monetary amount and number of institutional and SRU Foundation financial aid awards;
- extended orientation and Week of Welcome activities to include more social and personal activities;
- restructuring of student success coach caseloads and addition of specific student group outreach;
- implemented a university-wide weekend programming series aimed at providing an alternative to alcohol, forge connections on campus and with other students, ease feelings of homesickness, and encourage students to remain on campus for the weekend;
- improved use of technology to drive student engagement in co-curricular and leadership experiences;
- streamlining of Jump Start Program services, the adjustment of programming, and the exploration of program expansion;
- transformed of the Honors program to an Honors College to serve more and a broader group of students;
- enhanced student transition experiences through outreach to high-risk students using success coaches and mental wellness services;
- improved first-term scheduling and registration experiences using a centralized and coordinated service;
- improved degree progression information through the development of four-year planners for all programs;
- improved the institution's web presence as a self-help website and portal resources via use of MySRU;
- further developed the use of an enrollment reporting and analytic system for decision making and creating actionable intelligence;
- improved diversity programming and services to better serve the student body;
- and creation of transfer student support services.

Institutional Priorities

The evidence presented in Chapter 4 clearly documents that, across student service programs and providers, SRU's Institutional Priorities are the very backbone and guiding force that supports the student experience in both everyday activities and long range, strategic planning. The Institutional Priorities do not exist in a vacuum - their precepts are interwoven across departments and divisions and result in students achieving academic and personal success. The Institutional Priorities of Student Success, Transformation, Caring Community and judicious Use of Resources are tightly coupled. How the institution determines financial allocation of resources is based upon evidence of which programs, services, and interventions promote student transformation and, ultimately, student success. The priority of a caring community influences decision making and program implementation. "Is this good for students?" (or a benefit to students) is the initial measure for program development and implementation. Student Success is not just a buzzword—it is the lens through which decisions are made and how service effectiveness is evaluated.

Conclusion and Next Steps

Each of the departments and offices that support the student experience is comprised of highly experienced, professional staff and faculty who continue to develop their professional interests and expertise. Ongoing collaborations with faculty and staff, consistent outreach services, and intentional use of programming to improve student success, illustrate the University's commitment to providing an effective support system for all students. Use of early interventions through class attendance reporting, student support referrals, and mid-semester grades demonstrate the institution's dedication to student retention, persistence, completion, and success.

SRU's consistent use of feedback loops such as program evaluations, student focus groups for improving services, unit service evaluations, external reviews, and well-defined business operations are evidence of the institution's commitment to self-assessment and continual improvement. The University continues to develop ways to close achievement gaps and identify student needs.

Next Steps

Student Success. The University should improve student academic progression, year-to-year student persistence, and degree completion by connecting data insights to inform student success initiatives and student support systems. Support student persistence to degree completion as a topic of focus through continued development of a centralized student services hub, student persistence efforts that focus on life design career development, degree completion initiatives, and closing achievement gap efforts.

Chapter 5: Educational Effectiveness Assessment

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

In this chapter, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard V, Institutional Priorities 1 and 2, and Requirements of Affiliation 8, 9, and 10.

Slippery Rock University is focused on institutional effectiveness and renewal through a commitment to assessment built around the fulfillment of vision, mission, and strategic goals of the institution. Educational assessment is addressed through administrative structures and faculty committees that subsequently present results to campus leadership.

The Office of Assessment and Accreditation facilitates and supports campus-wide processes for determining and documenting the effectiveness of programs, services, and the institution as a whole. The university seeks to encourage and ensure institutional effectiveness and renewal through a commitment to assessing student learning, to fulfilling the University's overall educational mission, and to planning processes and resource allocation that will support the mission and strategic plan. To that end, the university has developed a systematic process for integrating assessment into the structural and procedural fabric of the university.

Divisions and departments conduct assessment of the effectiveness with which they meet educational goals.. These assessments seek to link specific programmatic goals and objectives to the strategic plan. Departments report the results and analysis of the assessment data collected and then use the results to develop action plans to improve processes, services, and student learning. This process allows departments and divisional leadership to make data-informed decisions when allocating resources.

Criterion 1: Educational Goals

(Requirement of Affiliation 9)
An accredited institution possesses and demonstrates the following attributes or activities:
1. ***clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;***

Student learning outcomes at Slippery Rock University have been developed at the program, university, general education, and graduate levels. The development of each has occurred in different manners, but the unifying feature of all is the community involvement in their drafting. The development of these outcomes has been grounded in the university's fundamental educational mission to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. See Table 1.3 for an illustration of how SRU's educational goals (Student Learning Outcomes) align with the university mission, vision, core values, and strategic goals.

Student learning outcomes develop organically. University-wide student learning outcomes were largely developed through a consultative process in which faculty and student affairs representatives brought their perspectives together. Programs set the learning outcomes most appropriate for their disciplinary areas. Thus, university-wide outcomes largely represent the overlaps among program outcomes. Alignments between degree program and university-wide learning outcomes are regularly defined and assessed by academic departments and the Assessment Core Committee.

General education, known as the Rock Integrated Studies Program (RISP), learning outcomes (EI 5.1.1) were developed from a more institutionally-focused perspective. These outcomes were intentionally designed to map onto the university-wide student learning outcomes. A comparison of both programs (EI 5.1.2), also shown in Table 5.1, shows there is very close alignment between university-wide outcomes and Rock Studies outcomes.

TABLE 5.1: Alignment of Rock Studies and University-Wide Student Learning Outcomes			
Rock Integrated Studies Program **Student Learning Outcomes**		**University-Wide** **Student Learning Outcomes**	
Rock Studies students will:		**Slippery Rock University students will:**	
Outcome 1	Demonstrate knowledge of human cultures, diversity, and the physical and natural world.	Outcome 1	Act as effective communicators
		Outcome 9	Develop a worldview that acknowledges diversity and global interdependence
Outcome 2	Demonstrate intellectual and practical skills		
2a	Apply the processes of inquiry and analysis	Outcome 2	Apply critical thinking to argument and problem solving
		Outcome 3	Develop scientific literacy
		Outcome 9	Develop a worldview that acknowledges diversity and global interdependence
2b	Think critically	Outcome 2	Apply critical thinking to argument and problem solving
2c	Think creatively	Outcome 6	Demonstrate creativity and develop aesthetic appreciation
2d	Develop and express ideas in writing	Outcome 1	Act as effective communicators
2e	Develop and express ideas orally		
2f	Apply quantitative reasoning skills	Outcome 3	Develop scientific literacy
		Outcome 4	Apply quantitative reasoning in appropriate contexts
2g	Apply information literacy skills	Outcome 3	Develop scientific literacy
2h	Solve problems	Outcome 2	Apply critical thinking to argument and problem solving
2i	Extract and make meaning from written texts	Outcome 1	Act as effective communicators
Outcome 3	Practice personal and social responsibility		
3a	Demonstrate knowledge of diverse experiences, cultures, and identities from a systemic perspective	Outcome 9	Develop a worldview that acknowledges diversity and global interdependence
3b	Engage in ethical reasoning	Outcome 8	Act ethically
3c	Utilize foundations and skills for lifelong learning	Outcome 5	Develop as a whole person
3d	Engage in global learning	Outcome 9	Develop a worldview that acknowledges diversity and global interdependence
3e	Practice civic knowledge and engagement – local and global	Outcome 7	Become civically engaged
3f	Engage in self-care and well-being	Outcome 5	Develop as a whole person
3g	Digital literacy	Outcome 10	Act as responsible digital citizens
Outcome 4	Engage in integrative and applied learning		

University-wide and RISP outcomes can also be met through programs administered and assessed by Academic Affairs and support areas reporting to other divisions. This is a unique aspect of SRU's student learning outcomes, and was facilitated by the university's previous integration of academic and student affairs under the Provost's office. Although the two areas have been separated under a recent reorganization, a tight integration of academic and student affairs is still an important priority for SRU. In one example, Career Education assessment provides post-graduation and employer-based assessment that is used to inform curricular change within departments (EI 4.6.16).

Graduate-level student learning outcomes (Table 5.2) were formally adopted in October 2019. Before this, each graduate program had its own student learning outcomes, which largely reflected accreditation standards. It was recently recognized, however, that it would be helpful to introduce some common outcomes that could be assessed across all graduate programs on campus and are presented in Table 5.2. Graduate-level programs assess student achievement of these outcomes in their own disciplinary contexts. Formal assessment of graduate-level learning outcomes will begin in the 2020-2021 academic year assessment cycle.

TABLE 5.2: Graduate Level Program Student Learning Outcomes	
Upon completion of graduate-level programs, all post-baccalaureate SRU graduates will be able to:	
Outcome 1	Apply the major best practices, theories, or research methodologies in the field(s) of study.
Outcome 2	Apply knowledge from the area(s) of study to address problems in the field.
Outcome 3	Formulate arguments or explanations to both an academic and general audience, in both oral and written forms.

Criterion 2: Organized and Systematic Assessments

(Requirements of Affiliation 8 and 9)

    2. *organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:*

        a. *define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;*

        b. *articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;*

        c. *support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;*

Much of the evaluation of students' achievement of program goals and student learning outcomes as well as the levels to which students are prepared for careers and further education is accomplished through the required five-year program review/accreditation process (EI 2.9.1 – EI 2.9.7), the annual programmatic assessment process (EI 3.8.11), and the RISP student learning outcomes assessment cycles (EI 3.8.1). In addition, many departments make use of external advisory boards in assessing and planning. Most of these processes are coordinated through and supported by the Director of Institutional Assessment and Accreditation (IAA) who reports to the Office of Planning, Research Management, and Assessment (PRMA). The Director of IAA also serves as a liaison between the faculty-led Assessment Core Committee and the administration (EI 5.2.1).

Academic program five-year review and accreditation processes

Each academic department is required to complete five-year program-reviews (EI 2.9.1 – 2.9.7) through the Institutional Assessment and Accreditation office. If a degree program or department holds a specific national accreditation, then that accreditation cycle serves in place of the five-year review. Currently, 67 SRU programs hold a national accreditation.

Through both accreditation and five-year program review processes, departments complete a detailed assessment of the program in consultation with an outside evaluator. These reviews include the analysis of various metrics including enrollment, graduation rates, job-placement rates, resource allocations and outcomes data. Connections between educational goals, outcomes, and departmental and university missions are also reviewed and clarified. Program reviews are an essential continuous improvement process and inform future directions via updated departmental level strategic plans, goals, objectives, and action steps. Results of the accreditation and five-year review process are shared with the department faculty, PRMA, the respective college dean, the provost, and the president to be considered in future planning cycles.

Annual program assessment process

The primary responsibility for monitoring and supporting the degree-program student learning outcomes assessment process at SRU belongs to the faculty-led, university-wide Assessment Core Committee which is comprised of faculty members from across the institution and representing all four colleges.

The Assessment Core Committee procedure requires each degree program to define meaningful curricular goals with defensible standards for evaluating whether, and to what degree or level, students are achieving those goals. This includes the following specific requirements, which address the criterion:

- Explicit, clear, and measurable student learning outcomes that are appropriate to the program and that cover the range of concepts and skills of the discipline. At the undergraduate level, at least some of the outcomes must align with university-wide outcomes;
- Appropriate and well-documented methods for measuring student achievement of the outcomes. At least two assessment methods that "meet standards", according to the Assessment Core Committee rubric (EI 3.8.12 and EI 3.8.24 – EI 3.8.28), are required per outcome, and at least one must be a direct method. Multiple direct methods and at least one indirect method are encouraged per outcome;
- Explicit and clear criteria for success that will allow programs to identify student achievement of each outcome.

In documenting these goals, criterion, and measures of success, each academic department is required to submit an assessment plan (for example EI 3.8.14 – EI 3.8.18) and an assessment report (for example EI 3.8.19 – EI 3.8.23) by the end of May each academic year. Each department selects a faculty member to serve as their department assessment coordinator who then submits the required data and documents through assessment management software to the Assessment Core Committee. Action plans describing the department's next steps, including who will receive the assessment results, as well as the assignment of those responsible for those action steps, are an important focus of this process (see also Chapter 5.3).

General education assessment
With the creation of the new Rock Integrated Studies Program, there has been a focus placed on establishing a regular process of continuous assessment to ensure that the program is meeting expectations. In addition to ensuring the strong alignment of RISP learning outcomes with the university-wide undergraduate learning outcomes, the RISP Committee has put into place an assessment plan and reporting procedures to be followed by all faculty teaching sections of approved courses. The first full cohort of students enrolled in RISP in 2019 so the institution is in the early stages of collecting and evaluating the assessment data (EI 3.8.1 – EI 3.8.10). This process will continue to evolve as the institution transitions from the earlier Liberal Studies to the new Rock Studies program.

For additional information about the RISP general education program and assessment processes used, see also Chapter 3.8.

Criterion 3: Use of Assessment Results for Improvement
(Requirements of Affiliation 8, 10)
3. *consideration and use of assessment results for the improvement of educational effectiveness. Consistent with institution's mission, such uses include some combination of the following:*
    a. *assisting students in improving their learning;*
    b. *improving pedagogy and curriculum;*
    c. *reviewing and revising academic programs and support services;*
    d. *planning, conducting, and supporting a range of professional development activities;*
    e. *planning and budgeting for the provision of academic programs and services;*
    f. *informing appropriate constituents about the institution and its programs;*
    g. *improving key indicators of student success, such as retention, graduation, transfer, and placement rates;*
    h. *implementing other processes and procedures designed to improve educational programs and services.*

The primary goal for assessment is to continuously improve upon the learning experiences of students. In addition to assessing and reporting on the level of achievement of student learning, each unit is also required to develop annual action plans based on their assessment results (EI 3.8.19 – EI 3.8.23). These action plans are expected to be aligned with the learning outcomes and consistent with the assessment results. If students are meeting or outpacing the outcomes, then the expectation is that the program will re-examine their assessment methods or increase their criterion for success, leading to a further improvement in educational effectiveness. Action plans may also result from accreditation and five-year reviews and assist programs in strategizing for future planning.

Action plans from all sources frequently include recommendations for faculty and students to make greater use of current university resources such as the Writing Center, the Career Center, and Bailey Library. When additional resources, such as software and equipment, are needed by the department to assist students in improving their learning, departments may request funds:
- for one-time purchases through their annual budgeting process (see also Chapter 6.3 and EI 6.2.1);
- through the Assessment Core Committee (EI 3.8.13).

Academic program assessment plans and reports are submitted each year by May 31 and are then reviewed by the Assessment Core Committee over the summer using an established, standardized rubric (EI 3.8.12). Feedback on the strengths and weaknesses of the various aspects of each program's process is offered directly to the

department chairs and assessment coordinators in the early fall of the following academic year (EI 3.8.24 – EI 3.8.28) and is provided collectively through the Assessment Core Committee Summary Report (EI 3.8.46). After several cycles to allow programs to become accustomed to the new expectations, any program that has an assessment element that is rated below "Meets Standards" on the rubric is required to remediate that shortcoming by the end of the following fall semester. The Assessment Core Committee (either the chair, or the entire committee) works with the program to bring their process into compliance with expectations and works with them to arrange additional training or assistance with the assessment management software if needed. The college deans support this process and use the assessment process as a component of the annual performance funding calculations and communicate the clear expectation that all programs will comply with expectations.

Non-academic departments also make constructive use of assessment processes to improve upon the effectiveness of their educational programming. Table 5.3 describes representative examples of how the various assessment processes have been used recently to improve student learning, curriculum, support services, professional development activities, and other educational programming and key indicators of success.

TABLE 5.3: Recent Examples of Assessment-Led Changes to Educational Programs and Processes		
Program or Unit	**Description of Changes Made**	**Related Criterion**
Recreational Therapy (BS)	In consultation with a community advisory board, experiential learning opportunities were added for students, allowing them to work with different populations through additional service-learning components. The goal of the experience is to support and improve functional ability for older adults, people with mental illness, and adolescents with autism.	V.3.b
Chemistry (BS)	The department moved from a more traditional general sequences of courses to an "atoms first" sequence. Course level outcomes were also assessed and refined.	V.3.a – V.3.b
Park and Resource Management (BS)	Increased service-learning, community-engaged learning, and experiential learning experiences to give students opportunities to demonstrate field readiness and to expose students to career opportunities; added nationally-recognized certification opportunities to classes.	V.3.b
Information Systems (BS)	A new course, Enterprise Architecture, was developed to fill out the curriculum and bring it in line with the ACM 2010 IS curriculum guide.	V.3.c
Master of Business Administration (MBA)	The capstone course was expanded to 8 weeks from 4 weeks to provide additional time for students to explore the course material and showcase their written and oral presentation skills. A strategic marketing course was added to the curriculum to reinforce marketing concepts, and a communications class was moved to an elective course. Added access to proofreading resources for students	V.3.a-c
Housing CA and GA Training	CA and GA Trainings are assessed each year. In fall of 2019 the presenters for Diversity and Secondary Trauma both received lower than average feedback for engagement and relevance to the job. This led to a choice of a new presenter for both sessions, with much improved assessment results.	V.3.c-d
Various	A number of programs, including Athletic Training, Exercise Science, and Nursing, have recently added access to Grammarly as a support service to increase student learning opportunities. Other departments, such as Chemistry and Theatre, have worked to unify their degree writing competencies.	V.3.a

In an effort to create transparency with assessment processes, results are frequently communicated to stakeholders within and outside the various department and units. Within the degree-program assessment process, it is required, as a part of the action plan for each department, to report on who will receive the assessment results and when that communication will take place. Assessment results are often shared with accrediting agencies as a part of the process for achieving and maintaining accreditation, and it is common for assessment results to be communicated with members of the SRU administration (see also Chapter 5.2).

Criterion 4: Third-Party Providers of Assessment

>   4.   *if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and*

In procuring the services of third-party providers, the University follows well-documented purchasing and contract policies and procedures (EI 2.4.9 - SRU Purchasing and Contracting Policies and Procedures and EI 4.5.1 – Contract Policies) that include provisions for careful vetting of the providers' ability to deliver quality, reputable services.

A variety of SRU programs make use of third-party providers for the purposes of gathering data and completing assessment processes. For certain programs such as those in Education, Physical Therapy, and Physician Assistant, third-party assessments are required as a condition of their respective accreditation. Other programs, such as Business, Biology, and Geology use third-party assessment for internal review and benchmarking purposes against which to interpret student performance.

Examples of the providers used by programs at the University include: Benchworks, ETS, ACAT (EI 5.4.1 – 5.4.3 and EI 3.8.37, page 44-47, 136), NCTRC exam, and NAI-CIG. Where external assessment services are used, the provider and the assessment are properly and thoroughly vetted by those utilizing them; proper contracting and purchasing processes are followed; and the assessment results are interpreted and shared, as appropriate or required, by those receiving them.

Each area using a third-party assessment service is responsible for facilitating an appropriate review of the provider.

Criterion 5: Periodic Assessment of Assessment Procedures

(Requirement of Affiliation 8)

>   5.   *periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.*

This section provides commentary on the assessment of academic programs, the Assessment Core Committee, general education, and non-academic programs.

Assessment of academic department assessment procedures
In order to effectively "close the loop" on any assessment process, the assessment process itself must also be assessed on a regular basis. The degree-program student learning outcomes assessment process at SRU, administered by the Assessment Core Committee (ACC) is, itself, assessed on a yearly basis.

Data resulting from the annual institutional-level review of each program's assessment process has been associated with the improvement of the educational effectiveness of academic units across the SRU campus. Assessment rubrics (EI 5.5.2, EI 5.5.4, EI 5.5.7), provided by the ACC, have led to notable revisions across academic unit outcomes as well as the methods by which these outcomes are assessed. Also, each unit, as a part of its annual assessment reporting, is expected to reflect upon recent and longitudinal results in an effort to review its assessment methodology. This commonly results in one or more changes to the department's assessment methods, criteria for success, observation and analysis methods, student learning outcomes, and action planning (EI 3.8.19 – EI 3.8.23).

External reviewers, whether ad-hoc or for accreditation bodies, always include the quality of assessment as a significant component of their program reviews. The feedback received from these processes is important in providing guidance to academic programs for adjusting their assessment procedures to fit best-practice methodologies.

Examples of adjustments that have been made to assessment processes based upon ongoing assessment of that process are included in Table 5.4.

TABLE 5.4: Recent Changes Made to Assessment Processes based upon Assessment Results
(EI Examples 5.5.1 – 5.5.7)

Program	Change Made to	Description of Changes Made
Strategic Communication and Media	Outcomes	Outcomes streamlined to present core departmental competencies and program-specific competencies. The revision allows more efficient and comprehensive collection and analysis of data, and more targeted, concentration-specific action plans.
English	Outcomes and Assessment Methods	Changes were made to the language of the student learning outcomes, making them more specifically actionable. In addition, ACC requested that more rubric and assignment documents be included to assist reviewers in understanding how outcomes and assessment methods were linked.
Dance (BA and BFA)	Assessment Method	In improving the efficacy of assessing their Outcome 2, Dance adjusted the assessment to be completed through the direct adjudication of actual performances and an indirect senior exit survey.
Business Administration (BS)	Assessment Method	To adequately assess course learning objectives, the level of difficulty of all Course-Embedded Questions (CEQs) in BSBA programs were adjusted, and the number of questions was increased.
Chemistry	Assessment Method	Chemistry's assessment process has routinely earned best practice designations and served as an example for other science programs. Recently, Chemistry was asked to add an indirect assessment method to each of its learning outcomes.
Master of Business Administration	Assessment Criteria	The sustainability and ethics assessment criteria were combined into a global citizenship AOL criterion that better aligns with the educational mission and vision.
Physician's Assistant Studies (MS)	Assessment Criteria	Based upon feedback from ACC, the program adjusted one of its "criteria for success" measures by assigning a meaningful internal standard rather than the baseline accreditation standard previously used. Additionally, a more longitudinal plan was created to average data over a three-year plan.
Resort, Recreation & Hospitality	Observation and Analysis Methods	Based upon feedback from ACC, the program began focusing on longitudinal data across a ten-year period rather than single year data in order to gain a broader perspective on the results of the learning outcome assessment.
Physical and Health Education	Observation and Analysis Methods	After being recognized for 'best practice' for the use of multi-tiered criteria for success, PEH is also noted for its continual effort to use the Observation and Analysis process to improve course assignments and student learning.
Park and Resource Management	Action Plans	Following a process of improvement in clarifying PRM's criteria for success, ACC recommended more specificity in future action plans to more closely close the loop in the assessment process.

Assessment of the Assessment Core Committee

The Assessment Core Committee, itself, is also assessed informally by the faculty at the twice-annual assessment workshops (EI 5.5.8 – Assessment Roundup Documents). Some of the important modifications made in recent years as a result of feedback received at these events include: speeding up the timeline for returning feedback to programs; adding a mechanism for programs to include one-off assessment data; and review of assessment data by deans and department chairs in the fall (EI 3.8.46). These changes were described in the 2019 Revision of Workflow for Program Assessment Review Report (EI 5.5.9 – Program Assessment Revision of Workflow).

Assessment of general education assessment procedures

One of the most significant areas of concern in regard to assessment and Standard V has been in regard to the University's general education program. As detailed in Chapter 3.5, in response to a mandate from the State System of Higher Education, SRU has recently revised its general education program. The former program, known as the Liberal Studies Program (LSP), was over a decade old, and so a campus-wide effort was made to develop a new program to replace it.

With respect to assessment, the LSP did not have satisfactory participation levels to provide meaningful assessment data. Although a few departments/courses consistently performed the required assessment and submitted results, the vast majority did not. Therefore, one of the primary goals during the development of Rock Studies was to ensure that there was a better mechanism in place to assess the general education outcomes and to ensure that the results were used to improve student learning. Two of the issues that were identified as contributing to the low participation rate in LSP assessment were a rotating cycle of reporting (which led to confusion and a reduced incentive to perform assessment in "off-years") and a lack of consistency and clarity in terms of assessment methods (because these were left to the individual instructors, with no oversight).

In the new RISP program, SRU has focused on correcting these two major issues, and as a result, the faculty participation rate in the assessment process is now nearly 100%. This new general education assessment process for RISP is outlined in Chapter 3.8.

In following up on the results of the assessment of the LSP assessment process (LSP will continue to be offered alongside RISP for several years and many courses are included in both programs), and in an effort to build in an incentive for programs to report their related assessment data, the following rule was created: if any course has less than 75% of sections reporting data in a given semester, that course will be placed on probation. The course will lose Rock Studies status in the event of continued non-compliance. This action has negative implications for departmental workloads and so provides incentive for compliance.

As an institution, SRU believes that the new policies and procedures that have been instituted for Rock Studies assessment and the adjustment made to Liberal Studies assessment will ensure that the University's general education program is properly assessed as the institution moves forward.

Assessment of non-academic department assessment procedures
The effectiveness of assessment procedures is also assessed beyond the academic program units. For example, First-Year-Studies (FYRST) Seminar students completed a learning outcome survey in 2017 in which they reported on the effectiveness of their FYRST Seminar classes. FYRST Seminar is a bridge course taken by about 95% of new students each year. A group of faculty members from the four colleges across campus was assembled (FYRST Refresh Group) to assess the effectiveness of the course based upon the data, as well as the means by which student learning outcomes were assessed. Based upon their analysis, the FYRST Refresh Group suggested that the program revise curriculum and outcomes to better meet the needs of students (e.g., including an outcome on money management), create professional development sessions for FYRST faculty and Peer Leaders, and improve consistency among all sections of FYRST Seminar across campus.

Based upon the feedback of the FYRST Refresh Group, the FYRST Seminar program revised and streamlined the curriculum and outcomes of FYRST seminar resulting in a set of common course outcomes to be met in every section of FYRST Seminar. The program also hosted professional development sessions for FYRST faculty and Peer Leaders. Finally, the program chose to administer the Benchworks First-Year Seminar Assessment in Fall 2019 (which was last done in 2016) to measure student perception of satisfaction and learning.

Institutional Priorities
This chapter aligns with SRU's Institutional Priorities in the following ways:
- **Student Success.** Engaging in regular and rigorous assessment of student learning helps the University recognize where students are less successful, allowing resources to be directed in the most effective ways.
- **Transformation of Students.** SRU's well-defined student learning outcomes give the institution the framework to integrate the curriculum and co-curriculum, while rigorous assessment methods, criteria, and processes ensure that academic programs are actually transforming students.

Conclusion and Next Steps
Assessment of student learning is integrated into educational programming at SRU. Curricular and co-curricular programs have student learning outcomes, standard assessment methods and criteria, and use their results to improve student learning. Assessment of the assessment process is a standard, vital, and ongoing part of the SRU culture and occurs through review of annual reports from departments and the Assessment Core Committee. Although the University continues to satisfy the criteria of Standard V, identifying new vehicles to share assessment results presents an ongoing opportunity for transparency and engagement.

Next Steps
Communication of Assessment Results. The University should explore ways to centralize and digitize the communication of assessment results to a wider range of constituencies, both on and off campus, and for both academic and non-academic areas.

Chapter 6: Planning, Resources, and Institutional Improvement

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

In this chapter, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard VI, Institutional Priorities 1, 3, and 4, and Requirements of Affiliation 8, 10, and 11.

Slippery Rock University engages in comprehensive planning across the institution, from the university level to the divisional, college, department, and non-academic office levels. As higher education faces a challenging future with lowering enrollments and diminished appropriations, integrated and inclusive planning processes will continue to be integral in successfully navigating the ever-changing landscape.

SRU has solidified the importance of solid resource planning and institutional improvement by including it in the Strategic Plan as Goal 7 (see Chapter 1 and Table 1.1) and by naming it as an institutional priority for the purpose of the self-study process. While SRU has always linked funding decisions to its mission, goals, and strategies, there have been important improvements made since the 2011 self-study that strengthen the relationship between SRU's planning and budgeting processes by requiring more sophisticated, goal-related justifications for resource requests and increasing the amount of outcome-related funding for departments. These improvements inform strategic prioritization which is used to inform resource allocation decisions given an abundance of worthwhile initiatives emanating from planning processes.

Slippery Rock University's planning processes, resource allocations, and structures are aligned and are sufficient to fulfill its missions and goals, to continuously assess and improve its programs and services, and to respond to ever-changing opportunities and challenges.

Criterion 1: Institutional Objectives

(Requirements of Affiliation 10)
An accredited institution possesses and demonstrates the following attributes or activities:
>   1. *institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;*

Campus-wide strategic planning occurs throughout the University on a continuing basis. Processes vary between planning units and change as needed. This section describes the processes used in significant instances in recent years.

University-wide strategic goals

As discussed in additional detail in Chapter 1.1, the current strategic goals were set in place in 2016 with further refinements in 2017 and 2019. This process was informed by the assessment results of the former strategic plan and meetings to discuss the implications for change (the feedback loop). Assessment data, presented to President Norton and the University Strategic Planning Committee in the fall of 2014, suggested that, while the University was on course to achieve many of its goals, adjustments in the plan were necessary. Equally important was a recognition that the Strategic Plan no longer fully reflected the world in which employees worked and students studied. Since the existing plan had been written, SRU had been required to work toward a new State System plan, achieve changing performance indicators, and deal with new budgetary challenges. Divisions and sub-divisional units were also adopting plans of their own which, while connected to the existing university plan, were broader and sometimes different in emphasis.

Based on these developments, the President broadly communicated the need for a new plan to university stakeholders in Spring 2015. She advocated a predominantly bottom-up approach, beginning with the divisional plans that had already been generated through inclusive processes in Academic Affairs; the former Student

Affairs; and Finance, Administration and Advancement Services. From the combination of these assessments and reviews, the president identified eight possible goals that encompassed the priorities of the divisions. These, as well as suggested changes to the mission, were placed on the University website for public comment.

In summer 2015, a team of 85 members representing all campus constituencies engaged in a series of workshops to refine goals and determine strategies, targets, timelines, responsibilities, and budgetary needs. Drafts of the new goals were presented to campus stakeholders in Spring 2016, public comments were gathered eventually resulting in a ninth goal being added. The finalized language of the nine goals is more fully presented in Chapter 1 but the process that was undertaken leading to this final language demonstrates that the strategic goals were envisioned as a means for achieving SRU's mission.

Ongoing broad-based participation and the bottom-up approach have ensured that the strategic goals are comprehensive and supported. The new goals are cascading down the organization, with all colleges, departments, and Academic Affairs areas ensuring that their goals and plans tie in to the University's. They do not have to mimic the University plan, but they do have to connect and contribute to it where appropriate. Plans at all levels of the University include measures and assessment plans that help evaluate the effectiveness of each and, as a part of the planning process, goal teams were asked to identify resources that would be needed to implement the strategies. Direct linkages between plans and budgets are discussed in greater depth in Chapter 6.2.

University goal-setting workbook

In summer 2019, the State System released a draft of a goal-setting workbook for each university to complete with the first draft due in January 2020 (EI 6.1.1). This process then evolved into the 2020 Comprehensive Planning Process (EI 6.1.2). Together, these processes enable universities to:

- create multi-year student and university success goals;
- provide information to the presidents, the Chancellor, and university leadership that supports informed, transparent, decision making about key budgetary levers including allocation of state appropriation, allocation of capital funds, tuition setting decisions and program approvals;
- support accountability and performance management systems envisaged for the sharing system;
- synchronize enrollment projections, financial projections, board-affirmed metrics, goal setting and strategic initiatives into one comprehensive planning process (see Table 4.1 for an example of the enrollment projection model).

Criterion 2: Planning and Improvement

(Requirements of Affiliation 10 and 11)

> 2. ***clearly documents and communicates planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;***

Documentation, assessment, and communication of plans and improvements at all levels is embedded into the culture of the University. Communication about outcomes, plans, policies, resources, and fiscal decision-making is accomplished across the University. Primary examples of how and where planning and improvement processes are communicated include:

- monthly financial reports and annual financial statements posted on finance website;
- quarterly meetings of the Council of Trustees;
- the President's state-of-the-University meetings each semester;
- college-wide meetings held by the Deans each semester;
- monthly faculty meetings held by department chairs;
- regular meetings between university administration and APSCUF leadership.

Also, as the State System addresses current financial concerns, there has been increased communication with the SRU community who are encouraged to participate in the process and to provide feedback.

Each spring departments and colleges present updated planning documents as part of the budget request process (see also Chapter 6.3) (EI 6.2.1 - Sample Budget Packet). These submissions:

- document the budgetary resources, including personnel and non-personnel resources, required over the next three to five years to enable departments to achieve their goals*;*
- provide an opportunity for departments to assess their progress on achieving goals and identify necessary adjustments to plans*;*
- provide the University with the framework to measure success against strategic goals and determine the resources required to achieve these goals.

A clear example of how the process supports the primary educational mission of the institution can be seen in the allocation of instructional resources as one of the University's highest priorities.

Although the State System's Board of Governors suspended a formal program review process (locally known as the five-year review process) for academic programs (see also Chapter 3.8), SRU continues to value that process for its focus on assessment and strategic planning and will continue to use it for all academic and several nonacademic programs. This process is an essential continuous improvement process that informs future directions via updated strategic plans including goals, objectives and action steps.

Criterion 3: Financial Planning and Budgeting
(Requirements of Affiliation 10 and 11)

3. *a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence—based, and clearly linked to the institution's and units' strategic plans/objectives;*

Financial planning at SRU is holistic and occurs at the departmental, divisional and university levels. The planning process begins each spring with the distribution of budget information and request materials (EI 6.2.1 – Sample Budget Packet) to each department allowing for one-time funding and recurring budget requests. As a part of the process, resource requests are specifically linked to divisional/departmental goals, university goals, and departmental performance indicators. The distributed materials also include the department's five-year trend of actual expenditures as well as the prior year's budget.

In reviewing submitted budget requests, divisional and departmental goals are used to frame the discussion between department budget managers and supervisors and to aid decision-making about the funding of resources for one-time projects (such as equipment and technology) and changes to recurring operating budget amounts. Budgets are reviewed at the college, department, and leadership levels to ensure alignment with the strategic goals and to ensure that the requested resource allocation will support university objectives. Resources may be realigned depending on priority of needs and availability of funds. Personnel needs are also reviewed and assessed through this planning process as outlined further in Chapter 6.4.

The one-time funding process allows for an agile and flexible response to emerging needs, as well as an opportunity to make targeted investments in new initiatives. It also allows the University to test initiatives before including them as ongoing budget items. Since 2015, this portion of the process has distributed over $5.5 million in one-time strategically-aligned funding across academic and student-support areas.

Table 6.1 indicates one-time resource allocations over the past 6 fiscal years.

TABLE 6.1: One-Time Funding by College/Sub-Area									
	College of Business	College of Education	College of HES	College of Liberal Arts	Enrollment Services	Transformational	Student Success	Global	Provost/ Athletics	TOTAL
FY 15	$29,796	-	$279,437	$29,846	-	-		-	-	$339,079
FY 16	$0	$10,500	$524,316	$104,446	-	$68,400	$32,500	-	$61,450	$801,612
FY 17	$45,687	$85,270	$397,388	$145,381	$40,200	$88,053	$7,000	-	$56,000	$864,979
FY 18	$47,000	$23,000	$562,217	$242,445	$51,600	$97,550	$0	-	$17,200	$1,041,012
FY 19	$41,722	$0	$588,000	$222,696	$51,900	$111,421	$12,000	$75,300	$17,000	$1,119,589
FY 20	$140,622	$0	$796,752	$291,121	$120,790	$32,000	$10,000	$5,000	-	$1,396,285

Divisional and departmental goals are also tied into the performance incentive and professional development funding processes, where allocations are based on performance indicators (EI 6.3.1 – EI 6.3.2). These performance criteria include credit hours per teaching full-time equivalent (FTE) and a comparison to a national

study of instructional costs and System instructional costs. Other criteria include the number of majors, faculty diversity (full-time and tenure-track), number of graduates per full-time equivalent teaching faculty, and program assessments. Other funding incentives are based on student success metrics, such as continuation rates and improvements in student persistence (EI 6.3.3 – Continuation Incentives). The performance incentive funding provides another source for program equipment needs and faculty professional development for conferences, seminars, or other learning opportunities outside of the University.

Budget process for new programs

Academic departments have recently recommended or initiated many programs that address workforce needs and students' educational interests. In order to determine whether a program should be forwarded to higher levels for approval and funding, the proposal undergoes a rigorous internal and external peer review process involving a needs analysis, enrollment projections, a capacity analysis of other universities offering the program, an evaluation of academic content and the corresponding assessment plan, and a careful analysis of a five-year budget plan and budget narrative. This process ensures that budgetary decisions are linked to plans. These plans are reviewed by the University leadership and the Council of Trustees.

Few new programs are profitable immediately. Each program is expected to reach the break-even point within a five-year period. A new program unable to achieve its projected enrollment and financial targets will undergo a comprehensive review to determine how the program can be restructured to make it successful or whether it needs to be closed. If a new program is not able to cover its costs in a given year, the deficit is built into the budget, or university unrestricted net assets are used to support the program. Enrollment and financial outcomes for all new programs are reviewed annually.

Unrestricted net assets also serve as the source of start-up funding for programs requiring significant personnel, equipment, or learning resources prior to enrollment of students. Programs that require start-up funds are expected to break even or exceed program budget expectations. Repayment of these investments by successful new programs ensures sustainable funding to support continuing program development.

Divisional level performance payments

For over a decade, departments have been rewarded for contributions to achieving institutional goals. Currently, performance funding from the Academic Affairs budget is allocated to academic departments based on credit hours per full-time teaching faculty, the number of majors, the number of graduates, faculty scholarly growth, and assessment activity. Currently, this pool distributes $150,000 in funding to 34 academic departments (EI 6.3.5 – Performance Funding Allocation). Departments do not have restrictions as to how the performance funds can be expended as long as they comply with University policy. Often times, the funds are used for additional professional development opportunities. Funding ranges between $250 and $600 per full-time equivalent teaching faculty. Department members appreciate this model because it gives them access to additional funds beyond their usual budget allocation in return for helping the University meet important goals.

In 2014 a student continuation incentive was developed to recognize and reward academic departments whose number of students retained exceeded their goal based upon three-year department continuation rates (EI 6.3.5 – Performance Funding Allocation). Under this program departments are rewarded for their efforts in helping first-time and transfer students persist or graduate from the University. Following an assessment of the initial implementation, the incentive program was augmented through additional payouts to recognize those departments with continuation rates above the University average. The current total budget for this program is $45,000. Table 6.2 illustrates the distribution of incentive funding across the four colleges since the program's beginning in 2014.

TABLE 6.2: Comparison of Undergraduate Retention Incentives by College, 2014-2019					
Fall	College of Business	College of Education	College of Health, Engineering, and Science	College of Liberal Arts	TOTAL
2014	$12,534	$760	$27,348	$8,356	$48,999
2015	$14,686	$2,696	$20,544	$6,772	$44,999
2016	$15,967	$3,497	$22,383	$3,150	$44,997
2017	$5,668	$6,831	$18,611	$13,892	$45,002
2018	$5,639	$8,457	$13,554	$12,158	$45,000
2019	$7,121	$3,692	$24,108	$6,367	$45,004

To complement the University's strategic plan and its need to adjust over time, incentive funding models are developed that include performance measures aligned with the institution's goals. Past performance funding metrics that have been aligned with the strategic plan recognize, for example, teaching that utilizes high impact practices, the broader use of student assessments of course effectiveness, and increased enrollments of under-represented minorities. As SRU looks to renew its strategic plan in the near future, metrics will be developed that recognize activities contributing to the success of the University and its students.

In addition to the funding strategies outlined above, the University's 2019/20 budget report (EI 6.3.6) provides evidence of $10.0 million strategically invested in the prior year (2017/18) and over $11.0 million planned for investment in 2018/19 and 2019/20. These investments include scholarships, internationalization, improvements to classrooms and technology, and providing resources for new programs and other academic needs. These investments are a result of strategic actions connected with the strategic plan and goals of the University.

Periodically, departments analyze any remaining budget roll forward or reserve funds that have accumulated from prior unspent budget allocations and update plans for these funds. These plans are shared and reviewed through organizational leadership levels such that any available funds can be reallocated towards new priorities and resources can be redirected to the areas that are in highest need.

Examples of recent innovative and strategically-aligned initiatives supported through resource allocations include:
- Student Success hired four student success coaches to support improved student success;
- Global Engagement added three support staff, an associate vice president and clerical staff to develop global experiences for students and to increase international student enrollment;
- Inclusive Excellence added two professional staff to increase support to transfer students and underrepresented populations;
- Student Disability Services added one professional staff to increase support for students with disabilities. Currently, over 6% of undergraduate students report a disability;
- Student Mental Health and Wellness added two faculty counselors to the Counseling Center to increase the number of student interventions, resulting in improved student success;
- SRU entered into a three-year, $716,000 contract with Civitas Learning to provide holistic advisement services, persistence management services, and efficacy measurement through the use of propensity scoring to determine which initiatives provide the greatest impact on student success;
- A professional position, added to support the development of a community outreach site in the city of Butler, will also support the development of the Bonner Scholars Program.

In addition to annual planning and budgeting processes, the assessment of resource needs and strategic priorities has informed several of the university's most important endeavors, such as a Comprehensive Campaign. The Comprehensive Campaign planning efforts included a series of processes that identified the top priorities of the institution and which would resonate with donors. The campaign is currently in the silent phase and has identified the following as the top areas of focus: Scholarships (recruitment and retention), Honors College facilities and faculty, Health Science facilities, and Engineering facilities. However, given the pandemic caused by COVID-19, SRU has decided to pivot using a mini-campaign strategy focusing on the following areas: Healthcare Administration and Management (HCAM) Scholarships, College of Education Alumni Scholarships, Engineering Facilities from corporations, and Health Science and Athletic scholarships.

Criterion 4: Resources and Infrastructure
(Requirements of Affiliation 10 and 11)
> 4. *fiscal and human resources as well as the physical and technical infrastructure adequate to support its operation wherever and however programs are delivered;*

Slippery Rock University ensures it has sufficient fiscal and human resources as well as the physical and technical infrastructure to support its operations through the development of multi-year financial plans and regular review of its financial health. The university engages in transparent budget communications and decision making to ensure that the community understands the fiscal status of the institution as well as the resource needs of the departments.

Fiscal resources, budgeting, and modeling

Multi-year revenue, expenditures, and other resource projections are developed and reflected in the university budget report (EI 6.3.6) and interim budget report (EI 6.4.1). The projections consist of the current year's budget for approval (6.4.2 - BOG Policy 1993-03-A: Budgetary Reporting and Review) and two-year projections for planning purposes. The State System guides the planning process through issuing a budget information request memo and budget instructions document, while also outlining budget assumptions and guidelines for budget submission (EI 6.4.3). This information provides a foundation for understanding key budget variables for the upcoming years.

The two main revenue sources for the University are appropriation funds and tuition and fees. Appropriation is established at the state and the System level (EI 6.4.4 – BOG Policy 1984-06-A: Allocation Formula). Until recently, tuition was set at the System level; however, with changes implemented in Pennsylvania State System of Higher Education Board of Governors Policy 1999-02-A: Tuition (EI 6.4.5), university presidents are now permitted to recommend multiyear university tuition strategies, approved by the Board of Governors. SRU was one of only four State System universities to conduct the external market study in the first year and develop a comprehensive pricing proposal (EI 6.4.6) that fits the University's competitive market and budgetary needs.

Additionally, several academic programs at SRU assess a program fee to enhance the program and support the need for specialized equipment, technology, or key personnel expenses. For example, the implementation of a Science, Technology, Engineering, Math and Health (STEM-H) fee generates over $700,000 per year, which serves as a new funding source to support the acquisition of new technologies and equipment to enhance academic programs. Program fees, such as the STEM-H fee, generate a new funding stream and are not intended to replace existing funding streams.

The planning of the overall budget of the University is a collaborative effort that integrates the strategic planning goals of the University, aligning those objectives to frame planning and budget decisions. The University has developed and enhanced several planning tools to increase accuracy and decision-making over a long-range planning horizon, including enrollment modeling and personnel budgeting capabilities. In 2020, SRU began using PASSHE's Instructional Cost Tool which enables university constituents to access cost and revenue data at the academic department and program levels. Access to these data enable the university to make informed decisions around the future direction of academic programming.

Enrollment planning is led by a team of representatives from Enrollment Management, Global Engagement, Student Success, Finance, and Institutional Research. This team meets several times throughout the year to estimate and analyze enrollment data based on actual historical trends, current leading indicators, and input from subject matter experts. Input is provided by representatives of international recruitment, graduate program enrollment, transfer enrollment, first-time freshman enrollment, and retention. The Enrollment Projection Model (EI 4.1.2) was developed by this team, and continues to be refined and used as a roadmap for planning tuition and fees and other enrollment-driven revenue projections for the budget. The University's budget is reviewed by the President's Cabinet and approved by the Slippery Rock University's Council of Trustees.

Human resources and personnel budget planning

Table 6.3 illustrates the complement of staff and faculty that support University operations.

TABLE 6.3: Employee Complement		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Non-Faculty	Full-Time	455	456	468	473	497
	Part-Time	28	29	28	27	19
	Total	483	485	496	500	516
Faculty	Full-Time	370	379	388	392	409
	Part-Time	69	75	78	69	82
	Total	439	454	466	461	491
Total	Full-Time	825	835	856	865	906
	Part-Time	97	104	106	96	101
	Total	922	939	962	961	1007

Personnel expenditures comprise approximately 80% of the University's operating budget. Salary and benefit costs for employees, with the exception of non-represented employees, are negotiated outside of the University through the collective bargaining process. Adequate resources must be identified in the budget to support contractual requirements.

The Division of Academic Affairs has implemented a formal request process for new and replacement tenure-track faculty hires to ensure that requests align with the strategic direction of the State System, University, colleges, and departments. Departments seeking approval for a permanent faculty position also must address market demand for program completers, resources needed for faculty support (equipment, space, professional development, etc.), actual and projected enrollment trends within the department, applicable Liberal Studies trends, departmental faculty productivity data, and budget considerations. Productivity metrics including number of majors, number of completions, and credit hours per FTE teaching faculty are evaluated before proceeding forward with a tenure-track search. The request for new faculty will not be budgeted without a likely positive return on investment.

The tenure-track faculty hiring process begins with the department chair completing a Faculty Request Form (EI 1.1.7) and including relevant data as mentioned above. The dean of the college reviews and prioritizes the position requests for submission to the Office of the Provost for review and prioritization. Position requests are assessed against the various metrics and a recommended list of searches is presented to Cabinet for review and discussion. Departments requesting non-instructional positions follow a similar process and are also required to complete a position justification form (EI 1.1.8) and provide evidence-based and strategic alignment justification for the request.

The final step of all of these personnel justification processes is Cabinet-level review, where the respective Cabinet leader presents the results of these analyses and seeks Cabinet approval of the position.

This disciplined process for filling new or existing positions ensures that a thorough assessment is conducted and reviewed at various levels to ensure that the resources dedicated to personnel are focused on the most essential areas. Since the implementation of this process, departments have learned to adopt a data-focused approach toward hiring.

Criterion 5: Decision-making, Responsibility, and Accountability

> 5. *well-defined decision-making processes and clear assignment of responsibility and accountability;*

Evidence-based decision-making has been a mainstay of Slippery Rock University's operations for many years. As discussed more specifically in Chapters 1.1 and 6.1, each area or level of the University has a strategic plan that includes goals, objectives, action plans, required resources, and assignment of responsibility. At the University level, several key performance measures (KPIs) also provide outcomes over a five-year timeframe.

As discussed in greater detail in Chapter 7, the University's Council of Trustees (COT) functions as the reviewing body for financial management, facilities management, and administrative functions. COT is governed by a set of by-laws that identify functions ranging from approval of student fees, evaluation of the president, approval of the annual budget, and annual inspection of campus facilities. As indicated in the University's organizational charts (EI 1.0.1), the president serves as the chief executive officer for the University. An administrative structure of organization chiefs, academic deans, associate provosts, directors, and chairs have responsibility and accountability for personnel and the KPIs associated with their areas.

Six different collective bargaining agreements cover 89% of employees at the University. At SRU, only managers are unrepresented and are covered by PASSHE Board of Governors' Policy 1983-01A (EI 2.3.23). Rights, responsibilities, and expectations for represented employees are defined in the respective collective bargaining agreements for:

- faculty and coaches through APSCUF - Association of Pennsylvania State College and University Faculties (EI 2.1.1 and EI 2.3.18);

- staff through AFSCME - American Federation of State, County and Municipal Employees, and SCUPA – State College & University Professionals (EI 2.3.17 and EI 2.3.21);
- police officers through POA – PASSHE Officers Association (EI 2.3.20);
- nurses through OPEIU – Office of Professional Employees International Union Healthcare Pennsylvania (EI 2.3.19).

Criterion 6: Facilities, Infrastructure, and Technology
(Requirements of Affiliation 10 and 11)

6. *comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;*

Planning for facilities and technology infrastructure occurs at various levels across the University and is managed through primary structures such as Facilities and Planning, Information and Administrative Technology Services (IATS), and the capital planning process.

Facilities and Planning follows a fundamental mission to "provide a quality physical environment and essential services in support of Slippery Rock University's mission." The Facilities and Planning staff manage and organize the regular and ongoing facilities and infrastructure planning at the University and maintain comprehensive and up-to-date lists of deferred maintenance projects along with assigned sources of funding.

The IATS Strategic Plan 2020-23 (EI 6.6.1) details the guiding principles that define how the University wants IT to operate, its goals or targets, and the strategies required to accomplish the plan. IT's strategic plan is centered on the effective leveraging of limited resources to serve the needs of university constituents, to maintain adequate cyber infrastructure, and to support the use of data and technologies to support innovation. While SRU has its own IT strategic plan, there are also several IT initiatives moving forward at the System level that will impact IT and functional operations at the university level. One key system-level IT strategy centers on the acquisition and implementation of a common student information system, referred to as OneSis (EI 6.3.4). The System plans to release the Request for Proposal in late 2020 with a contract to begin in May 2021. Such System initiatives stem from cross-institutional committees that allow individual institutions to have a voice in decisions. SRU's Associate Provost for IATS regularly sits on these committees, representing SRU's views.

The Capital Planning Steering Committee, a new facility project-planning process and governance structure began in 2015; the committee consists of unit leaders from across the institution and is tasked with monitoring ongoing projects, identifying and reviewing future project requests, and making recommendations to the administration. The project planning process requires the committee to demonstrate how the plan is tied to the University's mission, goals, and programming needs. The committee provides recommendations, identifies sources of funding and relative budgeting concerns, and submits the plan for approval to senior University administration including the President and, where applicable, the Council of Trustees. An approved plan is considered an active project and is assigned to the Facilities and Planning for implementation and management. A sample report of the Capital Planning Steering Committee is included as EI 6.6.2.

The University is in the final phases of updating its facility master plan (EI 6.6.3), with the last previous update having been completed in 2007. A pre-planning committee of 18 members from across the institution was commissioned by the President in early 2015 to gather opinions from campus stakeholders on facility needs and priorities. The committee generated a master plan vision and a list of possible priorities based on the University strategic plan and necessary deferred maintenance. The University then drafted a Request for Proposals (RFP) for an architectural firm to facilitate the next stages of the master plan development process. Adoption of the final plan will also require the development of multi-year comprehensive facilities and resource allocation plans.

Planning for capital projects is managed at the university and system level. Annually, the capital project funding request is reviewed by cabinet and approved by SRU's COT. PASSHE's Board of Governors then approves the capital funding requests for the System. Currently, the System's capital budget request allocates $70 million in state funds annually to support capital projects.

Many of the university's renovation and expansion projects are funded through bonds issuances, including approximately $27 million since 2017, as well as an energy savings program valued at $19 million. These projects are reviewed and assessed by cabinet, and approved by SRU's COT and PASSHE's Board of Governors (EI 6.6.4 - BOG Policy 2000-02-A: Capital Facilities Planning, Programming, and Funding). Planning documents outlining various facilities and infrastructure processes include:

- Facilities and Planning Plans and Projects (EI 6.6.2)
- Capital Renewal Planning Document (EI 6.6.5)
- Deferred Maintenance Report (EI 6.6.6)
- Planning and Project Request Process (EI 6.6.7)

Regular or recent changes and innovations that support the quality of SRU's facilities, infrastructure and technology include:

- a classroom renovation plan that provides for facility and technology refreshes on a standard five-year cycle;
- a 3-4-year equipment replacement plan (6.6.8 – Computer Replacement Cycle);
- a centralized resource pool provides a steady stream of funding to replace student computers on a three-year basis and faculty and staff computers on a four-year basis;
- the University has contracted with SightLines for facility planning, benchmarking and analysis (EI 6.6.9);
- over $300,000 allocated annually to support technology updates for learning environments;
- approximately $250,000 allocated annually to support furniture and fixture updates for learning environments.

Criterion 7: Annual Independent Audit

(Requirements of Affiliation 11)
> 7. *an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;*

Slippery Rock University is subject to an annual independent audit of the consolidated financial statements of the State System, per Pennsylvania State System of Higher Education Board of Governors Policy 1986-01-A: Audit (EI 6.7.1). The University has historically received unmodified audit opinions. In the past several years, no management letters have been issued, indicating no recommendations for improvement. Financial statements, key financial metrics, auditing opinion, and changes in position are presented annually by the independent auditing firm to the Slippery Rock University Council of Trustees.

Beginning in fiscal year 2016/17, the university began including the Management's Discussion and Analysis (MD&A) (EI 6.7.2 – Financial Statements) as supplementary information in its audited financial statements. The MD&A has provided a useful and straightforward explanation of the financial results in charts and graphical formats, as well as an assessment of key factors and risks that are relevant for future planning.

Criterion 8: Adequacy and Efficient Use of Resources

(Requirements of Affiliation 11)
> 8. *strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and*

Slippery Rock University uses multi-faceted processes and tools to evaluate the efficient use of institutional resources and to confirm alignment with its mission and goals. Beginning in 2015, a regular assessment of financial risk (EI 6.8.1 – EI 6.8.2) has been independently conducted by the State System and modeled after the type of analysis that would be conducted by an external reviewer such as Moody's Investors Services, Inc. This assessment is used to determine the financial strength of higher education institutions for investment purposes. Financial risk is measured and assessed by reviewing historical trends and projections in three major areas – 1) market demand, 2) operating efficiency of physical campus, financial and human resources, and 3) financial

performance – resulting in the assignment of an overall university risk level. The risk for each university is portrayed in a graph, with risk levels assigned as:

- Acceptable Risk - performance is adequate or better; requires little or no monitoring;
- Moderate Risk - performance is adequate; requires continued monitoring and possible attention;
- High Risk - performance requires immediate attention.

The university closely monitors its performance in all risk areas and drives actions to ensure strong performance. Evidence of the University's financial viability is shown in the results of this assessment, reporting that Slippery Rock University is one of three in the State System to improve financial risk from 2015-2019. The University's performance is favorable across all indicators and highlights include:

- E&G expenditures per FTE student at Slippery rock are less than 5% lower than the 14-university average;
- an average annual operating margin greater than 2%;
- unrestricted financial resources to operations of greater than 36%.

In October 2019, the Board of Governors adopted a new Financial Sustainability Policy (EI 6.8.3) with associated Procedures and Standards (EI 6.8.4). The procedure outlines parameters such as enrollment patterns, net assets available, primary reserve ratio, and operating margin ratio. Slippery Rock University ranked among the best in the State System and was classified as financially "stable" (EI 6.8.5 – Sustainability Metrics Summary).

Monthly Financial Reports (EI 6.8.6 – Financial Report December 2020) are posted on the University's Finance website and shared with the Council of Trustees at their quarterly meetings. Tuition and fee snapshots along with enrollment snapshots are evaluated against the budget and projections. These processes result in a clearer understanding of how the financial results are progressing as compared to the budget, and assists in having an early indication of any areas of concern.

SRU also prepares the annual Financial Report (EI 6.8.7) which serves as the foundation of the financial statements reviewed by independent auditors and for consolidation into the State System's financial statements. The Financial Report compares trends over time and serves as a source to calculate financial ratios and metrics. It also categorizes expenditures into classified functional groupings for analysis. Table 6.4 shows that the percentage of operating expenditures dedicated to each function have remained constant, evidence that the University's expenses support institutional functions that are consistent over time and allocated according to the University's mission.

TABLE 6.4: All Funds Functional Expenses Trend						
Functional Category and % of Total Expense	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020
Instruction	36.8%	36.2%	37.9%	37.0%	38.2%	38.6%
Research	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
Public Service	1.0%	1.1%	1.1%	1.0%	0.7%	0.6%
Academic Support	8.1%	9.3%	7.9%	8.4%	7.4%	6.8%
Student Services	9.7%	9.5%	9.3%	9.6%	10.1%	9.9%
Institutional Support	12.7%	12.5%	12.3%	12.7%	12.7%	13.3%
Operations and Maintenance of Plant	10.3%	10.5%	10.2%	10.3%	9.2%	7.5%
Depreciation	5.0%	4.9%	5.4%	5.4%	5.7%	6.3%
Student Aid	4.2%	4.3%	4.3%	4.1%	4.5%	8.1%
Auxiliary Enterprises	12.1%	11.7%	11.5%	11.3%	11.2%	8.7%

Beginning in the fall of 2019, an innovative new tool was developed to communicate financial planning information to campus stakeholders in an easy-to-understand and interactive method. The five-year Glide Path tool (EI 6.8.8) visually shows the impact to revenues and expenses of various financial scenarios, including enrollment, tuition rate, appropriation levels, salary, and benefit adjustments; and impacts of inflation on goods and services. The tool was initially demonstrated for faculty leadership in an informal and collaborative environment. Their input was highly valuable for administration in refining the tool which was then presented at

the President's university-wide meeting in the fall 2019. This useful tool will continue to be ongoing part of the University's process to assess and communicate the adequacy and efficient utilization of institutional resources.

Criterion 9: Periodic Assessment
(Requirement of Affiliation 10)

> 9. ***Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.***

The periodic assessment of the effectiveness of SRU's planning and resource allocation employs a multi-faceted approach that involves collaboration among the president, provost, vice presidents, deans, directors, and department chairs. At the core of this effort is the linking of planning and resource allocation to the strategic plan and direction of the University.

Slippery Rock University faces many of the same challenges as other public universities in the northeast region of the United States, including declining demographics, reduced state support, rising costs, and a highly competitive market. As such, and as outlined above, the University closely analyzes the effects of these factors through its budgeting and planning processes, seeking to favorably impact those variables it can control, and to mitigate the risks associated with the variables outside of its direct control. Additionally, the Pennsylvania State System of Higher Education is experiencing significant financial strain in recent years in response to the factors described above as well as increasing pressure on ensuring affordability. However, Slippery Rock University has demonstrated its commitment to maintaining financial viability, despite these factors.

The Commonwealth has made efforts in recent years to restore funding that had been deeply cut in 2011. However, in 2016, Pennsylvania was ranked by the Institute for Research on Higher Education[3] as 49th in the country in terms of affordability which is directly linked to the decrease in state support for higher education.
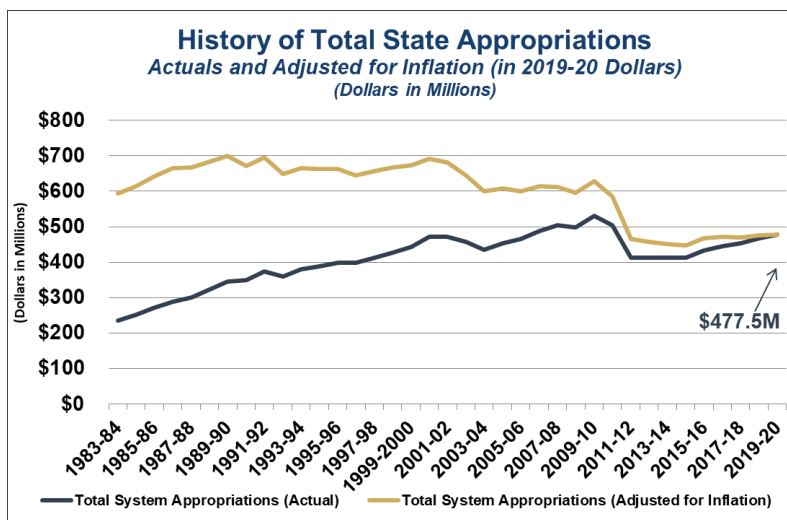
The circumstances surrounding state funding require the university to have strong performance in areas it can control, most importantly enrollment. The processes described earlier regarding enrollment and financial planning have enabled the university to clearly understand, impact, and assess its performance in these areas and make course corrections if needed to align expenses to revenues.

The University has also monitored overall fiscal performance through the measurement and evaluation of outcomes against performance targets. These have varied over time, but currently align with the State System Board Affirmed Metrics (EI 6.9.1) which measure progress in areas of enrollment, affordability, diversity, and

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[3] Institute for Research on Higher Education. (2016). College Affordability Diagnosis: National Report. Philadelphia, PA: Institute for Research on Higher Education, Graduate School of Education, University of Pennsylvania. http://www2.gse.upenn.edu/irhe/affordability-diagnosis.

efficiency. Committing to these goals and regularly assessing performance against them has the added effect of focusing attention on these priorities and the specific strategies needed to ensure they are achieved.

A recent example of this continuous improvement process includes the university's investment in Civitas Learning to improve persistence rates (see also Chapter 6.3). In Fall 2019, President Behre established a retention task force and charged them with providing recommendations on how to improve the areas of student success, retention and degree completion. As a result of that study and the establishment of goals to improve retention rates, the university has chosen to invest in the Civitas Learning System.

Institutional Priorities

The University's planning, resource allocation and assessment structures in combination with a data-informed culture support the four areas identified as Institutional Priorities through the following:

- **Student Success**. The University assesses and allocates resources to support its mission to transform students in order to prepare them for life and career success. Over the past few years, resources have been reallocated to support several student success initiatives including the reallocation of positions in order to develop a student success coaching function, reallocation of equipment funds to implement Civitas Learning, and additional personnel to provide counseling and disability support functions.
- **Caring Community**. Although data is used to support a data-informed culture, decisions are not made without considering the impact of the decision on University constituents including: students, staff, faculty, alumni, the community, and the Commonwealth.
- **Use of Resources.** Processes are in place to support the request, allocation and assessment processes necessary to support the effective and efficient use of a $144 million Education and General budget in a manner that supports the University's mission and strategic plan. Data are used to inform the decision process. In addition, the resulting ethical and appropriate distribution of finances is monitored internally through oversight offices, externally through the COT and the BOG, and by third-party audits and, in the case of federal financial aid, through the federal government.

Conclusion and Next Steps

A review of Standard VI: Planning, Resources, and Institutional Improvement indicates several key findings and areas of continuous improvement:

1. **Planning.** Analysis of the evidence presented in Standard VI identifies the planning process as a common theme throughout the University. The evidence indicates the importance of the planning process and its linkage to a majority of the criteria included under Standard VI. Planning is an essential function as the University works to maintain a sustainable future across many areas including financial, academic programs, enrollment, human resources, and infrastructure. The evidence indicates priorities are identified by the strategic plan while taking into consideration emerging needs and a changing environment. There are forms and procedures in place that allow for open communication as plans are solidified for the next fiscal year.
2. **Accountability.** The University and its component units each have plans, goals, action steps and metrics where performance is evaluated against the goal and adjustments are made as warranted.
3. **Transparency**. Analysis of the evidence indicates access to data and analysis to inform decisions. Increased transparency helps to develop an understanding of the University's opportunities and challenges, and, as a result, leads to improved stewardship.
4. **Assessment.** Analysis of the evidence indicates the pervasiveness of an inclusive evidence-based culture of assessment and continuous improvement across the University.
5. **Sustainability.** The University has appropriate plans, actions, assessments, and controls in place to support its long-term financial viability.

As demonstrated by many institutional metrics, Slippery Rock University has been and will continue to be a leader within the State System in the use of data to inform decisions. Appropriate use of data enables the University to align its resources to meet the educational needs of the communities it serves. The use of data also supports a culture of accountability and transparency. Slippery Rock University has consistently and systematically integrated strategic planning and budgeting. The University has appropriate plans, actions, assessments, and controls in place to support its long-term financial viability. As the University's strategic

direction evolves and transforms, these budgeting processes will continue to be revisited and improved to ensure alignment of resources to planning priorities.

Next Steps

New Strategic Plan. With a new executive leadership team in place, the University will begin a new strategic planning process in 2022 that will address changing opportunities and challenges in higher education. Full plan design will include clear and attainable goals, assessment and communication plans

Chapter 7: Governance, Leadership, and Administration

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

In this chapter, the self-study will provide evidence that Slippery Rock University meets the criteria of Standard VII, Institutional Priority 1-4, and Requirements of Affiliation 12 and 13.

In providing structure to fulfill its educational mission, Slippery Rock University's governance, leadership, and administration guide the institution by establishing and enforcing policy and making decisions that best serve the institution and its constituencies. Chapter 7 will outline the criteria used for evaluating governance, leadership, and administration, as well as identify how these areas align with SRU's Institutional Priorities. Additionally, this section will assess how effectively SRU meets the standard related to governance, leadership, and administration, and address key findings and next steps.

Criterion 1: Governance Structure

(Requirement of Affiliation 12)
An accredited institution possesses and demonstrates the following attributes or activities:
1. *a clearly articulated and transparent governance structure that outlines roles, responsibilities and accountability for decision making by each constituency including governing body, administration, faculty, staff, and students:*

Slippery Rock University is intentionally structured to be inclusive, transparent, and responsive to its stakeholder groups. This inclusive process and shared governance have led to a university-wide focus on student success. This section describes how the faculty, administration, staff, and students are involved with the University's articulated and transparent process of governance. Publicized bylaws, collective bargaining agreements, and governance policies guide the actions of all and ensure ethical practices at every level. Additional governance structures supporting transparency apply to faculty, the administration, staff, and students.

Faculty
Faculty report through the academic structure which includes a faculty-elected department chair and flows through their college dean and the Provost or the Chief Enrollment Management Officer before reaching the President. Faculty serve as assistants to deans in quasi-administrative roles, serve on faculty-elected university-wide committees for curriculum, general education, tenure, and promotion, and are faculty liaisons (EI 7.2.3 - Faculty Liaison Resolution) to the Council of Trustees and the PASSHE Board of Governors (EI 7.1.1 – Office of the Chancellor Organization Chart). Faculty Fellows (EI 3.2.25 - Faculty Development Fellow Annual Report) also lend their particular areas of expertise to serve certain roles such as in the Center for Teaching and Learning and in faculty research activities.

Academic freedom and faculty responsibilities are laid out in the APSCUF Collective Bargaining Agreement (CBA) (EI 2.1.1). Discussions related to the CBA are held in monthly Meet and Discuss meetings between union leadership and the university administration. An internal portal serves as a sharing point for information about meetings and meeting faculty milestones.

An intentional initiative began about five years ago to have more joint faculty-administration committees when considering campus issues. The resulting overlapping membership is seen in the Academic Advising Steering Committee, MSCHE steering committee, and review committees for local agreements, promotion and other faculty milestone renewals, academic policies, and budget transparency. There are a variety of internal advisory committees including those for the Center for Teaching and Learning, and Information Technology and Facilities. The local faculty union president also gives the joint State of the University address with the University President in the fall.

Administration

The executive leadership in the President's Cabinet (EI 7.3.1 – Cabinet Biographies) underwent a major structural change in late 2019 and looks very different than it did in the preceding years. In essence, the change decoupled the large divisions in the University and provided more direct information and ties to the President allowing for greater exchange of information and representation of divisional issues. One example from the reorganization is the Chief Data Officer (other positions are described in the administration section below), whose office has created public dashboards showing institutional trends, in addition to portals for University officials, including faculty, to discover important trends that support decisions. This change in Cabinet structure demonstrates SRU's commitment to sound governance, assessment, and improvement in all areas. The Cabinet structure is also listed on the SRU website.

SRU hosts biannual assemblies for faculty, staff, and students where the President seeks feedback and shares issues related to the governance, administrative decisions, and emerging issues affecting the campus community. The President also invites students, faculty, and staff to monthly open office hours. These formal sharing opportunities complement informal opportunities at campus events.

Staff

The staff organizational structure leads through a specific Cabinet member to the President. Staff have the opportunity to learn about institutional developments and share views at department meetings, periodic manager meetings and all-campus meetings. External surveys (such as *ModernThink's* Great Places to Work survey) and internal opportunities for feedback (such as technology, facilities, and strategic planning surveys) provide other opportunities to share information and discuss concerns.

Non-manager staff members are represented by unions including AFSCME, OPEIU, SCUPA, POA, and SPFPA. University leadership regularly meets with employees represented by APSCUF and the American Federation of State, Federal and Municipal Employees (AFSCME). Each union operates under a guiding collective bargaining agreement and has periodic meetings with upper management to discuss campus issues related to the corresponding CBA in an effort to resolve issues as quickly as possible before they reach a larger scale in a labor negotiation.

The Office of Human Resources website outlines campus personnel policies, performance appraisal processes, benefit information, and professional development information for represented staff and non-represented managers. This information is available to provide direction and information in planning and evaluation planning.

Students

Slippery Rock supports an active Slippery Rock Student Government Association (SRSGA). The SRSGA is empowered by PA. Act 188 (EI 1.1.6) and operates additionally through the confines of a Memorandum of Understanding with Slippery Rock University. The organization's mission is:

> *As representatives of the Slippery Rock Student Government Association, we strive to uphold the values and expectations given to us by the students of Slippery Rock University. We will enhance and support the student body by representing their interests and well-being during meetings and events. Through the provision of advocacy, the Slippery Rock student should expect the best experience during their time at Slippery Rock University.*

SRSGA maintains a website (https://www.srsga.org) and lists contact information for each student leader. In addition, the website provides bylaws, financial policies, committee duties, and dismissal policies. The SRSGA Financial Policy Manual (EI 7.1.2 – Student Government Financial Policy Manual) explains how student activity fees are requested, allocated, and used. There is an onboarding and mentoring process for new members so they understand expectations and where to find information. In keeping with its mission, SRSGA supports all students, and empowers senators as representatives of freshmen, each college, undergraduates-at-large, and graduate students. Information important to clubs and organizations whose members might not be actively involved in the SGA is presented, emphasizing transparency in process and reinforcing that the SRSGA supports all students.

The SRSGA leadership meets with members of Cabinet monthly to share student opinion and to give input on University processes. These meetings create relationships between senior University leadership and students, and enable both sides to understand each other's organizational needs. Importantly, there is a student Trustee on the

Council of Trustees who serves as a voting member and is included in all deliberations, including the evaluation of the President. These interactions ensure that the student voice is heard in high levels of University decision-making.

Criterion 2: Governing Body
(Requirements of Affiliation 12 and 13)

2. *a legally constituted governing body that:*
   a. *serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, had fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;*
   b. *has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;*
   c. *ensures that neither the governing body nor its individual members interfered in the day-to-day operations of the institution;*
   d. *oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;*
   e. *plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;*
   f. *appoints and regularly evaluates the performance of the Chief Executive Officer;*
   g. *is informed in all its operations by principles of good practice in board governance;*
   h. *establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose of be perceived as conflicts of interest;*
   i. *supports the Chief Executive Officer in maintaining the autonomy of the institution;*

The 12-member Council of Trustees (COT) is empowered by PA Act 188 (EI 1.1.6) to govern Slippery Rock University. The COT maintains bylaws (EI 7.2.1), biographies of the trustees (EI 7.2.2), and governance proceedings on its website (https://www.sru.edu/about/administration/council-of-trustees). Its members are nominated and appointed by the Governor with the advice and consent of the Pennsylvania Senate, and serve a renewable term of six years (the student trustee's term is two years). COT members' independent expertise includes professionals from the public and private sectors, including business, law, government and education; one member is a full-time undergraduate student. All trustees are voting council members, including the student trustee, which gives students an important voice in reviewing the University's policies and activities, and in the evaluation of the President.

COT officers, chosen by internal election, include a Chair, who is the presiding officer at meetings; a Vice Chair, who will perform the duties of the Chair in his/her absence, resignation, or disqualification; and a Secretary, who will record the minutes of the meetings. The bylaws specifically name the President/CEO as an ex-officio, non-voting Council member.

In 2020, following the creation of an Interim Faculty Council (IFC) by the PASSHE Chancellor and Board of Governors, and the election of faculty member Dr. Lia Paradis to be SRU's IFC representative, the SRU COT also approved Dr. Paradis to serve as the first faculty liaison to the COT (EI 7.2.3 – Faculty Liaison Resolution). As the COT faculty liaison, Dr. Paradis attends non-executive sessions at the COT quarterly meetings and is expected to provide input to the Council as it considers matters that impact the delivery of education.

The COT meets quarterly at the University and more often as necessary to conduct University and Council business. Quarterly meetings are open to the public and are publicly announced on the SRU website seven days in advance to promote transparency and openness. Meeting agendas and minutes, including the quarterly President's report, are posted online. The COT bylaws describe its decision areas, including presidential evaluation, program approval, student standards, approval of budget recommendations, and facility review, which allow it to have

voting power over the University direction, but not over day-to-day or unit/divisional decisions. COT minutes, posted to the Council website (see above) show that deliberations focus on appropriate institutional issues.

The Council has two types of committees: the Executive Committee, consisting of COT officers and the President as an ex-officio, non-voting member; and the Standing Committees. Standing Committees, whose members are assigned by the Chair, consist of at least three members of the Council. The Chair of the Council designates chairpersons for each of the established committees. University administrators, respective to their areas of expertise, are also ex-officio, non-voting members of Standing Committees. The Standing Committees include:

- Academic and Student Affairs Committee which keeps the COT informed about academic programs and all matters related to students that are complementary to and supportive of formal academic functions;
- Finance and Administrative Affairs Committee which keeps the COT informed of financial and facility needs/plans;
- University Advancement Committee which keeps the COT informed of fundraising through the Slippery Rock University Foundation, Inc;
- Governance Committee which keeps COT informed about all matters related to function and operations of the COT to support each of the Standing Committees;
- Additional committees may be created and appointed as necessary by the COT Chair.

Trustees are subject to the Pennsylvania Public Official and Employee Ethics Act (EI 2.4.1) as enforced by an independent state agency, the State Ethics Commission. The act, which applies to elected and appointed public officials and public employees, states that public office is a public trust and that any effort to realize personal financial gain through one's public office other than compensation provided by law is a violation of that trust. To comply with the act, trustees are required to submit a Statement of Financial Interests form (see also Chapter 2.4) to the Pennsylvania State Ethics Commission on a regular basis.

Trustees participate in the Pennsylvania Association of Councils of Trustees (PACT), which provides professional development training and education about national trends in higher education and issues facing PASSHE, and provides opportunities to convey viewpoints to the Chancellor and Board of Governors. PACT publishes a handbook (EI 1.1.5), the Role of Trustee in Pennsylvania's State System of Higher Education, which provides guidance on the roles, responsibilities, and ethical and legal obligations of the Trustee, further elucidating the COT Bylaws (see also Chapter 1.1.c).

As part of the State System the COT provides broad fiscal oversight of items, such as the approval of the capital budget, that are forwarded to the PASSHE Board of Governors (EI 6.4.2 – BOG Policy 1993-03-A: Budgetary Reporting and Review). All decisions made at the local level are subject to an annual, independent audit, prescribed by BOG Policy 1986-01-A: Audit (EI 6.7.1), that are presented annually to the Council. A member of the PASSHE Finance leadership team also presents annually to the COT a Financial Risk Assessment (EI 6.8.1 and EI 6.8.2), developed by PASSHE and based on generally accepted industry key ratios and metrics that help measure market demand, operational efficiency, and finances. This presentation provides general comparisons among the fourteen PASSHE campuses, which allows the Trustees to understand SRU's strengths and challenges. It also underlines collaboration and focus on transparency among the Trustees, the University, and the State System.

Criterion 3: Chief Executive Officer
(Requirement of Affiliation 12)
   3. *a Chief Executive Officer who:*
        a. *is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;*
        b. *has appropriate credentials and professional experience consistent with the mission of the organization;*

    c. *has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional pans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;*

    d. *has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Office to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;*

The President is the Chief Executive Officer who provides leadership and oversight for all aspects of the University and works closely with the Cabinet to ensure that the strategic direction and policies of the University are aligned with its mission.

As the Chief Executive Officer, the President has principal responsibility for the planning, development, implementation, assessment and improvement of all programs and policies. The President's Cabinet reports directly to the President and comprises the University's executive leadership. The University's organizational charts (EI 1.0.1) are available to the public on the institutional website, and information regarding senior leadership actions are communicated through online news releases and campus-wide emails.

The President also has oversight over the relationships between the University and three affiliated entities, but no formal reporting structure. Affiliated entities of the University, as identified through COT resolution, exist solely for the benefit of the University and include the Slippery Rock Student Government Association, the Slippery Rock University Foundation, and the Slippery Rock University Alumni Association. These affiliates are governed by their own board of directors and officers.

The current President, Dr. William Behre, has more than 25 years' experience in higher education as a researcher, faculty leader and administrator, having previously served as a chief academic officer for four years at another institution. The President has baccalaureate, master's, and doctoral degrees. The President's biography is available on the University website. President Behre, upon hire on July 1, 2018, developed and subsequently implemented an institutional plan that was presented to the University in a State of the University address and in a President's Report to the COT, and conceptually through an Inauguration address, all of which were conducted during the President's first 130 days in his role. The President outlined plans for continued improvements of the University infrastructure, operating with a balanced budget, contributing budget surplus to student scholarships, and increasing alumni engagement, all of which advance the University toward its stated goals and objectives in its mission "to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success," and the University's vision to "excel as a caring community of lifelong learners connected with the world."

The President's Cabinet (EI 7.3.1 – Cabinet Biographies) provides advice and counsel to the President on matters regarding policies, procedures, and strategic planning. The cabinet (see also Table 7.1) consists of:
- Provost and Vice President for Academic Affairs
- Senior Vice President for Administration, Global Engagement and Economic Development
- Vice President for University Advancement
- Chief Student Affairs Officer
- Chief Communication and Public Affairs Officer
- Chief of Staff
- Chief Financial Officer
- Chief Data Officer
- Chief Enrollment Management Officer
- Chief Human Resources Officer

The cabinet was restructured in April 2019 to foster the sharing of more information and better aligning of leadership talents with the evolving needs of the University. As discussed above, the restructuring helped flatten the reporting lines so that the President has direct access to information critical to successfully achieving the University's strategic initiatives.

In accordance with Act 188 (EI 1.1.6), COT Bylaws Article II (EI 7.2.1), and BOG Policy (EI 7.5.1), the Council of Trustees oversees and evaluates the President and provides the evaluation to the Chancellor for review.

Criterion 4: Administration

(Requirements of Affiliation 12)

   4. *an administration possessing or demonstrating:*
      a. *an organizational structure that is clearly documents and that clearly defines reporting relationships;*
      b. *an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;*
      c. *members with credentials and professional experience consistent with the mission of the organization and their functional roles;*
      d. *skills, time, assistance, technology, and information systems expertise required to perform their duties;*
      e. *regular engagement with faculty and students in advancing the institution's goals and objectives;*
      f. *systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and*

The administrative structure has changed over the last three years as a result of the University's continuing commitment to students. The Cabinet represents each of the main divisions of the University, and provides direct and ongoing feedback to the President about campus matters. As evidenced by SRU's organizational charts (EI 1.0.1) that are posted on the University website, each Cabinet member is responsible for a set of functional areas consisting of specialized personnel who contribute to the success of the institution (see also Chapter 7.3).

The main priorities of the ten Cabinet positions are outlined in Table 7.1.

TABLE 7.1: Roles of Members of Cabinet	
Provost and Vice President for Academic Affairs	is the chief academic officer responsible for the creation and implementation of the academic priorities for the institution as well as ensuring the quality of its educational programs. Academic Affairs is also the primary reporting area for the faculty.
Senior Vice President for Administration, Global Engagement and Economic Development	is the chief innovation officer and is responsible for developing and managing the University's partnerships regionally and beyond to promote economic growth and for developing strategies that link programs to workforce needs.
Vice President for University Advancement	oversees a coordinated approach in fundraising and advancement efforts among the University and its affiliates.
Chief Student Affairs Officer	provides leadership for student success by advocating for institutional and policy changes that enhance student retention and persistence.
Chief Communication and Public Affairs Officer	conceives, implements, evaluates and refines strategic communications to support and advance the institution's goals and priorities.
Chief of Staff	provides overall support for the operation of the President's Office and serves as an advisor to the president.
Chief Financial Officer	provides leadership and direction for all financial-related matters throughout the institution in support of education, research and strategic goals of the University.
Chief Data Officer	provides executive leadership for building a data informed culture among administrators, faculty and staff focused on the effective use of data and analysis to improve the quality of institutional decision-making and stewardship of institutional resources.
Chief Enrollment Management Officer	provides strategic and operational guidance for integrated recruitment, financial aid, recruitment marketing initiatives, retention, and career education in connection with the University's mission and strategic plan.
Chief Human Resources Officer	provides vision and strategy for human capital development in support of the University's overall mission, vision, values and strategic plan.

The Cabinet has extensive experience at SRU, in the higher education field, and in relevant sectors. Cabinet member qualifications are carefully vetted and evaluated through human resources processes. The group's collective experience is supplemented by appropriate-sized staffing to achieve efficiencies and effectiveness. The cabinet structure is comprehensive to guide the University during transitions in leadership, and adaptable to act on the initiatives of new leadership.

The Cabinet and related staff members have regular engagement with faculty and students. Representatives regularly meet with the executive board of the Student Government Association. In addition, the Cabinet and the President have created taskforces and Commissions comprised of students, staff, faculty, administrators and community members to help shape policy to support the University's mission to advance the interests of its University's diverse campus community (see also Chapter 2.2). The Commissions were established at different times throughout the University's history in response to societal changes and campus issues. The most recent Commissions were formed to address emerging issues affecting SRU students and employees, including Veterans and Military Affairs, and Mental Health. Commissions help create an environment that is open, caring, nurturing, fair, and respectful. In 2020, for example, the President used the strength of the Commission structure by directing the Commission on Racial and Ethnic Diversity to formally and systematically study the experiences of SRU's students and employees of color. The Commission's current charge is to engage with the University Police to produce a thorough research report and to recommend actionable interventions based on their findings.

Criterion 5: Periodic Assessment of the Effectiveness of Governance, Leadership, and Administration

> 5. *periodic assessment of the effectiveness of governance, leadership, and administration.*

Key processes used to assess the effectiveness of Slippery Rock University governance include the following:
- Assessment of the President is conducted at the state level by the Chancellor's office, in accordance with BOG policy 2002-03-A: Evaluating Presidents (EI 7.5.1);
- an evaluation of the President is conducted by the COT who forward the results with recommendations to the Chancellor for submission to the BOG in accordance with Act 188, 20-2009-A (EI 1.1.6);
- Formal evaluations of cabinet-level leaders are conducted by the President on an annual basis.

The effectiveness of University leadership is also assessed by its own employees through a third-party survey provided by *ModernThink*, a research and consultant firm for workplace issues. Based on the survey results, SRU is continually named one of the *ModernThink's* "Great Colleges to Work For." In 2019, SRU was named to the program's National Honor Roll, designated for those institutions that were cited most often across all recognition categories. Categories the SRU received recognition included:
- Collaborative Governance
- Compensation and Benefits
- Confidence in Senior Leadership
- Professional/Career Development Programs
- Teaching Environment
- Tenure Clarity and Process

Other notable third-party recognition includes "Best Northeastern" college by the *Princeton Review*, "Best Regional Universities – North" by the *U.S. News & World Report*, and other specialty distinctions including awards for specific programs and the University's commitment to the environment and its military-friendly climate.

The President and Cabinet complete annual Executive Objective and Performance Evaluations that are administered by PASSHE and submitted annually to the Office of the Chancellor. 50% of the evaluation is based on University goals set by the COT in consultation with the President.

The President also has individual objectives that cascade from and provide support to the University goals. The Chancellor encourages the President to discuss those objectives with direct reports so they can complete their state-level objectives with the understanding that many of them will be tied to the President's objectives. The other three sections of the evaluation are based on Culture and Talent Development (20%), State System Alignment (20%), and Governance, Decision-Making, and Community Engagement (10%).

The University also follows the PASSHE Management Performance and Reward Program (MPRP) outlined in BOG Policy 1985-07-A (EI 2.3.22) that promotes effective leadership and provides consistent and equitable policy and administrative practices for the employment, classification, compensation, benefits, and performance

assessment of State System non-represented (management) employees. Managers are evaluated through an MPRP appraisal form where they document their accomplishments as they relate to each strategic goal.

Systematic procedures for using assessment data to enhance operations are facilitated by the University's Office of Planning, Resource Management and Assessment (PRMA), which collects and maintains accurate and assessable data to assist administrators, faculty, and staff in their evaluation, assessment, and decision-making processes (see https://www.sru.edu/offices/prma and the related Power BI tools). Their data systems include business intelligence, market, institutional records, and student surveys that enhance operations, support continuous quality improvement, and advance a culture of data-informed decision-making.

Staff and Faculty have separate appraisal processes outlined in the corresponding Collective Bargaining Agreements (EI 2.1.1 and EI 2.3.17 – 2.3.21).

Institutional Priorities

Governance, leadership and administration support the four areas identified as Institutional Priorities through the following:

- **Student Success.** The University's mission is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. The COT's Academic and Student Affairs Standing Committee understands and supports this mission by addressing matters related to student success four times per year at the COT's regular meetings. Additionally, the Chief Student Affairs Officer is represented on President's cabinet to consult University leaders regarding areas of student success and advocating for students so they can achieve their goals in college, in their careers and in life. More details about student success are addressed in Chapters 3 and 4.
- Transformation of Students. The governing and administrative bodies of the University support academic programs and co-curricular programs to enhance learning. The University continues to invest in co-curricular programs and High-Impact Practices (HIP), as identified by the Association of American College and Universities, by approving grants that cover expenses associated with programming and courses that use HIPs. University administration and leadership also provided the necessary resources and supported faculty and staff to achieve Carnegie Community Engagement Classification.
- **Caring Community.** The President, cabinet members and other administrative leaders regularly attend campus events, conduct open forums and supports initiatives in response to issues related to student care. Examples include food drives to support the SGA Food Pantry that provides access to free food for students with food insecurities, and University administrators, including the President, assisting first-year students at residence halls during move-in day and the University's first-year student orientation programs called Week of Welcome. These activities provide visibility and opportunities for direct service. Activities of the President's Commissions and taskforces further emphasize the focus on maintaining a caring community.
- **Use of Resources.** The governing and administrative bodies of the University approve and allocate the $143 million annual Education and General Budget. These resources are distributed under the direction of University leadership to support the appropriate operations in an efficient, effective, and sustainable manner. In addition, the resulting ethical and appropriate distribution of finances is monitored by internally thorough oversight offices, externally through the COT and the BOG, and by third-party audits and, in the case of federal financial aid, through the federal government.

Conclusion and Next Steps

The University has a robust governance, leadership, and administrative structure guided by the University's mission, vision, and goals. Some governance polices and structures are determined by PASSHE, the Pennsylvania legislature and the Department of Education, which means the University works to align its own goals with those of external entities.

In addition, Slippery Rock supports a culture of shared governance through a variety of leadership bodies including the Council of Trustees, the President's Cabinet, and divisional leadership teams. Members of the faculty union and the Slippery Rock Student Government Association (SRSGA) meet regularly with the President and Provost, and the Council of Trustees has a voting student member who participates in all meetings and

decisions. The SRSGA Executive Committee also meet regularly with an assigned Cabinet member so students are aware of campus activities and have the opportunity to discuss student concerns. Over the past several years, the campus has championed joint committees with faculty and the administration. As the University continues to develop its approaches, continued integration of campus voices will become increasingly important.

Next Steps

Campus Engagement in Decision Making. Slippery Rock has focused in recent years on enhancing and extending communication to engage multiple University levels in decision making. The University should continue to expand and strengthen current avenues for listening to faculty, student, and staff voices and presenting campus information to the Council of Trustees to augment the strength of decisions.

Chapter 8: COVID-19 Response

In Spring 2020 as the Steering Committee was completing the first self-study draft, the COVID-19 pandemic hit Slippery Rock University. This chapter summarizes the actions taken by the University to address the resulting challenges in academics and faculty, residence life, student affairs, health precautions, staff, enrollment management, planning, and facilities. Initiatives started in response to the pandemic that will be continued as part of regular campus processes are also discussed, as well as alignment to institutional priorities.

Communication has been key in the University's response to the pandemic. President Behre began weekly email updates to community in mid-March so that students, parents, faculty, staff and other community members had access to campus approaches and information about efforts to ensure that students could successfully complete the semester while addressing safety for all campus members. In addition, the President hosted daily Cabinet meetings, weekly emergency planning team meetings, as well as a variety of other meetings. Public SRU webpages were linked to the University homepage addressing spring semester processes, return-to-campus plans, and COVID case statistics. A joint faculty and administration committee was formed to study campus outcomes and plan for ongoing changes to safety and classroom structure. The President gave regular reports to the Council of Trustees. The full communication archive can be found on the SRU COVID-19 webpage (https://www.sru.edu/covid19/archive.html).

Academics

The main campus goals in the early days of the pandemic were to keep campus members safe and to maintain the continuity of the academic process. When it became clear that classes would migrate to online education, spring break was extended from one week to three weeks to allow faculty time to develop ways to move classes to low-bandwidth virtual methods while meeting student learning outcomes. The end date for classes was not altered.

Faculty were provided with training opportunities, including extended versions of the campus's distance education workshop, in both live and prerecorded formats for ease of access.

Since Slippery Rock University is located in rural western Pennsylvania, the administration assumed that students might have connectivity challenges and took several steps to provide needed resources and opportunities. First, faculty were asked to prepare classes using low bandwidth with written materials, slide presentations, and recorded lectures which typically use less bandwidth than live videoconferencing. Second, the University provided a specialized email address, connectivity@sru.edu, to connect students with resources if they had or anticipated problems with hardware or connections through their internet providers. From March 2020 through October 2020, IATS handled 1370 emails to connectivity@sru.edu and 5038 work orders.

The IATS department also began outreach to faculty and students to ensure that they had sufficient resources at home to complete their classes. At a time when laptops, monitors, and webcams were difficult to source, Slippery Rock was able to distribute 223 laptops and provide twenty $100 stipends to students to supplement their data plans. Since Slippery Rock is required to follow public funds policies in Pennsylvania and PASSHE, anyone borrowing equipment was required to complete an emergency telecommuting form for tracking.

Bailey Library was able to transition smoothly to provide services virtually to meet the needs of students, faculty, and staff during this period. Library staff promoted the "Ask a Librarian" chat function to provide live support for research servicers as well as to allow questions to be submitted after regular hours of operation. Faculty librarians conducted virtual library teaching sessions as well as continued to meet individually with students, all via Zoom.

During the late spring and summer, the library staff prepared to re-open the library at the beginning of the fall semester, putting in place numerous guidelines and procedures to follow CDC guidelines and operate in a safe manner. Study rooms and study areas were rearranged to meet social distancing guidelines, physical materials were available only by request, sanitation stations were located throughout the library, and cleaning schedules were changed to maximize cleaning and sanitation of public areas.

By the end of the Spring 2020 semester, Academic Affairs developed a project with the faculty union to capture student and faculty opinions about the online class migration. Through the surveys and resulting report, called the Synchronous Instruction Proposal, SRU established that students wanted more direct contact with their faculty, and that connectivity was less of an issue than anticipated. One issue discovered was that faculty unknowingly used video capture software that had high data usage, creating increased costs for students. The Center for Teaching and Learning began to share modules and videos about video capture so faculty could choose options better suited to their material and student needs. To address the student preference for more faculty contact, faculty in Summer 2020 and Fall 2020 classes were encouraged to incorporate synchronous class or meeting times each week in their course plans.

Also as a result of the student survey, Academic Affairs discovered that students lacked training in navigating the online environment. The Provost convened a committee of faculty, administrators, and students who identified topics covering software navigation, time management, effective online communication practices, and study skills. The committee developed a website called Rock Learning Now which has links to training and video commentary from student leaders. The site also includes a unique peer-to-peer chat feature. The site is an important resource to help students and to indicate to parents the campus' commitment to student success.

Fall 2020 courses were offered largely online (about 80%). Classes began a week earlier than usual in August and fall break was cancelled so that classes could be completed before Thanksgiving. The goal of the schedule modification was to minimize overlap with the normal flu season and to keep students in place as much as possible. Some classes in selected programs were allowed to be held partially or fully in-person, such as those in exercise science, physical therapy, and occupational therapy. Faculty were allowed to choose their preferred modality within existing safety protocols and through consultation with their deans.

In October 2020, the President announced that classes would be largely online in Spring 2021. Faculty and staff were advised to stay home if reasonable, but otherwise had access to campus as needed.

Residence Life

As one of the first steps in the University's response to the pandemic, campus residents were asked to stay home after spring break, with limited access to pick up necessary belongings such as class materials, computers, and medication. Emergency housing was given to 165 campus residents, such as international students, who were identified as having a continuing need to live on-campus since it was their permanent place of residence during the academic year. Students who needed to live on-campus were required to identify themselves through an application process.

In an effort to maintain the well-being of the University community and in adherence with social distancing guidelines, the campus reduced the occupancy rates in the residence halls for the Fall 2020 semester. Residence halls were opened with adjusted room occupancy with one person assigned to a sleeping area (a private bedroom or a traditional room). The University also designated 25 rooms as isolation/quarantine rooms. Once Fall 2020 began, exposed students were encouraged to return home if possible or quarantine in their own rooms with delivered food and daily health checks.

Approximately 720 students were allowed to live in the residence halls in Fall 2020, and could do so even if they were taking online classes; others had apartment leases in the area or chose to stay home. Limited dining services for takeout only were available with tents set up as popup dining areas.

Student Affairs

In response to safety concerns, athletic events for spring, summer, and fall 2020 were cancelled, with protocols for spring 2021 under consideration in conjunction with the Pennsylvania State Athletic Conference (PSAC). The athletic teams, although not competing, were supported by their coaches through voluntary workouts, appropriate lifting sessions, and regular virtual team meetings and academic support to keep them engaged with their majors, their sports, and the University.

In an effort to keep students engaged with Slippery Rock and the life of the University, a university-wide team was created to demonstrate that students can continue to connect with their peers outside the classroom and provide them outlets for involvement in a virtual format. The team continued to meet throughout Summer 2020,

with a revised charge to focus on developing best practices and guidelines for units and student organizations to conduct virtual programming and promote campus engagement. Students were provided with resources to help them complete virtual programming including the Guide for Virtual and Socially Distant Programs and the Virtual Student Involvement Webpage. A snapshot of student engagement during the Fall 2020 semester indicates that Slippery Rock supported 196 registered student organizations and held 886 campus events (online, hybrid, and in-person). The planning committee reviewed outcomes and made recommendations for continuing programming efforts based on the Virtual Programming Assessment Report. Outcomes suggested preferred activity themes, preferred methods of student content, and preferred timing for events.

In addition to formal programming through Student Affairs, other entities in the academic colleges and the Honors College also designed virtual extracurricular activities.

The Aebersold Recreation Center (ARC) reopened in early August 2020 to the campus and surrounding community, both to provide service and to test feasibility of physical arrangements before the start of classes. Capacity limits were set in consultation with the Office of Emergency Management, and group activities such as classes and parties were cancelled to allow for spacing for individual users.

Health systems

Not long after the pandemic response started, Slippery Rock began to work closely with the Butler County Health Department and the Allegheny Health Network to establish appropriate protocols aligned with recommendations of the national Centers for Disease Control. Regular information was sent to the community giving updates on changing approaches and providing specific health information related to symptom identification and personal action to keep individuals in the campus community safe. The Office of Emergency Management (OEM) instituted a mask policy. The Student Code of Conduct and employee codes were updated to address COVID management violations and coupled with a frequently-asked-questions sheet so that behavior expectations would be clear to all campus members.

Student Health Services (SHS) has maintained an institutional pandemic and disaster preparedness plan, including maintaining PPE and medical supplies, which allowed the department to respond quickly to the ever-changing landscape of COVID-19 management. Initially, the University decided to extend spring break by two weeks; however, during that time the decision was made to move all academic activities to online platforms. SHS readjusted clinical care activities and staffing numerous times to keep pace with best standards of care. Ultimately, SHS stopped direct patient care and offered phone advice and care management. SHS remained open 24/7 while there were students remaining on campus. An emergent staffing plan (12-hour shifts) was instituted to decrease the number of staff on site at any given time. In addition to coordinating the care needs of students in isolation and quarantine, staff served the university community through numerous collaborations and committees. All non-clinical staff began telecommuting and nursing staff implemented the emergency staffing plan as part of the university's compliance plan with Pennsylvania closure of universities. The Health Promotion Coordinator was assigned to the Student Support team, which was tasked with providing support and resources to students virtually (EI 4.6.17 – Student Health Services Annual Report FY20)

The SRU COVID Response Team includes representation from: Student Health Services, Emergency Management, Environmental Health and Safety, Student Support, Residence Life, Dining, Human Relations, University Communications, Facilities and the Office for Global Engagement. The team meets regularly to address the challenges posed by the COVID-19 pandemic including: building closures, health and safety, management of quarantine and isolation and addressing student needs.

Finally, the University continued and refined its focus on mental health on campus. The Student Counseling Center pivoted to providing individual and group counseling and clinical consultations via telehealth, as well as preparing resources and programing accessible through the University website. In addition to formal counseling services, Student Support provides guidance, resources and assistance with goal setting around life issues impacting personal, social and emotional wellness. Student Support provides Care referral that allow identification of students who may be in crisis so that they can be helped. In response to increasing numbers of requests for time-sensitive outreach, two positions were added to Student Support.

Staff

In March 2020, at the start of the pandemic, most employees were asked to work remotely, some with alternate work assignments. Essential employees in the upper administration, IT services, residence life, health services, facilities including custodial staff, and safety officers including the campus police continued to work on campus to ensure safety and continuity of service. Staff working remotely were provided with computer equipment as needed.

Staff whose responsibilities did not transfer fully to the remote environment were given the opportunity to assist in other areas of the University. One large-scale project was coordinated outreach to current students who appeared to have disengaged from one or more of their courses during Spring 2020 or had yet to register for Fall 2020 classes. Staff members called students and connected them to services if needed to help ensure that the University's enrollment remained strong heading into Fall 2020. In addition to providing a needed service to Enrollment Management and the campus, this project allowed Slippery Rock to continue employment for staff.

Enrollment Management

To help ensure safety during the pandemic, the Offices of First-Year Admissions, Transfer Admissions, Graduate Admissions, Orientation, Financial Aid & Scholarships, Academic Records, Career Education & Development, and Academic Services have completely modified and transformed the prospective, incoming, and enrolled student experiences to a virtual environment with additional campus programming in light of pandemic distancing requirements. Campus-wide collaborations and partnerships for all programming and services have continued and were adapted to the virtual environment. For example, over 35 faculty continue to be involved in admissions and orientation virtual events which are produced as live programmatic events, as well as recorded environments.

Additionally, student progression initiatives including academic advising, tutoring, career education and development, and design-your-life initiatives have all continued under a virtual environment. Further, volunteers from across the university were used to assist Enrollment Management in facilitating student outreaches and nudges in the following ways:

- connecting students who may have disengaged from online learning;
- verifying enrollment;
- reviewing mid-term progress;
- completing incomplete grades from the previous year;
- connecting with non-registered and lower registered students.

Hundreds of referrals were made to advisers, faculty, student success coaches, student support services, tutoring, career education and development, and financial aid.

As can be seen in TABLE 8.1 below, the intensive follow-up by Enrollment Management and others on campus produced a slight increase in overall enrollment despite the challenges of the remote migration. Fall 2020 first time full-time freshmen declined by 119 students from 2019 while transfers increased by 25. Continuing undergraduates increased also, indicating a slight increase in retention. Because the late spring, summer, and fall terms have been affected by the pandemic, the University is cautious about drawing trends or conclusions, and discussion has been limited to this COVID review chapter.

TABLE 8.1 COVID Enrollment Status					
Student level	FT/PT	Fall 2020	Fall 2019	+/-	%
Undergraduate	Full-time	6860	6968	-108	-1.55%
	Part-time	555	500	55	11.00%
	TOTAL	7415	7468	-53	-0.71
Graduate	Full-time	632	549	83	15.12%
	Part-time	829	789	40	5.07%
	TOTAL	1461	1338	123	9.19%
Overall totals		8876	8806	70	0.79%
Source: SRU PRMA website					

Finances, planning, and communication

When the campus migrated to remote learning and working, the University Communications office linked a COVID update page to the main University website in an effort to create a transparent process and address concerns about the campus situation. Through the website, information regarding the remote migration was available to employees, students, parents, and other members of the community. In mid-July, a large-scale Fall 2020 reopening plan was posted in accordance with requirements of the Pennsylvania Department of Education. In late-August, the University posted new and cumulative campus COVID cases and in late September added building closure updates. This centralized site also includes a communication archive and a link to COVID CARES funding information.

On March 27, 2020, the U.S. Congress approved the Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, that provided stimulus funds for institutions of higher education to use in assisting students who were impacted by the disruption of campus operations due the COVID-19 pandemic. Slippery Rock University received its allocation and created a student application to determine eligibility to receive funding. Beginning May 1, Slippery Rock University's Financial Aid Office dispersed its allocation of student CARES funds, totaling more than $3.3 million to those students who were identified as being "in need" based on FAFSA records. By mid-summer, 4468 students had received some amount of CARES funds to assist with the financial stressors associated with the pandemic. An additional 180 students received emergency aid totaling approximately $160,000 in Fall 2020.

In early April, students were sent partial-use refunds for room, board, and other fees. The percentage rate of student refunds was based on the number of days for which services were not being provided to students, which was an eight-week period or half the total 16-week semester. Students received refunds as appropriate for housing, meal plans, parking, health services, student life enhancement, campus recreation, STEM-H fees, Smith Student Center fees, and student activities. Refunds were applied to outstanding owed balances, and any payment plans were reconfigured based on the new COVID model.

Overall, Slippery Rock's finances have remained sound throughout the challenges of the pandemic. In addition to the CARES Act funding for students, the University received an institutional share of HEERF (Higher Education Emergency Relief) funding totaling $3.7 million as well as State Relief Aid (Title V) of $2.8 million and GEER funding (Governor's Emergency Relief Funding) of approximately $280,000. Collectively these represented funding sources of $6.7 million that have supported various instructional needs for both FY20 and FY21. The largest component of the funds ($3.2 million) was used to reimburse the University for Spring 2020 refunds (net of cost recovery), approximately $500,000 was directed towards direct mitigation including PPE, sanitization and cleaning supplies, and approximately $900,000 supported technology needs associated with remote work or using technology to deliver remote instruction. The remaining funds are supporting qualified personnel costs and other expenses related to responding to the pandemic and adapting the University's programs.

For FY20, SRU experienced a surplus of $5.6 million or 3.4% as a result of the aid funds replenishing many reductions in revenue or expenses, and a natural overall decrease in expenditures occurring as a result of the reduction in many aspects of campus operations such as utilities, travel, and consumable supplies.

For FY21, the University faced significant uncertainty about enrollment and what expenditures and aid funds would be available during its planning processes. The University suspended its routine processes and provided all units with a budget allotment of 10% less than typical levels with only six months of allocation until more information was known. The process included clear guidance that the Finance office would support any necessary expenditure that would exceed these allocations and worked with each unit to ensure they had the necessary funds. When enrollment was achieved at levels close to planned, the remaining six months of budget allocations were provided. Each unit has access to their reserve funds and could request additional allocations if important expenditures were identified. For FY21, the E&G funds are projected to have a deficit of approximately $1.0 million. One key reason was the decision to withdraw the 3.5% tuition increase that was authorized by the Council of Trustees. This decision was reached as a result of the uncertain financial circumstances many families were facing during the pandemic. Additional contributors included reductions in revenue sources for events and activities that weren't permissible from a health and safety standpoint. However, the University made commitments to keep expenses lower in key operating areas such as travel as well as hold open personnel lines

and reallocate individuals to key needs across the University. All of these factors have minimized the negative financial impacts of the circumstances occurring with the pandemic.

The FY21 Auxiliary results are budgeted at a $2.8 million deficit, which is the result of several factors including reducing three University fees by 50% as a result of changes in services, and the much lower occupancy on campus housing. Each auxiliary has historically been financially healthy and has sufficient reserves to support the financial circumstances it is experiencing due to the pandemic.

Facilities and cleaning plan

Campus migrated to the remote environment in the spring 2020. Deep cleaning was completed in buildings, and individuals needed permission to access their offices to reduce campus exposure and to monitor cleaning needs. By mid-summer, faculty and staff were allowed to return to campus on a limited basis and use classrooms for lecture capture. The Office of Emergency Management met with suites and units to determine safe occupancy and usage patterns for offices and classrooms. As employees returned to campus, they found Plexiglass partitions, floor tape, distancing instructions, increased cleaning schedules, mask protocol, and availability of cleaning wipes/materials in each office. Buildings with COVID exposure were closed for cleaning and, when reopened, workers accessing the space were given a temperature check.

By mid-summer, limited in-person gatherings (including events, meetings and activities) could be held with no more than 25 persons indoors and 40 persons outdoors (based on established room capacity). The Office of Emergency Management created guidelines for hosting in-person events which indicates the parameters, scope, enforcement, and revision timeline. To supplement the guidelines and allow for clarifying discussion, eight live virtual workshops were held and recorded for later viewing with 342 attendees/viewers. Engagement with the workshop is required for students or employees planning to host an event.

Innovations moving forward

As stated, Slippery Rock implemented many new processes to facilitate learning and support students and employees through the 2020 remote migration. Some innovations were determined to be beneficial additions to University processes and will continue after the University returns to more normal function.

- **Rock Learning Now**
  As described above, the Rock Learning Now website grew out of survey and other data that suggested that the University had structures in place to support faculty for distance learning but did not have equivalent support for students. This led to the creation of a committee with membership from all parts of academic affairs, student success, and enrollment management, including students, to develop support for students in the new learning environment. The resulting webpage has links to student-centered resources about different class modalities, using technology and software platforms, strategies for developing good study skills and habits, links to offices on campus for additional support, and access to an innovative student-to-student chat feature.
  Although it sprang from COVID needs, the University found that the Rock Learning Now resource page was not directly tied to the COVID pandemic in terms of its content and should be continued as a support to both face-to-face and online students. The page resources are regularly reviewed and discussed by the committee to assess currency, accuracy, and the need to address emerging issues. For example, in preparation for student registration for classes in Spring 2021, a section was added to provide resources and videos on how to navigate the registration process.
- **Virtual options for student involvement**
  Student Affairs developed multiple avenues to engage with students during the pandemic, including creation of a digital Student Involvement Newsletter, a centralized events process for student organizations on CORE (SRU's student engagement portal), a digital student organization planning guide, and summer outreach and virtual programming for incoming students. These options will engage incoming freshmen, incoming transfers, and continuing online students as important segments of the University student body.

- **Technology re-envisioning: OWLs and migration to laptops**
  To facilitate faculty's lecture capture, particularly in multimodal environments that have mixed groups of online and face-to-face students, Slippery Rock invested in video communication technology featuring cameras that captures 360° video and audio. IATS installed 160 camera systems in campus classrooms in July, and faculty training was provided through the Center for Teaching and Learning. This initiative aligns with the 2019-2023 Collective Bargaining Agreement inclusion of multimodal as a supported delivery method, allowing resource sharing across PASSHE institutions and course access to students studying away from campus, for example, because of internships or military service.
  Slippery Rock worked to provide portable technology to faculty and staff to support remote work. IATS reviewed the use of laptops versus desktop/tower computers on campus, and modified the computer replacement protocol to prioritize laptops as the campus technology standard. This change will allow agile responses to weather or other emergencies to ensure business continuity.
- **Production studio for professional instructional videos**
  Production studios were created in several campus locations to provide quality recordings for use in online classes. The studios will remain available to facilitate production of online courses.

Institutional Priorities

In the work that SRU has done, and continues to do, in solving the challenges presented by the COVID pandemic, there have been two primary goals – maintaining academic continuity and the safety of the university community. In meeting these challenges, Slippery Rock has continued to maintain its commitment to the four Institutional Priorities chosen for self-study:

- **Student Success.** The University has maintained its commitment to student success during the pandemic by intentionally and strategically forging an important connection between academic continuity and community safety. The approach since the pandemic began has been to err on the side of caution and to recognize that in order to deliver and receive the education the University provides, employees and students must be kept safe. By making various choices, such as altering the academic calendar, providing rigorous safety protocols, and limiting housing capacities, the University's focus on safety means that academic continuity can be maintained and received.
  While maintaining both safety and continuity of service, the University has also focused on student success by continuing to provide the same types of support services they would receive in a regular academic year. In some cases, such as with health services, SRU has worked to provide additional components to specifically confront the new challenges presented by COVID-19.
- **Transformation of Students.** Faculty and staff at SRU have been working consistently to learn, adopt, and provide new and continuing opportunities for students to engage in transformational experiences despite the challenges presented by the pandemic. Where alternative online experiences and activities can occur, the University has pursued those options. Many internships and experiential learning opportunities have been successfully converted and academic departments have found opportunities to invite virtual guest artists and facilitate activities that may not have been possible through traditional methods.
- **Caring Community.** In all of the actions taken to preserve the academic function of the University, it has been clear that caring for and protecting the safety of the community has been prioritized. At each step of the COVID planning process has been a commitment to placing the needs of the people the university employs and serves in front of other concerns. This has led to such impactful decisions as providing CARES funding to students, refunding housing payments, reaching out to community landlords to advocate on students' behalf, and working with employees to determine working conditions whether that be flexible working-from-home schedules or provided safety equipment. The University will continue to work to provide a caring community in the next steps forward.

- **Use of Resources.** In its use and distribution of resources throughout the COVID pandemic, SRU has committed to strategic decision-making that prioritizes safety, academic continuity, and the student experience. CARES funding has been utilized to assist students with their direct needs while also providing necessary equipment, technology, and educational resources to support the move to online learning. Both monetary and human resources have been utilized, and sometimes shifted from other priorities, in order to deliver online instruction, student support, and safety monitoring. The University will continue to support, assess, and strategically plan for resource needs as the various challenges presented by COVID-19 continue into the immediate future.

Conclusion

Slippery Rock University has carefully navigated this unprecedented challenge of maintaining safety and academic continuity during the COVID-19 pandemic. While certain processes have been adapted temporarily to meet current challenges, it has become clear that other procedures and policies should and will be permanently changed. These changes represent an effort to preserve the University's agility in responding to related and unforeseeable issues that challenge academic continuity and community safety. The University will continue to assess the need for additional changes that will serve the needs of students, the university community, and the institution.

EVIDENCE INVENTORY INDEX

Evidence Inventory Document #	Document Title	Also referenced in:
1.0.1	Organizational Charts	Introduction, 4.4, 6.5, 7.3, 7.4
1.1.1	Pennsylvania Statute Title 24 P.S. Education 20-2003-A	
1.1.2	SRU Strategic Plan	1.2 and 1.3
1.1.3	SRU Strategic Planning Update and Review	1.4
1.1.4	SRU Values Cabinet Approved	
1.1.5	PACT The Role of Trustee	7.2
1.1.6	Act 188	7.1, 7.2, 7.3, 7.5
1.1.7	New Faculty Request Form	3.2, 6.4
1.1.8	Non-Faculty Position Request Form	6.4
1.1.9	Student Learning Outcomes	5.1
1.1.10	Mission Poster	
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Standard 1.3	No original documents	
Standard 1.4	No original documents	
2.1.1	APSCUF Faculty CBA	2.2, 2.3, 2.4, 2.5; 3.2, 4.1, 6.5, 7.1
2.1.2	Technology Transfer and Commercialization Services	
2.1.3	SRU Student Code of Conduct	
2.1.4	Acceptable Use Policy	2.4
2.2.1	BOG Policy 2020-01 Sexual Misconduct	
2.2.2	BOG Policy 2020-02 Amorous Relationships	
2.2.3	BOG Policy 2009-03: Social Equity	
2.2.4	SRU Sexual Misconduct Policy	2.3
2.2.5	SRU Discrimination and Harassment Policy	2.3
2.2.6	SRU Faculty Search Procedures	2.5; 3.2
2.2.7	SRU Management Search Procedures	2.5
2.2.8	Name and Gender Change Process	2.3
2.2.9	Chosen Name Policy and Appeal Process	2.3
2.2.10	Course Syllabus Samples	3.2
2.2.11	President's Commissions	
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2.3.2	SRU Undergraduate Catalog	3.3
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2.3.5	Procedure for Filing Grade Appeal	
2.3.6	Final Grade Appeal Form	
2.3.7	Academic Restart Policy and Appeal Process	
2.3.8	Graduate Transfer Credit Policy and Appeal Process	
2.3.9	Office of Disability Services Grievance Process	
2.3.10	Distance Education Complaint Process	2.8
2.3.11	PDE Higher Education Complaint Form	
2.3.12	Student Code of Conduct Reporting Process	
2.3.13	Discrimination and Harassment Complaint Form	
2.3.14	Records Privacy and Complaint Process	4.3
2.3.15	Military Absence Policy and Appeal process	
2.3.16	Veteran Students - Course Scheduling Preference Policy	
2.3.17	AFSCME CBA	2.5, 6.5

2.3.18	APSCUF CBA Coaches	2.4, 2.5, 6.5
2.3.19	OPEIU CBA	2.5, 6.5
2.3.20	POA CBA	6.5
2.3.21	SCUPA CBA	2.5; 6.5
2.3.22	BOG Policy 1985-07-A: Management Performance and Reward Program	7.5
2.3.23	BOG Policy 1983-01-A: Merit Principles	6.5
2.3.24	BOG Policy 1984-14-A: Terms and Conditions of Employment of Senior Policy Executives	2.5
2.4.1	Pennsylvania Public Official and Employee Ethics Act	7.2
2.4.2	State Ethics Commission Statement of Financial Interests	
2.4.3	PA Commonwealth Procurement Code	
2.4.4	BOG Policy 2012-01: Conflict of Interest	
2.4.5	PASSHE Procedure/Standard 2011-07, Expenditures of Public Funds	
2.4.6	BOG Policy 1998-04-A: Procurement of Goods, Services, Supplies, and Construction	
2.4.7	BOG Policy 2002-05: Service on Public and Private Boards	
2.4.8	BOG Policy 2009-02: Acceptable Use of Technology	
2.4.9	SRU Purchasing and Contracting Policies and Procedures	4.5
2.4.10	SRU Financial Conflict of Interest Policy	
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